THE USE OF PROJECT BASED LEARNING TO IMPROVE THE STUDENTS’ WRITING SKILLS IN DESCRIPTIVE TEXT

(A Classroom Action Research of the Tenth Grade of SMA Muhammadiyah Plus Salatiga in the Academic Year of 2017/2018)

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.)

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2018
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In the name of Allah, the most Gracious and Merciful

Hereby, the researcher declares that this graduating paper is made by the writer herself. This paper does not contain another idea, quotation, or opinion except the information from the references.

The researcher is capable to account for this graduating paper if in the future it can be proved of containing others’ idea or in fact the writer imitates the others’ graduating paper.

This declaration is made by the researcher and she hopes that this declaration can be understood.

Salatiga, March 15th, 2018

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Faculty : Teacher Training and Education Faculty
Department : English Education Department

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ATTENTIVE COUNSELOR’S NOTE

Case : Nadya Rizky Syah Putri’s Graduating Paper

Dear,
Dean of Teacher Training
and Education Faculty

Assalamualaikum Wr. Wb.

After reading and correcting Nadya’s graduating paper entitled THE USE OF PROJECT BASED LEARNING TO IMPROVE THE STUDENTS’ WRITING SKILLS IN DESCRIPTIVE TEXT (A Classroom Action Research of the Tenth Grade of SMA Muhamadiyah Plus Salatiga in the Academic Year of 2017/2018), I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamualaikum Wr. Wb

Counselor

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iv
THE USE OF PROJECT BASED LEARNING TO IMPROVE STUDENTS' WRITING SKILLS IN DESCRIPTIVE TEXT (A Classroom Action Research of the Tenth Grade of SMA Muhammadiyah Plus Salatiga in the Academic Year of 2017/2018)

WRITTEN BY:
NADYA RIZKY SYAH PUTRI
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Has been brought to the Board of Examiners of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga, on March 26th 2018, and hereby considered to have completed the requirements for the degree of Sarjuna Pendidikan (S.Pd) in English Education.

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MOTTO

“Traveling – it leaves you speechless, then turn you into a storyteller”

(Ibn Battuta)

“Ketika kau melakukan usaha mendekati cita-citamu,
diwaktu yang bersamaan cita-citamu juga sedang mendekatimu.

Alam semesta bekerja untuk itu”

(Fiersa Besari)

“Beauty comes from the inside, one of beauty tools is book and its product is progressive thought”

(Nadya Rizky Syah Putri)
DEDICATION

This graduating paper is dedicated to:

1. My beloved Parents Djohansyah and Halisyati, who always love, support and pray for me. Without your prayer I can finish this graduating paper well. May Allah bless for you.

2. My beloved sister Salwa Hanyfa Syahputri who always gives her best supports.

3. The honorable English teacher of SMA Muhammadiyah Plus Salatiga Ms. Farrah Zakiyah Anwar, S.Pd.I who helped me to conduct the research.

4. All of best students of Science Tenth Grade at SMA Muhammadiyah Plus Salatiga who has successfully participated in my research.

5. My second family of Muhammadiyah Students Association (IMM) Kota Salatiga who give me strengths and supports. FastaabiqulKhoirot

6. Big family of English Education 2013, there were many stories that we had passed together. Success for us!

7. All people that supported me to finish this graduating paper. Thank you very much

8. Great creation that You have created all of Mountains in this universe. I feel Your Affection through them by getting inspiration. MashaAllah
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6. The head master of SMA Muhammadiyah Plus Salatiga, All of teachers and staffs of SMA Muhammadiyah Plus Salatiga.

Salatiga, March 26th 2018

The researcher,

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ABSTRACT


Keywords: Project Based Learning, Writing, Descriptive Text,

The researcher used Project Based Learning to improve students’ writing skills in descriptive text. The objectives if this research were (1) to describe the profile of tenth grade students’ writing skills in descriptive text before using the Classroom Action Research in SMA Muhammadiyah Plus Salatiga in the Academic Year of 2017/2018, (2) to describe how the Classroom Action Research used to improve writing skills in descriptive text for tenth grade students of SMA Muhammadiyah Plus Salatiga in the Academic Year of 2017/2018, (3) to describe the significant improvement of writing skills in descriptive text for tenth grade students after using Classroom Action Research in SMA Muhammadiyah Plus Salatiga in the academic year of 2017/2018. It was conducted in two cycles. Each cycles consist of four steps. They included planning, acting, observing and reflecting. The researcher took role as an observer who observed all of students and teacher’s activities in the classroom. The teacher was a collaborator. The result showed that (1) the students had low profile in writing skills of descriptive text before implementing Project Based Learning(2) the implementation of Project Based Learning to improve student’s writing skills in descriptive text was reached successfully. This passing grade of English lesson was 71. There were number of students who could reach the cycle 1 to cycle 2. The pretest of cycle 1 showed 00,00% of the students who could the passing grade. The post test of cycle 1 showed 25% of students could pass the passing grade. The pretest of cycle 2 showed 25% of students that could get at the passing grade. The post test cycle 2 showed 62,50% of students who could pass the passing grade.(3) the improvement of the students’ writing skills in descriptive text for the tenth grade was good. In the cycle 1, the t-test was 4,859 and t-table was 2,131 it showed significant level as many as 5% then in the cycle 2 the t-test was 2,384.
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CHAPTER I

INTRODUCTION

As what had been stated at previously, this research study aimed to improve students’ writing skills in descriptive text. This chapter presents background of study, problem statements, objective of the research, benefits of the research, hypothesis, research method and research organization.

A. Background of Study

Public agree that education is a main device, to develop human source. Education in Indonesia has a big challenge to produce productive human source in multitudes. It can be transformed to become competitive and skilled human source through education (Kementerian Pendidikan dan Kebudayaan, 2013:3). By design, public need to education that is designed based on the global demand. It is needed for preparing the learning design to reach the purposes of education.

The law of national education system number 20 in 2003 explains that education is a planned exertion to create a learning process in order to students actively develop their capabilities to get a religion spiritual, self-control, intelligence, personality, good attitude, skills that will be used to themselves, society, nationality and country. There are some goals that national education toward students in Indonesia that must be reached. To reach these goals, we need to plan the learning. Thus the curriculum is needed for reaching the education goals.

Globalization brings influence to education includes in Indonesia. In addition Globalization brings this world into several issues such as ecology’s
problem, advancement of technology, creative industry and culture development until education development in international level (Kementrian Pendidikan dan Kebudayaan, 2013:3). This external challenge for education in Indonesia brings Ministry Education and Culture to develop the instruments of education by using policies then one of the education policies is about curriculum.

Egan (2003:16) states that Curriculum is the study of educational phenomena that is drawn by methodology tools to reach the purpose of curriculum itself. In addition Su (2012:154) states that curriculum means of achieving educational and objective goal. In another hand, curriculum can predict the students and teacher’s activities in the learning process.

The newest of curriculum for education in Indonesia is using Curriculum 2013. Curriculum 2013 has aims to prepare Indonesian become faithful, productive, creative, innovative and affective citizen that contribute in national and international society life. This learning itself can be used as a tool to implement the curriculum. Subject of the curriculum is the teacher itself. In curriculum 2013, type of learning process is student centered.

Learning means a process of interaction among students, teacher and learning source in the learning environment (Kementrian Pendidikan dan Kebudayaan, 2003:3). In this situation, students and teacher make an interaction each other to implement or to create the planning that is written in curriculum to the action. Thus, the learning

Several teaching problems can be found by doing a research and solve those problems. Many problems happen in teaching and learning process of
writing skills. Those problems become an idea to make a research. According to observation, there were five problems in the tenth grade of science of SMA Muhammadiyah Plus Salatiga. The problems were lack of motivation in writing, difficulty in finding topic of writing, lack of vocabularies, difficulty in arranging good and right sentences and feeling bored when learning in writing. Whereas, Curriculum 2013 have offered its developing in way of thinking such as students will be involved in students center learning, interactive learning, and active learning (Ministry of Education and Culture, 2013:2)

Based on the problems above, the researcher offers a solution to solve the problems by using Project Based Learning method for classroom activity. It is suitable for solving the problem, as states by Krajcik and Phyllis (2005:318) that Project Based Learning has principal to construct the students’ understanding actively by using material and project. It is suitable also for the goal of curriculum 2013 that produces faithful, creative, innovative, affective citizen and can contribute to the society (Kementerian Pendidikan dan Kebudayaan, 2013:4). The Researcher chooses descriptive text because it is suitable for material that had organized in syllabus for tenth grade in senior high school.

Based on the situation above, the researcher formulates a research entitled “THE USE OF PROJECT BASED LEARNING TO IMPROVE THE STUDENTS’ WRITING SKILLS IN DESCRIPTIVE TEXT (A Classroom Action Research of the Tenth Grade of SMA Muhammadiyah Plus Salatiga Students in the Academic Year of 2017/2018)”
B. Problem Statements

Based on the background of study above, the researcher formulates the problem statements as follow:

1. What was the profile of tenth grade students’ writing skills in descriptive text before using the Classroom Actions Research in SMA Muhammadiyah Plus Salatiga in the Academic Year of 2017/2018?

2. How is the Classroom Action Research used to improve writing skills in descriptive text for tenth grade students of SMA Muhammadiyah Plus Salatiga in the Academic Year of 2017/2018?

3. What are the results of implementing Classroom Action Research to improve writing skills in descriptive text for tenth grade students of SMA Muhammadiyah Plus Salatiga in the Academic Year of 2017/2018?

C. Objectives of the Research

Based on the problem statement above the objectives of this research are aimed to get the information about:

1. To describe the profile of tenth grade students’ writing skills in descriptive text before using the Classroom Actions Research in SMA Muhammadiyah Plus Salatiga in the Academic Year of 2017/2018?

2. To describe how the Classroom Action Research used to improve writing skills in descriptive text for tenth grade students of SMA Muhammadiyah Plus Salatiga in the Academic Year of 2017/2018?
3. To describe the significant improvement of writing skills in descriptive text for tenth grade students after using Classroom Actions Research in SMA Muhammadiyah Plus Salatiga in the Academic Year of 2017/2018.

D. Benefits of the Research

The researcher expects that the result of this research can give contribution in practitioner for education field particularly for English teachers, their students and the researcher herself. In fact this research has two benefits, theoretical and practical benefits as follow:

1. Theoretical Benefits

   Conducting this research, the researcher is able to apply and large the teaching knowledge to teach writing particularly in SMA Muhammadiyah Plus Salatiga. It is important to improve learning class quality and brings teacher to make productive learning innovation as the criteria of curriculum 2013.

2. Practical Benefits

   a. Facilitating English teachers to implement Project Based Learning in their learning class.
   
   b. Practically, this research can help students to improve their writing skills by use Project Based Learning.
   
   c. Putting what had learned by researcher about English teaching in its practice

The researcher gives some limitations in the research. This research is conducted by the researcher at the tenth grade of science of SMA Muhammadiyah Plus Salatiga in the academic year 2017/2018. There are 21 students. The
researcher uses Project Based Learning method to give the treatment in order to reach the improvement of writing skills.

E. Hypothesis

Hypothesis is a predictive statement that researcher is looking for and it is a proposition which can be put to a test to determine its validity. Kothari (2004:184). There are hypothesizes of this research can be seen below:

1. The tenth grade students’ had low profile writing skills in descriptive text before using the Classroom Action Research in SMA Muhammadiyah Plus Salatiga in the academic year of 2017/2018.

2. The Classroom Action Research can improve the students’ writing skills in descriptive text for the tenth grade of SMA Muhammadiyah Plus Salatiga in the academic year of 2017/2018.

3. There are the results of implementing Classroom Action Research to improve writing skills in descriptive text for the tenth grade students of SMA Muhammadiyah Plus Salatiga in the academic year 2017/2018.

F. Research Method

This research uses the Classroom Action Research to fix the learning problems in the class. Following the explanations of research method that are used by the researcher

1. Research Design

Classroom Action Research is used by the researcher to solve the students’ problems in writing. One of research objectives aims to improve students’ writing skills in descriptive text. As states by Elliot (1991:69) in
Burns (2010:5) that improving the quality of action becomes a goal of action research. Kemmis and Taggart (1998) in Burns (2010:8) states Classroom Action Research uses sequence of actions in its practice: planning, action, observation and reflection. These actions include into a cycle. The result of the actions can be seen in reflection stage, if there is no improvement or significant improvement the researcher can continue in the next cycle until she gets the improvements as expected.

The researcher chooses the Classroom Action Research because it is appropriate in its situation needs. When the researcher asked the English teacher about the students’ problems in writing skills, the teacher answered there were five problems in students’ writing skills. The problems were lack of motivation in writing, difficulty in finding topic of writing, lack of vocabularies, difficulty in arranging good and right sentences and feeling bored when learning in writing. The students’ problems that happened in the tenth grade of science class had been identified into writing skills problems.

Problem solving is needed to solve these problems in classroom situation. Giving treatments can be done in this research then brings toward improvement in writing skills. Project Based Learning is chosen by researcher as a method to solve these problems. In this research the researcher as a researcher takes roles as an observer. She makes collaboration with English teacher to treat the students while conducting the treatment in each cycle. The researcher makes notes to record the teacher and students’ activities. The researcher and English teacher reflect the observation. When
there is no significant improvement, the treatment can be repeated in the next cycle until the significant improvement is reached.

One of purposes of this research was to solve teacher problems in the class, particularly in writing subject. The researcher uses classroom action research. These are some definitions for action research based on experts: According to Burns (1994) as cited by Burns (1999:30) “Action research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving collaboration and co-operation of researchers, practitioners and laymen”.

Another definition was from Carr and Kemmis (1986) as cited by Burns (1999:30) Action research is simply form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices and the situations in which the practices are carried out.

Elliot (1991:69) in Burns (2010:5) defines that Action Research is the study of the social situation with the view to improving quality of the action in it. Based on the definitions above the researcher defines that Action Research is an research method that teachers investigates their teaching situation then solves identified problem or gain improvement in certain action class, it uses some steps and consider the deliberate intervention to teach situation. This research will be conducted in the classroom, this method can be called Classroom Action Research (CAR) as states by Pelton (2010:5) that
action research is a way to approach of teachers’ work in classroom and school setting.

Kemmis and McTaggart (1988) in Burns (2010:8) mentiones there are steps in action research as follow; planning, action, observation and reflection. Planning can be implemented as identifying problem of the class and deciding the appropriate action. Action means as doing the appropriate action by considering the problems. Observation was observing what happens in the class situation then collects and documents data. Reflection can be implemented by reflecting on evaluating and describing the effect of action.

This research conducted in science class of the Tenth Grade in SMA Muhammadiyah Plus Salatiga. In this study, the researcher becomes an observer then the practitioner is the English teacher. In this class the students have been identified that they get a problem in writing skills. For the next, teacher does the treatment to the students in order to gain the improvement in writing skills. This research involve in two cycles. There are cycle one and cycle two. This classroom action research was conducted in SMA Muhammadiyah Plus Salatiga. The location of this school on Jl. Kiai Haji Ahmad Dahlan no. 01 Salatiga. This research needs a schedule in order to finish on time. These time allocations can be seen in the table as below:

<table>
<thead>
<tr>
<th>NO</th>
<th>Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre Survey</td>
<td>January, 3rd 2018</td>
</tr>
<tr>
<td>2</td>
<td>Interview</td>
<td>January, 3rd 2018</td>
</tr>
<tr>
<td>3</td>
<td>Preparing cycle 1 and cycle 2</td>
<td>January, 24th 2018-January, 28th 2018</td>
</tr>
</tbody>
</table>
2. **Research Subject**

Subject of the study is the students of science class of tenth grade in SMA Muhammadiyah Plus Salatiga in the academic year 2017/2018. There were 21 students in science class of tenth grade. They consist of 8 male and 13 female students. They come from junior high schools around Salatiga and Semarang Regency.

3. **Research Steps**

Kemmis and McTaggart (1998) in Burns (2010:9) shows that the cycles make a spiral of action research that has four steps. It is illustrated as following figure:
4. **Technique of Collecting Data**

The researcher uses several techniques of collecting data to support this research. The researcher collects the data by using observation, interview, test and documentation. In this research, the observation and test are used by researcher as the main of technique to gain the data.

a) **Observation**

According to Kothari (2004:96) observation is a method of the collecting data for the researcher that serve information which can be
seen by the researcher itself without ask to respondent. Observation method becomes accurate if it is done based on the purposes of study.

Robert (2011:143) states that observation is an appropriate way to collect data in research based on what the researcher sees and perceive than cannot be added by other perspective. In this research, the researcher uses field note as a tool of observation in the classroom.

According to Koshy (2005:97) states that field note is used to record what will be occurred all classroom events whether contemporary or significant during the observation. The researcher concludes that observation is a method to collect data by researcher’s perspective without asking to respondents or using other sight. The data will be accurate when it uses the purposes of the research. In this research the researcher observes what the currently happen in the classroom situation and takes note by using field note tool.

These observational checklist foe teacher and students are arranged by the researcher based on the considerations. First, this observational checklist is arranged based on the lesson plan’s rules for the curriculum 2013 which has five elements teaching and learning activities as mentioned in scientific approach. They are observing, questioning, exploring, and communicating (Hosnan, 2014:39). The second consideration is steps of Project Based Learning. According to Hosnan (2014:301) there are five steps of implementation Project Based Learning. They are orienting students to the problem, organizing students for
learning, guiding for exploring information, developing and presenting the project and evaluating process and result of project. Based on the two considerations above, the researcher arranges the observational checklists that can be seen below:

**Table 1.2 Observational Checklists for Teacher**

<table>
<thead>
<tr>
<th>No</th>
<th>Teachers’ activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Giving greeting while entering the classroom</td>
</tr>
<tr>
<td>2.</td>
<td>Asking one of the student to lead the students for praying</td>
</tr>
<tr>
<td>3.</td>
<td>Checking for students’ attendance</td>
</tr>
<tr>
<td>4.</td>
<td>Giving vocabularies that should be noted, memorized and found the meaning by the students</td>
</tr>
<tr>
<td>5.</td>
<td>Giving a question that has reference to concept of descriptive text</td>
</tr>
<tr>
<td>6.</td>
<td>Telling the purposes of learning</td>
</tr>
<tr>
<td>7.</td>
<td>Teacher gives pictures in power point about the material</td>
</tr>
<tr>
<td>8.</td>
<td>Teacher leads the students to give a question</td>
</tr>
<tr>
<td>9.</td>
<td>Dividing the students to into some groups</td>
</tr>
<tr>
<td>10.</td>
<td>Giving vocabularies as a stimulant in order to students construct their knowledge</td>
</tr>
<tr>
<td>11.</td>
<td>Explaining the material before implementing the project</td>
</tr>
<tr>
<td>12.</td>
<td>Determining the material for each group</td>
</tr>
<tr>
<td>13.</td>
<td>Inviting students to as question</td>
</tr>
<tr>
<td>14.</td>
<td>Providing the material project</td>
</tr>
<tr>
<td>15.</td>
<td>Explaining the topic by using slide and showing the pictures, videos that related to the topic</td>
</tr>
<tr>
<td>16.</td>
<td>Asking students to find out the difficult vocabularies</td>
</tr>
<tr>
<td>17.</td>
<td>Asking students start to make a project</td>
</tr>
<tr>
<td>18.</td>
<td>Asking to make a project report</td>
</tr>
<tr>
<td>19.</td>
<td>Giving the descriptive text and asking students to find out the relation between material that had learnt and the text</td>
</tr>
<tr>
<td>20.</td>
<td>Giving exercises to the students</td>
</tr>
<tr>
<td>No.</td>
<td>Students’ Activities</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------</td>
</tr>
<tr>
<td>1</td>
<td>Sharing their experiences about the concerning of topic</td>
</tr>
<tr>
<td>2</td>
<td>Students give a question to the teacher about the project and material</td>
</tr>
<tr>
<td>3</td>
<td>Students make a group deal with teacher’s instruction</td>
</tr>
<tr>
<td>4</td>
<td>The groups start to discuss their each title in group</td>
</tr>
<tr>
<td>5</td>
<td>Each group must take note about the material</td>
</tr>
<tr>
<td>6</td>
<td>Students start to make a project</td>
</tr>
<tr>
<td>7</td>
<td>A one of each group makes a report of the project. How the processes and the content of the project can be reported</td>
</tr>
<tr>
<td>8</td>
<td>Students express their ideas to find out the relation between topic and the text</td>
</tr>
<tr>
<td>9</td>
<td>Discuss with their group to find out the answers</td>
</tr>
<tr>
<td>10</td>
<td>Presenting their project in front of the class</td>
</tr>
<tr>
<td>11</td>
<td>Sharing their difficulties during make a project</td>
</tr>
<tr>
<td>12</td>
<td>Taking note for teacher additional information</td>
</tr>
<tr>
<td>13</td>
<td>Students mentions the generic structure for descriptive text and describe them</td>
</tr>
</tbody>
</table>

Table 1.3 Observational Checklists for Students

b) Interview
According to Kothari (2004:97) interview is a method of collecting data that uses oral questions to get information or data research from interviewee. The researcher becomes an interviewer that obtains the students and teacher problems in learning in writing competence. It is hold before conducting the study.

c) Test

Brown (2004:3) states that test is a structured instrument that is used to measure person competence and the result will represent the situation. The researcher conducts of two tests to gain the students’ data in writing competence. They are pre-test and post-test that will be used by researcher. The researcher used pre-test for knowing the students’ writing skill in descriptive text before implementing Project Based Learning method. The researcher uses post-test for knowing the students’ writing skill in descriptive text after implementing Project Based Learning.

d) Documentation

According to Burns (1999:140) documents are accessible data source in action research that is already exist in the institutional system. Documentation has essential relation to the research results. The documentations of this study are photos, syllabus, lesson plans and research results.

5. Research Instrument

In research instrument, the observer used the rubric that referred to analytic scale for rating of rating composition task as proposed by Brown &
Bailey (1984:39-81) in Brown (2004:224-245). The following is the detail of the rubric:

Table 1.4 Evaluation Criteria of Descriptive Text

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13-15</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
</tr>
<tr>
<td>Identification is complete with related description and it has appropriate arrangement and connective</td>
<td>Identification is almost complete with almost lack related description and arrangement is almost appropriate and connective</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
</tr>
<tr>
<td>Content and detail are complete the related to the topic</td>
<td>Content and detail are almost lack from the unrelated topic</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td></td>
</tr>
<tr>
<td>Use the correct Grammatical structure and correct simple present tense or simple past tense</td>
<td>Use inaccuracy of grammatical and structure of simple present tense or simple past tense in very few</td>
</tr>
<tr>
<td><strong>Mechanic</strong></td>
<td></td>
</tr>
<tr>
<td>Spelling, punctuation and capitalization usage in correct</td>
<td>Occasional error of spelling, punctuation and capitalization usage</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td></td>
</tr>
<tr>
<td>Effective and appropriate</td>
<td>Misuse of vocabularies</td>
</tr>
</tbody>
</table>
6. **Technique of Data Analysis**

In this study, after collecting data the observer analyzed the data by using two ways as follow:

a. **Qualitative data**

As proposed by Kothari (2004:3) qualitative research related to the people behavior. What the purposes of people to do something. Thus, qualitative data can be mentioned as the data that was gain from qualitative method. In this research, the researcher finds the students’ behavior and students’ activities in class situation. The researcher uses documentation, interviewing, observation and field note.

b. **Quantitative data**

Based on Kothari (2004:3) quantitative research is the research method that based on the quantity or amount. The results of the study were offered by number. There are the quantitative formula is presented by researcher that takes from Kothari (2004:132)

a. **Mean**

Mean is appropriate measure of central tendency. It is consider to the average.

\[ M = \frac{\sum X}{N} \]
Explanation:

M : Mean

ΣX : The sum of students’ score

N : The total number of the students

b. Calculation Mean of Difference

Mean of Difference means

\[ MD = \frac{\sum D}{N} \]

Explanation:

MD : Mean of Difference

\[ \sum D \] : Total of differences between pre-test and post-test

c. SD (Standard Deviation)

Standard Deviation means a quantity calculated to indicate the extent of deviation for a group as a whole

\[ SD' = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

Explanation:

SD : Deviation Standard for one sample t-test

D : Different between pre-test post-test

N : Number of observation in sample

d. Standard of Error for the Mean Formula

Standard of error means is the statistical term that measure the accuracy with which a sample represent a population
\[ SE_{MD} = \frac{SD_D}{\sqrt{N - 1}} \]

Explanation:

\( SE_{MD} \) : Standard Error of Mean Difference

\( SD_D \) : The difference of Standard Deviation

\( N \) : The total number of the students

T-test means an appropriate test for judging and significance of a sample mean or for judging the significance of the difference between the means of two samples in case of small sample.

To calculate the t-test, it is the following formula:

\[ T_o = \frac{M_D}{SE_{MD}} \]

Explanation:

\( T_o \) : T-test for the differences of pre-test and post-test

\( M_D \) : Mean of difference

\( SE_{MD} \) : Standard error of mean difference

\( d.b. \) : \( N - 1 \)

G. Research Organization

The research is arranged into five chapters. The chapters can be organized into following paragraphs; The First chapter contains the introduction which covers the background of study, the problems of statements, objective of the study, limitation of the study, definition of the
keywords and research organization. The second chapter researcher presents the literature review which covers review of related literatures, general concept of writing skills, text, and concept of project based learning. The third chapter consists of research method. It consists of location of the study, research design, subject of the study, role the researcher, time allocation, technique of collecting data, cycle of classroom action research, evaluating criteria and technique of data analysis. The fourth chapter discusses the findings and discussion of the research. It describes the implementation and improvement of the research. The fifth chapter provides closure that consists of the conclusion and suggestion from the researcher after finishing the research then followed by references and appendices.
CHAPTER II

LITERATURE REVIEW

Based on the purposes of study this chapter presents the literature review. It contains of previous studies that explain the related references to this study. For the next, it contains general concept of writing skills that explains about writing in several aspects. Literature review also includes to explain about text and concept of Project Based Learning. Text explains about the definition of text, types of text and explaining descriptive text. Concept of Project Based Learning explains the definition, characteristic, advantages and steps for implementing Project Based Learning.

A. Previous Studies

The researcher takes several references from other researchers in several aspects that are related to this research. The aspects are Project Based Learning, writing skills and descriptive text. These researchers are also used to be main reference for conducting this research. However this research is a development of the previous research.

The researcher takes some research titles from other researchers that explained Project Based Learning in their studies. There are three titles that explain the use of Project Based Learning. The first title is Project Based Learning at University: “Teaching Experiences of Lecturer” is written by Lasauskiene and Rauduvaite (2015). In this research, the researchers used Project Based Learning to self-development of learner in general and subject competencies. It developed the interactive learning in doing project included its preparation. The second title
is “Does Project Based Learning Enhance Iranian EFL Learners’ Vocabulary Recall and Retention?” is written by Shafaei and Hajar (2015). In this research, the researchers explain the contribution of Project Based Learning can help the Iranian learners to recall and retain in vocabulary ability. The third title is “Investigating the Effects of Project-Based Learning on Students’ Academic Achievement and Attitudes Towards English Lesson” is written by Baş Gökhan (2011). The researcher investigated the effects Project Based Learning for developing the academic and attitudes achievement. It was conducted in 9 grade students which used two classrooms. These are control class and experimental class.

The researcher takes review of related literature to find the differences with the study. It was written by Shafaei and Hajar (2015), by title “Does Project Based Learning Enhance Iranian EFL Learners’ Vocabulary Recall and Retention?” in their research the researchers used Project Based learning to gain the effectiveness in teaching vocabulary. Its practice, the researchers used experimental research which had two classrooms. They are experimental and control classroom. Each classroom consisted of 20 Iranian students and they were about 16-18 years old. Project Based Learning method was conducted in experimental classroom. Control classroom used conventional teaching which used teacher-centered method of teaching.

While practicing this method, the researchers conducted in over 5 weeks. The teacher as a practitioner gave some topics for each treatment. The teacher asked to the students for making discussion with their group to decide the related
tools, materials and source information. After getting all of things the students should make a report in written and orally.

Control classroom had been taught by the teacher as usual. This class kept on teacher-centered method. While practicing, the students were given new vocabularies with translation provided them, and there was no presentation in its learning.

This research has result that Project Based Learning was more effective than conventional teaching. The students can find new things and become an independent learner. It can recall and keep on retention the vocabulary mastery.

Relating to the study, the researcher explains the differences of both. This study conducted in 3 weeks which consisted of pre-test, treatment and post-test. Project Based Learning was practiced by provided materials by the researcher because of the effectiveness reasons. Students reported the result of project by orally. The result of treatment in written was applied on post-test. The researcher just used a classroom for treatment in research because the researcher used Classroom Action Research method. It consisted of 21 students of science-tenth grade. They were 8 male students and 13 female students. The result of this study showed there was an improvement in students writing skills.

For the next, the researcher takes some research titles from other researchers that explained the writing skills in their studies. There were three titles that took by researcher. The first title is “Improving Students’ Writing Skills Through Project Based Learning Technique at Grade XI F of SMA N 2 Sleman in the Academic Year of 2014/2015.” This research was written by Andyani Larasati
The writing skill was focused on hortatory exposition text. It conducted in Science-1 XI students of SMA N 2 Sleman. The second title is “Enhancing EFL Learners’ Writing Skill Via Journal Writing”. It was written by Luu Trong Tuan (2010). The writing skills were focused on terms of fluency and accuracy on Journal writing. It was conducted in 85 students of Faculty of English Linguistic and Literature of the University of Social Science and Humanities. The third title is “A Journal: A Tool to Improve Students’ Writing Skills.” It was written by Annabelle Hernandez Herrero (2007). The writing skills were focused on determining explicit instruction of troublesome linguistic aspects (syntax, morphology, lexicon and punctuation). It was taken from students’ journal entries. It was conducted in second year students of English at the school of Modern Languages at the University of Costa Rica.

The researcher takes review of related literature to find the differences with the study. It was written by Andyani Larasati (2015). The title is “Improving Students’ Writing Skills Through Project Based Learning Technique at Grade XI of SMA N 2 Sleman in the Academic Year of 2014/2015.” This research was conducted by researcher in Science-1 class of XI grade which consisted of 32 students. There were between 16-17 years old. The study improved in writing skills in hortatory explanation text.

This research resulted that there were some significant improvements. The students work showed that writing aspects improved. The improving was not only showed at students’ works but also in students’ motivation of writing.
Relating to the study, the researcher explains the difference of both. This study was conducted in science class of the tenth grade of SMA Muhammadiyah Plus Salatiga in the academic year of 2016/2017. They were between 15-16 years old. The researcher focuses on the descriptive text writing. The study, resulted there was an improvement in students’ writing skills in descriptive text.

The researcher takes some research titles from other researchers that explained descriptive text in their studies. There are three research titles that taken by researcher. First title is “Field Trip Strategy in Enhancing Writing Descriptive Text.” It was written by Rugaiyah (2017). In this study, the researcher focused in writing descriptive text. Students were asked to write the descriptive text based on their field trip experiences. The second title is “Genre Based Approach to Teach Writing Descriptive Text.” This study was written by Rusmawan (2017). This descriptive text focused on writing descriptive text to describe person, place or thing around the class and the opinion. The third title is “Adolescents’ Awareness of Environmental Care: “Experiences when Writing Short Descriptive Text in English.” It was written by Urrutia and Ana (2011). This descriptive text was focused on producing ecological vocabularies in writing the sentences and paragraphs.

The researcher takes review of related literature to find the differences with the study. It was written by Urrutia and Ana (2011) that has title “Adolescents’ Awareness of Environmental Care: “Experiences when Writing Short Descriptive Text in English.” This study conducted in nineth grade students at Aquileo Parra School (morning shift). It was located in zone 1, Bogotá. The students were
between 14 and 15 years old. The students were written in short descriptive text, particularly in environmental care and conservation. Mostly, the vocabularies used ecological terms to construct their sentences and paragraph.

Relating to the study, the researcher explains the differences of both. This study focused on descriptive text. The descriptive text that was used by researcher includes in historical building topic. The vocabularies were around building, tourism or history terms.

The previous studies were used by the researcher to conduct this study. The researcher also took the several theories as references. There was similarity between the previous studies and this study. They were use Project Based Learning and improve the writing skills. They also used descriptive text as focusing material. However, the Project Based Learning, writing skills and descriptive text were used separately. In this study the researcher tried to develop the three aspects into one research and implemented them in Classroom Action Research.

B. General Concept of Writing Skills

This explanation will explain about writing in several aspects. It will explain the definition of writing, writing process, teaching writing, and teaching writing in senior high school.

1. Definition of Writing

Writing includes one of the English macro skills. Writing can be mentioned as main intellectual activity because it combines among intuition,
deliberation, inspiration with perseverance (Beene and Kopple, 1985:67). In another word writing is also called as an epigraph of human thoughts.

Peter Elbow (1973) in Brown (2001:336), states that writing means figure out our meaning into language or figuring out what we want to say then do not begin to write before making a plan and using an outline. Similar statement by Brown and Susan (1989:7) they state that in writing preparation we must consider to the reader, purpose, content and writing situation. It is different situation and content when we want to write a personal letter and it will be different also if we want to write for academic writing.

Expressing the ideas through written text is the main purpose of writing but being professional researcher is also needed. Thus, the researcher must pay attention to the writing accuracy. If there are mistakes found, it will decrease the proficiency of English skill or being low. (Harmer, 2007:256)

Accuracy of writing brings the satisfactory of writing also. Carroll (1990:1) mentions that there are three aspects to reach satisfactory in writing. They are organization, grammar and mechanic. Organization means the ability how to construct sentences well. The second aspect is grammar, it asks to students while using grammar must be in correct grammar based on the usage. The last aspect is mechanic, it deals into the correct usage in punctuation, spelling, capitalization and word usage.

According to the definitions above, the researcher can conclude that writing is an intellectual activity. It uses mind as the processor to organize ideas
before put it into written ideas with considering the accuracy to reach satisfactory in writing.

2. Writing Process

Before resulting the written text, absolutely the researchers will pass a process first. Harmer (2004:5) mentions that writing process includes planning, drafting, editing and final draft. These steps are not in a linear way, because researcher also re-planning, re-drafting, re-editing before reaching in final draft. He also mentions that writing process is like circle then seems process of wheel as below. While researchers in processing on their writing sometimes changing the planning, it becomes re-planning then brings change in drafting and editing until final version.

**Figure 2.1 Chart of writing process**

![Chart of writing process](image)

The further explanation of chart writing process proposed by Harmer (2004:5) can be described as follows:
a. Planning

Planning is the step that has to pass by the researcher before writing down the text into a paper. Researchers must consider into three things. They are purpose, audience, and content structure. Purpose means what the researcher’s goal by writing text. It can influence the information and language use. Audience means the audiences or people who receive our text. It considers the use of the text such as paragraph, structure, and the language choice, formal or informal. The last, content structure relates to the best sequence of the facts, ideas, or arguments.

b. Drafting

The first version of the text can be called as a draft. In this step the researcher often constructs their ideas and information. The information comes from many sources, such as books, magazines, news or newspaper. These sources and information can be constructed by the researcher then produces the information as expected. The researcher can make re-drafting in many times before getting the final version.

c. Editing (Reflecting and Revising)

In this step, the researcher reflects and revises the text. While writing the text, the researcher re-read again then sometimes finds out inappropriate content or grammatical inaccuracy. After reflecting the text, automatically the revising comes from the appropriate content which the researcher purposes.

d. Final Version

The researcher corrects the text in editing step. The researcher reflects and revises the content of the text by re-reading. The researcher makes the final
version after passing the editing steps. It produces the final version of the text. This final version has suitable content which the researcher wants.

3. **Teaching Writing**

   Brown (2000:7) states that teaching means helping someone to do something then providing with knowledge in order to gain understanding. Teachers must be a facilitator to their students while teaching a subject and also while the students learning a subject. According to Harmer (1998:2) a good teacher must cover their students’ needs by identified students’ hope, difficulties and aspiration.

   While teaching writing, teachers as facilitator takes role as guide and help their students to develop their thoughts but for applying their writing being text they must be done by their selves. In other words, the teacher needs to assist by some indicators while teaching writing. They are micro and macro skills of writing. Micro and macro skills of writing according to Brown (2004:221) as a follow:

   Micro skills:
   
a. Producing graphemes and orthographic pattern of English.

   b. Producing writing at an efficient rate of speed to suit the purpose.

   c. Producing an acceptable core of word and use appropriate word of order patterns.

   d. Using grammatical system.

   e. Expressing a particular meaning in different grammatical form.

   f. Using cohesive devices in written discourse.
Macro skills:

g. Using rhetorical forms and conventions of written discourse

h. Accomplishing appropriately the communicative functions of the text according to form and purpose

i. Conveying links connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

j. Distinguishing between literal and implied meanings when writing.

k. Correctly conveying culturally specific references in the context of written text

l. Developing and using a battery of writing strategies, such as accurately in assessing the audiences, interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

4. Teaching Writing in Senior High School

In teaching writing, teacher must establish the communication to gain the students’ ideas. Students are not only finding the difficulties while deciding the right words and correcting grammar but also gaining the ideas. Raimes (1983:13) states that before starting to write the teacher makes a discussion to generate the students’ ideas.

One of the characteristics of curriculum 2013 is changing the passive learning pattern becomes active learning. Students’ active learning is supported by scientific approach model of learning (Minister of Education and Culture Number.
69 in 2013). Scientific approach has five learning activities in its practice as offered by Hosnan (2014:39)

The first activity is observing. Students collect the information while learning through many ways. Students gain the information by seeing, observing, reading and listening. Teacher’s explanation is also needed to construct students’ knowledge. Students can explore their curiosity. This method leads to observe the object of learning.

The second activity is questioning. Students deliver some questions that are factual related to the observation and define some question, hypothesis. The teacher guides this activity in order to become habitual activity for students. This activity has a purpose to gain additional information about the object of observation.

The third activity is exploring. This activity is a follow-up of questioning activity. Students collect the information through available sources such as document, object, book, internet, and experiment. Exploring can develop students in carefulness, honesty, appreciating other opinions and communication skills. The next activity is associating. Associating can be defined as process of collecting the information. This activity can be gained by observing and exploring activities. Students analyze the data by forming categories and making relationship within them. They also draw conclusion of result of the data analysis. Associating can enlarge and deeper understanding to the information.

The last activity is communicating. Teacher gives the occasion for the students to present their conceptual understanding and the conclusion. They can
make the presentation in oral, written text, chart diagram or picture. The students begin to write a text they have learnt through guided or free writing task. Teacher must guide the students in this activity. It needs a clarification from the teacher, if there is a lack of information that is presented.

Curriculum 2013 has core competences in curriculum structure that are divided into four core competences. Core Competence 1 contains of core competence in spiritual aspect. Core Competence 2 contains of competence in social attitude. Core Competence 3 contains of core knowledge and Core Competence 4 contents of skill competence.

SMA Muhammadiyah Plus Salatiga, particularly in tenth grade uses curriculum 2013. Core competence and basic competence are derived from ministry of education and culture in 2013. Thus, the researcher will use core competence and basic competence based on the syllabus of English subject for Tenth grade in senior high school. The table of core competence and basic competence are below:

**Table: 2.1 English Core Competence and Basic Competence for Tenth Grade**

<table>
<thead>
<tr>
<th>Core Competence</th>
<th>Basic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Understanding, applying, analyzing, factual knowledge, conceptual, procedural, based on the curiosity in science and technology, art, culture, humanities, with humanity insight,</td>
<td>3.7 Analyzing of social function, text structure, and linguistic aspects of simple descriptive text, about person, tourist place, and popular historical building based on the its usage</td>
</tr>
</tbody>
</table>
The core competences and basic competences above can be used to determine of material, teaching and learning activities and evaluation. Evaluation is required in teaching writing skills because it determines of successful of writing. Furthermore, writing evaluation categories are needed to pass this way.

Brown (1991) in Brown (2000:357) mentioned that six general categories of writing evaluation that are the often of basis for evaluation for the students’ writing.

a. Content

1) Thesis statement
2) Related ideas
3) Development of ideas through experience, illustration, facts, opinion etc

4) Use description, cause/effect, comparison/contrast

5) Consistent focus

b. Organization

1) Effectiveness of introduction

2) Logical sequence of ideas

3) Conclusion

4) Appropriate length

c. Discourse

1) Topic sentence

2) Paragraph unity

3) Transitions

4) Discourse markers

5) Cohesion

6) Rhetorical conventions

7) Reference

8) Fluency

9) Economy

10) Variation

d. Syntax

e. Vocabulary

f. Mechanics

1) Spelling
2) Punctuation

3) Citation of reference (if applicable)

4) Neatness and appearance

According to Brown and Bailey (1984:39-41) in Brown (2004:244-245) following the analytic scales for rating composition in writing serves as below:

**Table 2.2 Organization**

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-18</td>
<td>Appropriate title, effective introductory paragraph, topic is stated, lead to body, transitional expression used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalization; conclusion logical and complete</td>
</tr>
<tr>
<td>17-25</td>
<td>Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking some ideas, are not fully developed; sequence is logical but transitional expression may be absent or minused</td>
</tr>
<tr>
<td>14-12</td>
<td>Mediocre of scant introduction or conclusion; problems with the order of ideas in body, the generalizations may not be fully supported by evidence given; problems of organization interference</td>
</tr>
<tr>
<td>11-6</td>
<td>Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas, lack of</td>
</tr>
</tbody>
</table>
Supporting evidence; conclusion weak or illogical; inadequate effort at organization.

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-1</td>
<td>Absence of introduction or conclusion; no apparent organization of body, severe lack of supporting evidence; writer has not made any effort to organize the composition</td>
</tr>
</tbody>
</table>

**Table 2.3 Content**

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-18</td>
<td>Essay addresses the assigned topic, the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought</td>
</tr>
<tr>
<td>17-15</td>
<td>Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present</td>
</tr>
<tr>
<td>14-12</td>
<td>Development of ideas not complete or essay is somewhat off the topic; paragraph are not divided exactly right</td>
</tr>
<tr>
<td>11-6</td>
<td>Ideas incomplete; is essay does not reflect careful thinking or was hurriedly written, in adequate effort in area of content</td>
</tr>
<tr>
<td>5-1</td>
<td>Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully</td>
</tr>
</tbody>
</table>

**Table 2.4 Grammar**

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-18</td>
<td>Native-like fluency in English grammar; correct use of relative</td>
</tr>
</tbody>
</table>
C. Text

This explanation will describe text in several aspects. They are definition of text, types of text and descriptive text in specifically.

1. Definition of Text

According to Gerot and Wignell (1994) as cited by Khajati (2013:15)

A genre can defined as a culturally specific text-type which results from using language (written or spoken) to (help) accomplish something.
According to Nesi and Gardner (2012:24) genre means written text that produced based on the purpose of writing, both audience and context. The writer produces the text based on the reader.

Based on the definition above the writer concludes that genre is the types of written or spoken discourse that explain purposed something based on the reader or audience. There are several genre texts based on its structure such as: narrative text, recount text, descriptive text, hortatory exposition text, report text, procedure text, explanation text and spoof.

The definitions of each genre are stated by Gerot and Wignell (1994) as cited by Khajati (2013:152). Each definition is completed by its generic structure. The definition can be seen as follows:

1) **Narrative Text**

Narrative text is a text that has a purpose to amuse or entertain the reader. Narrative text deals with problematic event then lead to problem facing the straight to problem crisis ended by finding resolution. The generic structure of the narrative text are orientation, evaluation, complication, resolution and re-orientation. Orientation consists of scenes and introduction of figure. Evaluation is flashing back to evaluate the situation. Complication is a problem stories are faced. Resolution is the crisis is resolved being better or worse. Re-orientation is the ending of the story.
2) **Recount Text**

Recount text is genre of the text that has purpose to give information and amuse the reader. The generic structures contain orientation, event and re-orientation. Orientation is the section of recount text that introduces the figure. Event in recount text tells what happened on the story in sequence. Re-orientation provides the closure of the event’s story.

3) **Descriptive text**

The genre text is used to describe a person, place and thing. The generic structures of descriptive text are identification and description. Identification describes the phenomenon to be described. Description tells the description of the parts, qualities and characteristics.

4) **Hortatory Exposition Text**

Hortatory exposition text is the text genre that used to persuade the reader or listener. The generic structures of this text contain with thesis, argument and recommendation. Thesis tells concern issue’s announcement. Arguments will tell reason for concern leading to recommendation. Recommendation tells the writer’s statement of what should or what should not to happen.

5) **Report Text**

Report text is used to describe the way things by using reference to a range of natural, human made and social phenomenon around our environment. Its generic structures contain with general classification and description. General classification tells what is the phenomenon discussed.
Description is what the phenomenon is discussed in terms of part (and their function) qualities, habits, or behaviors, if living; uses if non-natural.

6) Procedure Text

Procedure text has social function to tell accomplishing something through sequence of steps. Generic structures of this text are goal, materials and steps. Goal is usually provided by the title. Materials contain of materials that are used to steps. Steps are the way that should be passed by doer.

7) Explanation Text

Explanation text is a text that is used to explain the processes in the formation or workings of natural or socio cultural phenomenon. Generic structures of its text are general statement that contains of position to the reader and sequence of explanations why or how something happens.

8) Spoof

Spoof is a text which has social function to retell an event with humorous twist. Its generic structures are orientation, event, and twist. Orientation tells the sets of scene. Event tells us what happens in the event. Twist tells the readers the punch line.

2. Descriptive Text

a. Definition of Descriptive Text

According to Gerot and Wignell (1994:196-197) descriptive text is kind of text that has a purpose to describe the information of particular
things, animals, persons or others, for instance: our pets or a person we know well.

According to Oshima and Ann (2007:61) Descriptive text is genre text is used to tells how something looks, feels, and smells, tastes and or/sounds. Good description contains of word picture; thus the reader can imagine the object, place or person in his or her mind.

Based on the definitions above the researcher can conclude the definition of descriptive text is kind of text that has social function to give information by describing the particular thing, animal, person, place, or other how they look, feel, smell, taste or sound.

Descriptive text is usually followed by pattern of organization that is commonly called by spatial order. Spatial order means arrangement of things in space. For example if we want to describe a room, we can describe from the left side move to doorway then to clockwise until the right side (Oshima and Ann, 2007:61-62). There are some examples of spatial order signals:

**Table 2.5 Spatial Order Signals**

<table>
<thead>
<tr>
<th>Spatial Order Signals</th>
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<tbody>
<tr>
<td>At the top of</td>
<td>Behind</td>
</tr>
<tr>
<td>In the center of</td>
<td>Next to</td>
</tr>
<tr>
<td>On the left</td>
<td>In back of</td>
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<tr>
<td>In front of</td>
<td>In the back of</td>
</tr>
</tbody>
</table>
b. **Generic Structure of Descriptive Text**

There are two generic structure of descriptive text that offered by Gerrot and Wignell (1994:196-197) consist of Identification and description. Identification tells about phenomenon to be described. Description tells about describing parts, qualities and characteristics, appearance, habits, and others of something.

c. **Language Features**

According to Gerot and Wignell (1994:196-197) language feature of descriptive are focus on specific participants, use of attributive and identifying processes, frequent use of ephitet and classifiers in nominal groups and use of simple present tense.

Language features of descriptive text also offered by Hammond (1992) as cited by Mursyid (2011:4-5). This text uses “be” and “have”. Tense is often used is Simple Present Tense. Simple Past Tense is sometimes used if the thing that is described does not exist anymore. There are language features that is used in descriptive text:

1) Focusing on specific participants, for example: My English Teacher, Andini’s Cat, My Favorite place

2) Using Simple Present Tense

3) Using Simple Past Tense if extinct
4) Using verb of being and having ‘Relational Processes’ for examples:
   My Mum is really cool, She has long black hair,
5) Using descriptive adjectives, for examples: strong legs, white fangs
6) Using detailed Noun Phrase to give information about the subject. For examples: a very beautiful scenery, a sweet young lady, very thick fur.
7) Using action verbs ‘Material Processes’ for examples: it eats grass, it run fast.
8) Using adverbial to give additional information about behavior, for examples: fast, at tree house.
9) Using figurative language, for examples: John is as white as chalk.

Based on explanations of language features above the researcher can conclude that the language feature that used by descriptive text commonly use Simple Present Tense. The researcher can also use Simple Past Tense can be used if extinct thing is found. Using adjective words to describe noun or other collaboration into noun phrases, action verbs, adverbial and figurative language are also needed to give complete information while describing something.

D. Concept of Project Based Learning

Project Based Learning has relevance theory toward constructivism theory, Harrigan (2014:15). Constructivism theory as cited by Harrigan (2014:15) from Cook, (2009), Hernandez-Ramoz De La Paz (2009) means as socially the knowledge is constructed by highly structured and experience activity around meaningful tasks. This theory also brings learners into project or activity based on the individual interest then teacher creates the standard mastery states by Jones
(2007) as cited by Harrigan (2014:17). Constructivism theory above can be brought into definition of Project Based Learning below:

1. **Definition of Project Based Learning**

   According to Sepuldeva (2016:1) project based learning is a method of teaching that serve a problem to solve by the students. While solving the problem, the students must gain the information from some sources. At the end of this method, the students must have a product or performance.

   In another statement is offered by Krajcik and Phyllis (2005:318) Project Based Learning is a learning situation that students construct their information to solve problem in order to gain deeper understanding for learning.

   Harrigan (2014:26) Project Based Learning is the instructional teaching method that teacher must guide the students to do problem solving process. It becomes answer the question to solve problem.

   Based on the definition above the researcher concludes that definition of Project Based Learning is a model of classroom activity that use project as the medium of learning. At the beginning students are given a problem that should be solved by them. The end of activity, the students must have a product. It becomes an indicator that students have understood to the material. The role of teacher is as a students’ guide or facilitator.
2. Characteristics of Project Based Learning

There are characteristics of Project Based Learning, According to Buck Institute for Education (1999) as cited by Hosnan (2014:321-322) as follow:

1) Students make a decision by their self based on the prepared framework
2) Students try to solve problem or challenge that have not uncertain answer
3) Students join to design in processing that will pass in finding solution
4) Students are asked for critical thinking, problem solving, make a collaboration and try to make various communication
5) Students must be responsible finding and processing the collected information
6) Experts in certain subject are invited to give more information in order to make students understand.
7) Evaluation must be done in continuously as long as making a project
8) Students make a reflection toward what had been done by them, both the process and the result
9) The product of project can be organized as material and presentation in front of the audiences.
10) In the situation of the class must be developed with the tolerance situation toward faults, changes, and lead to feed back and revising.
3. **Advantages of Project Based Learning**

Harmer and Alison (2014:13-17) mention that Project Based Learning gives some advantages in its practice or after doing this method. The advantages can be seen below:

a) **Improving academic achievement**

Project Based Learning leads to improve in academic achievement through understanding material while processing for doing the project. Mills and Treagust (2003) as cited by Harmer and Alison (2014:13) Students can be motivated by better teamwork. They can establish the communication skills and understanding of professional practices.

b) **Wider skills**

Project work becomes a medium to enhance group work skills, communication skills and problem-solving skills. In addition, the students can train themselves to give and receive feedback. Thus the relation among students and teacher can be improved.

c) **Motivation and enjoyment**

Project based learning activities emphasize to gain Students’ enjoyment in order to reach the motivation to learn. In addition Kahn & O’ Rourke, 2004 ; Graff & Colmos 2007 as cited by Harmer and Alison (2014:16) stated that using the problem in relevance to students’ interest can be increased students’ motivation.
d) **Diverse learners and Project Based Learning**

Students who come from various background of knowledge can construct their knowledge each other. Project Based Learning can make students to adopt students’ learning style. It can produce various other learning styles from students in the classroom.

e) **Enabling outreach**

Project Based Learning can bring students into deeper understanding for gaining information. This activity can also invite people who expert of the certain subject. It is useful for giving more information then develop the information and students’ skills.

4. **Steps on Implementation of Project Based Learning**

Hosnan (2014:301) mentions there are five steps of implementing Project Based Learning. The steps can be seen as below:

a) **Orienting students to the problem**

In this stage, teacher explains the purposes and medium of learning to the students. Students are given motivation from the teacher to be active in problem solving activity. The problem has determined by the teacher. It can establish the students’ curiosity and critical thinking.

b) **Organizing students for learning**

In this second stage, teacher helps the students to organize for learning. It has relation toward the problem that is determined. There are some steps for organizing students. First, teacher starts to give some
questions to the students for beginning. Next, teacher manages the students into some groups. The last, teacher leads the students to design the project.

c) **Guiding for exploring information**

This stage contains of two main activities. First, teacher must guide the students to collect the information as many as possible. Students can collect the information through reading, observing, interviewing, watching video and accessing internet. This information must be appropriate with the problem because they still have relation to the project. Second stage contains the implementation’s steps for design project which is planned before. In this activity students start to make a project. Project that is planned by students can be mixed by the information. The information becomes sources of data to make a project.

d) **Developing and presenting the project**

Students make a project report then present it in front of the class. The teacher has a responsible to monitor the students. The teacher keeps the students to be active by leading students to give the questions. This stage can improve the communication skills among the students.

e) **Evaluating process and result of project**

Teacher and students can analyze and evaluate toward the processes of problem solving that is presented in every groups. The teacher can make an association toward material mastery by giving
suggestion and additional information that relate to the project and materials.
CHAPTER III

RESEARCH IMPLEMENTATION

This chapter explains research implementation that contains of cycles’ implementation in cycle 1 and cycle 2. The researcher used of two cycles when implemented this research.

A. Description of Cycle 1

1) Planning

The researcher planned the actions of the study before doing it into classroom. There are some activities in planning stage can be seen below:

1) Preparing the research tools such as: syllabus, lesson plan, rubric for assessment, pre-test sheet, post-test sheet, material, and media.

2) Preparing students worksheet

3) Preparing validation sheet for lesson plan and syllabus

4) Preparing field note for teacher and students activity

5) Preparing camera for classroom activity documentation

The media for cycle I used Power Point Presentation that contained of descriptive subject material. It takes ”The National Historical Building” topic. Others content of Power Point Presentation are photos and videos that related to the topic. The Material will be used in cycle I were Styrofoam, tapes, photos, scissors, and cutter. These preparations are used for achieving the purposes of teaching and learning process.
2) Acting

In this stage, the study has been done in the classroom. There were the planning was acted in the classroom. In acting stage, the teacher does the planning which presents as below:

1) Giving vocabularies that related to the topic material
2) Asking students to add others vocabularies that related to the topic material
3) Presenting and explaining the material
4) Giving material to make project
5) Asking students to present result of project in front of the class in group
6) Giving task to the students by ask to write descriptive text based on the project and doing exercise that given by teacher
7) Giving motivation for the students

3) Observing

The role of the observer was a researcher in this study. The observer observes what the teacher and students’ activities during teaching and learning process in the classroom. The Observational checklists consist of teacher’s activities and students’ activities. They are the observational checklist for the teacher:

1) Giving greeting while entering the classroom
2) Asking one of the students to lead the students for praying
3) Checking for students attendance
4) Giving vocabularies that should be noted, memorize and found the meaning by students
5) Giving a question that has refers to concept of descriptive text
6) Telling the purposes of learning
7) Giving picture in Power Point Presentation about the material
8) Leading students to give a question
9) Dividing the students into some groups
10) Giving vocabularies as stimulant in order to students construct their knowledge
11) Explaining the material before implementing the project
12) Determining the material for every group
13) Inviting students to ask question
14) Providing the material project
15) Explaining the material by using Power Point Presentation slide then showing the pictures, video and text about descriptive text that related to the material.
16) Asking students to find out the difficult vocabularies
17) Asking students start to make the project
18) Asking students to make project report
19) Giving the descriptive text and asking students to find out the relation between material that had learnt and the text
20) Giving exercises to the students
21) Discussing the exercises together
22) Asking students to present the report in front of the class based on the group
23) Evaluating process and result of the students’ project.
24) Explaining the additional information about the topic
25) Asking students to repeat about components of the descriptive text
26) Giving appreciation for all groups
27) Giving motivation to all students
28) Informing the next material for the next meeting
29) Asking a student to lead for praying together
30) Giving the closing greeting.

There are lists of the observational checklist for the students will be presented as follow:

1) Sharing their experience about the concerning material
2) giving a question to the teacher about the project material
3) making groups deal with teacher’s instruction
4) the groups start to discuss their picture in every group
5) every group must take note about the material
6) students start to make a project
7) Making the report of project. How the process and the content of the project that can be reported.
8) Expressing their ideas to find out the relation between material and the text
9) Discussing with their group to find out the answer
10) Presenting the project in front of the class
11) Sharing their difficulties during make a project
12) Taking note for teacher in additional information
13) Mentioning the component of descriptive text

4) Reflecting

The observer and the practitioner reflect the result of the research. It includes about how the teacher teaches the students by using Project Based Learning method. The result after teaching by using this method is calculated. It uses the record of data that was got from observer. Checking the lesson plan was also needs if the observer and the practitioner find ineffective thing in it. If the students have not reached the passing grade of target, the observer did the cycle 2 in order to reach the target of passing grade.

B. Description of Cycle 2

a. Planning

In cycle 2 the researcher planned the activities that will be done in this treatment. There were some lists of planning activities for the teacher:

1) Preparing pre-test, post-test, and media for cycle 2
2) Preparing for students’ worksheet
3) Revising the teacher and students’ field note
4) Revising the lesson plan and completed with the solution from the teacher and observer
5) Preparing for new validation sheet of lesson plan and syllabus
6) Reselecting the learning strategy to improve students’ activeness in the class activity
7) Preparing tools for learning activity
8) Preparing camera for documentation

b. Acting

In cycle 2, the students will be given new material and activities. The researcher expects that students can reach the passing grade in 50%. The activities can be seen as below:

1) Giving new topic of material for the lesson
2) Guiding students in each group through the four best score students in post test of cycle 1
3) Making a descriptive text in each group
4) Each student writes the additional information from the teacher.

The students will give the new material in International historical building. The Power Point Presentation will explain about “International Historical Building”.

c. Observing

The observer checked at the observational checklist to make sure the students and teacher’s activities were appropriate. The observer took note the teacher and students’ activities in classroom situation that occurred during the lesson.
d. Reflecting

The observer and the practitioner did the reflection. The teacher as a practitioner did the listed activities in the classroom. It was analyzed by using observation’s data in cycle 2. For the next, the observer calculated the pre-test and post-test score. Then the observer evaluated the result of cycle 1 and cycle 2 of post-test scores. The observer found the result that passed the passing grade in significantly. Thus the observer will not continue in the cycle 3.
CHAPTER IV

FINDINGS AND DISCUSSION

This chapter explains finding and discussion. There are three main finding sections of the research in this chapter. First finding is the students profile before implementing the method. Second finding is how the method is used then the last finding is on the improvement seen in through statistic of the students’ evaluation. The discussion explains the research was successfully conducted and the result supported the theories of this research.

A. Findings

1. Profile of Tenth Grade Students in Writing Skills of Descriptive Text before Using the Classroom Action Research in SMA Muhammadiyah Plus Salatiga in the Academic Year of 2017/2018

a. Pretest

Before conducting the pretest in the class, the researcher planned some activities to teacher and students. The researcher prepared the syllabus about descriptive text, question and indicator for pretest, objective test and essay for pretest, students’ worksheet for pretest, rubric for assessment, evaluation criteria for descriptive text, lesson plan, materials for treatments, media, validation sheet for syllabus and lesson plan. Researcher conducted the treatment in the same day also. It was because of the English teacher provided a day for treatment in a week. This syllabus became an indicator to make a pretest, rubric of assessment and lesson plan. Rubric of assessment was used for giving
the score for students pretest. This pretest had a function to know the profile of tenth grade students’ writing skills in descriptive text before using the Classroom Action Research in Project Based Learning method. The schedule of pretest was conducted in January, 29th 2018. This pretest conducted at first lesson because students had free time from lesson. The researcher was permitted by the English teacher to do the pretest at that time. In this pretest the researcher became an observer that recorded all of students’ activities during the pretest then the pretest was done in forty minutes.

This pretest contained of three indicators. The first is indentifying of social function, text structure and language aspects of the descriptive text. This indicator is used for question in number 1 until 3. The Second indicator is responding to imply and written meaning of descriptive text. This indicator is used for question in number 4 until 5. Both of indicators used a descriptive text about “Borobudur”. The third indicator is making the descriptive text based on the correct structures and language aspects. For this indicator, students had to make descriptive text with some vocabularies in the box.

The rubric for assessment was given for every question. The first and second indicators have rubric for assessment. Every correct answer has score of 5 then every incorrect answer has score of 0. The third indicator uses the evaluation criteria of descriptive text as assessment guide. These evaluation criteria had five aspects to evaluate the
descriptive text. They are organization, content, grammar, mechanic and style. Every aspect has the score of 15 in maximum then has the score of 1 in minimum.

Teacher gave the information to the students that there was an English department student of State Institute of Islamic Studies (IAIN) Salatiga would conduct the research in the class of tenth grade of science. This research was used to finish the graduating paper. For the starting of the research the researcher needed the data in pretest. This pretest is used to know the students skills in writing. In this pretest, students used question of pretest and its worksheet to write their answers. The questions of pretest were consisted of two forms. They were objective test and essay. The students’ worksheet was used in order to students’ answers would be neater.

Teacher started to make students in better condition. Then teacher gave the students’ worksheets and also the objective test and essay for pretest. Teacher asked them to understand the question first before doing the pretest then students started to do the pretest. This pretest was followed by 21 students of tenth grade of science.

While they did the pretest a female student namely Astri asked to the teacher about the second part of question. She asked to the teacher about the purpose of the words in the boxes. Teacher answered that the words were used to help students for making descriptive text. Students were permitted for finding the words in vocabulary.
Students finished their pretest then submitted to the English teacher. The researcher and English teacher left the class. The researcher brought the students’ worksheets to check the result. The researcher used the assessment guide and evaluation criteria for descriptive text. The researcher found that there was no student that got the score upper the passing grade of English lesson. Mostly they were still confused to understand the question and making the correct sentences into paragraph. The question for number one was about reference “it”, the word “it” is refers to Borobudur Temple. Many students were still confused to find out the word “it” refers to what. Then about the question for number two was about found out the meaning. Many students also answered incorrect answer. They answered by word “menandakan” whereas the correct answer was “melambangkan”. Finding the synonym for word “certain”, they were still confused to find out also, in fact they were permitted to open their dictionary. Most of students were still confuse to answer essay question for creating descriptive text. Although one of the female students had asked the purpose of the direction, in fact the students still took long time for making descriptive. Students had helped by vocabularies in the box. Many students arranged the vocabularies into a paragraph randomly, thus the paragraph had no meaning.
2. Implementation of Classroom Action Research to Improve Students’ Writing Skills in Descriptive Text at the Tenth Grade Students of SMA Muhammadiyah Plus Salatiga in the Academic Year of 2017/2018

a. Cycle 1

1) Planning

Before conducting the research the researcher prepared some tools for doing research in the class. The researcher prepared the syllabus, lesson plan, rubric for assessment, evaluation criteria for descriptive text, field note for students’ and teacher activities, students’, medium for learning, material for treatment, validation sheet for syllabus and lesson plan, camera for taking documentation, objective test and essay for post-test and the students’ worksheets for post-test.

The syllabus is used for reference to make lesson plan and rubric for assessment. The researcher uses curriculum 2013 which uses scientific approach. It influences the students and teacher activities in the class. The syllabus is also used for making rubric for assessment. The lesson plan was also prepared to become a reference of teacher activities. The lesson plan also completed with rubric for assessment. It was used for a reference to give score for every question. The researcher also prepared the evaluation criteria for descriptive text because every student had to make a descriptive text in the post-test session. It needs to evaluate some aspects that contain in the
descriptive text, thus the teacher and researcher can see the students’ score for their descriptive text. Field note was also provided by the researcher. It was used for observing the teacher and students’ activities in the class. While learning was going on, media for learning was needed. The researcher used medium of learning. The medium was used is Power Point Presentation, it was displayed by using personal computer and projector in the class. Materials for treatment were provided for implementing Project Based Learning method in the class. The materials that were used such as: Styrofoam, scissors, pictures, tapes and cutters. Validation sheet for syllabus and lesson plan are provided to make sure that the syllabus and lesson plan were compatible. Camera was used by the researcher to take documentation. The documentation was taken from pictures and the students’ attendance list.

Students’ worksheet for post-test was prepared by researcher. This post-test had the same type of question in pretest. It had difference in the descriptive text. This descriptive text was about “Ratu Boko Temple”. The assessment is on the lesson plan in the point of assessment. It was still same with pretest session in every objective test and essay. Evaluation criteria for descriptive text had been explained chapter 3 in the point of evaluating criteria.
2) Implementation of the Action.

The cycle one was conducted in January, 29\textsuperscript{th} 2018. This treatment was given at the fifth lesson. The teacher gave the greeting while entering the class. Teacher continued to check students’ attendance as usual. There was a female student abstain because of she was sick. Her name was Anisa Rahma. Thus, the students that could join the treatment in cycle one just twenty students. While the teacher making good situation to the students, the researcher helped the teacher to prepare the Power Point Presentation. In this stage, the teacher became a practitioner and the researcher became an observer.

According to the interview that researcher did before, one of students’ problem while writing skill was they were lack of vocabularies. Before conducting the Project Based Learning method, the practitioner gave some vocabularies to the students. They should to note and memorize them all after finding the meaning in dictionary. The vocabularies were chosen related to the historical building that existed in Indonesia.

The learning process in Project Based Learning were divided into five stages. The first stage is students were oriented to the problem. The second is organizing students for learning. The third is guiding for exploring information. The fourth is developing and presenting the project. The fifth is evaluating process and result of project. These stages were joined into scientific approach for its every
stage. The first stage of Project based learning was placed into observing stage of the scientific approach. The second stage of Project Based Learning was placed into questioning stage of the scientific approach. The third stage of Project Based Learning was placed into exploring information stage of the scientific approach. The fourth stage of Project Based Learning was placed into associating stage of the scientific approach. The fifth stage of Project Based Learning was placed into communicating stage of the scientific approach.

The lesson plan was divided into three types of activities. They are introduction activities, main activities and closing activities. The introduction activities contain with giving greeting by the teacher while entering the classroom. It was followed by students to answer the teacher greeting. The next activity was asking one of the students to lead the praying together. It was not done by teacher because the English subject was not at the beginning of learning schedule. The next activity was checking for students’ attendance. Students answered crowdedly in this activity. In that situation there was no student abstain. It meant all twenty one students were present in the class. Before going on the first stage, the teacher gave some vocabularies that represented of the National Historical Building topic. Teacher asked to students that they had to note, memorized and found out the meaning. For memorizing vocabulary was done as homework. Students followed that instruction by finding out the meaning in the
dictionary. The next activity was referred to concept of descriptive text. Teacher asked about the concept of descriptive text to the students. Some students answered in various. Some of them answered the characteristics or general structure of descriptive text. The last activity in the introduction activity was telling the purposes of learning in the Power Point Presentation. The purposes of learning were indentifying social function, generic structure, and language aspects in the descriptive text by written properly, identifying the information in the descriptive text and making the descriptive text based on the teacher instruction. In the end of this lesson, the students should do the post test that contain with those purposes of learning.

The first stage of the lesson was orienting students to the problem. The teacher gave some example pictures of the historical building in Indonesia. They were picture of Borobudur Temple, Gedong Songo Temple, Prambanan Temple, Lawang Sewu and Ratu Boko Temple. After giving the pictures the teacher gave a question to students. The teacher asked that did the students have gone there. Some students answered that they had gone to that places but some students had not gone to the places yet. For orienting the problem, the teacher leaded the students to give a question. Students asked the question about the picture and guessed the information. They asked what would they do to those pictures and guessed the information that it would learn about the descriptive text on Historical Building
material. The teacher divided students into four groups. Every group contains with five students. The last activity in this first stage was giving vocabularies as a stimulant to students in order to construct their knowledge. It was followed by students to find out the meaning.

The second stage was organizing students for learning. There were some activities in this second stage. The first was teacher explained the material before implementing the project. Teacher explained the materials of the project. There were materials that used in this project such as Styrofoam, pictures, tapes, cutter, and scissors. Styrofoam was used for board to patch the pictures. Tape was used for gluing the board and picture. Cutter was used for cut the Styrofoam then scissors was used for cutting the picture. The next activity was determining the material in this stage meant giving the photo for each group. The photos were used for every group such as Borobudur temple, Gedong Songo Temple, Prambanan Temple and Lawang Sewu. After getting the photo for every group, the students started to discuss and found the information based on the photo that they got. The next activity was the teacher invited students to ask question. Students followed by asking a question. There was a student asked the teacher what would they do by those material. Teacher answered that they should make a miniature historical building area with these materials, teacher explained that students imagined that they were at the historical building, for example Borobudur Temple. The students
could imagine and made as if they at the Borobudur Temple. They could find the tourists, sellers, buyers, ticket booth, park and many things that existed there. For the next, teacher provided the materials and gave them to every group. After giving the material for every group, teacher asked to the students that they did not make the project first because they should listen the teacher explanation about descriptive text.

The third stage of Project Based Learning activity was guiding students for exploring information. There were some activities in this stage. The first was explaining the material by using Power Point Presentation slides then showing the pictures, videos that related to the material. While teacher explaining the material, students started to take note about the material. One of the students in every group was chosen by others to take note about the material. The descriptive text material was contained by pictures, videos, and example of descriptive text. Teacher showed the descriptive text that described about Prambanan. For the next, teacher asked students to write down the difficult vocabularies then find the meaning. The next activity was asking students to make the project then made a report. Students divided the jobs in every group. Two students cut the Styrofoam, a student cut the picture, a student glued the picture and a student made a report of project.
The fourth stages of Project Based Learning activity was developing and presenting the project. The activities were asking students to find out the relation between material that had learnt and the text. Then Students express their information actively in every group. The ideas were the generic structures, tenses and vocabularies that were used in the descriptive text. Students also shared their experiences about Prambanan after teacher asked to students when they had gone to Prambanan. They shared it actively for each group. Teacher gave the exercises to the students that showed on Power Point Presentation. Teacher gave the questions and discuss directly with the students together but the students had to understand for each question.

The last activity of the Project Based Learning was evaluating process and result of project. There were four activities in this stage. The first, teacher asked students to present the report in front of the class based on the group. Students asked the teacher to present the report in their table group and the teacher permitted them. Students presented the report was started from making processes and its description of the picture. After presenting the report, teacher gave the evaluation in generally. The evaluation focus on describing the picture, most of students described on uncompleted sentences. The last activity of this stage was asking students to repeat about components of descriptive text. Students followed by mentioning the generic structures then explained them and mentioned in tenses use.
After conducting the Project Based Learning method, the learning activity was continued to the closing activity. Teacher gave the appreciation for all of groups. The predicate was good and students must improve the communication skills. Then teacher gave the motivation to students that the important for adding vocabularies in every day because that was a basic for us for knowing the text. Before asking one of students to pray together, teacher informed the next week would be examined the students’ capability for understanding the descriptive material. Teacher continued for asking a student to lead the praying together after that, teacher gave the closure greeting then students answered the teacher’s greeting.

3) Observation

The researcher that took role as observer had observed the teacher and students in the classroom activities. The researcher made two listed items field note for the teacher and the students. The researcher explained the teacher and students activities in the field note.

The first was the teacher’s written activities in the field note. While entering the classroom teacher gave the greeting then continued to asked one of students to lead the students for praying. The teacher checked for students’ attendance. The teacher gave the vocabularies that should be noted, memorized and found the meaning by the students. The teacher gave a question that referred to concept of
descriptive text. After giving the question, the teacher continued to tell the purposes of learning.

For the next, these activities entered into the Project Based Learning method. The teacher gave pictures in Power Point Presentation about the material. Then the teacher leaded the students to give a question. After leading the students to give a question, the students gave the responded to ask the teacher. The teacher divided students into some groups. The teacher gave vocabularies as a stimulant in order to students constructed their knowledge. The teacher explained the material before implementing the project. It was continued by determining the material for each group then invited students to ask question. The teacher provided the material project then explained the material by using Power Point Presentation. It showed the pictures, video and the text about descriptive text. The text that was showed, the teacher asked to the students to find out the difficult vocabularies. It had a goal to enrich the students’ vocabularies. Teacher started to ask students made the project then made its report also. After the students doing the project, teacher gave the descriptive text and asking students to find out the relation between material that had learnt and the text it continued to give exercises to the students then discussed it together. For the next, the teacher asked students to present the report in front of the class based on the group. After presenting the report, the teacher evaluated
process and result of the students’ project. The teacher explained the additional information about the topic. The teacher asked the students to repeat about the components of descriptive text.

The following activities included to closing activities. The activities that had done by the teacher were giving appreciation for all groups, giving motivation to the students, informing the next material for the next meeting, asking a student to lead for praying together and giving the closure greeting.

Based on the listed item in field note, the teacher had done the learning activities well. The activities were suitable with the lesson plan. The teacher could implement the Project Based Learning method well during the lesson. Beside deliver the material and implement the Project Based Learning method, the teacher asked to students for finding out the meaning of difficult vocabularies. That would enrich the students’ vocabularies.

However, the teacher did not asked to a student for leading in praying together because it was not at the beginning of lesson. The students prayed together just once at the beginning of lesson in the morning. The teacher asked the students for presenting the report in front of the class, but the students asked to present jut in their table group. It was permitted by the teacher. The teacher also did not inform the next material for the next meeting, but the teacher informed for the post-test that must be done by students in the next meeting.
The second explanation was the students’ written activities in the field note. The students followed the teacher instructions during the learning process by using Project Based Learning well. Students can develop the communication skills between the teacher and students. It can be reached because the teacher gave the instruction well and clear but it was still invited by the teacher to deliver the question. For all stage of Project Based Learning method, the students could follow the teacher instruction well.

At the beginning of lesson, the students share the experience about the concerning material to descriptive text. The first time they shared about the descriptive text title randomly. For the next, teacher leaded them into the concept of descriptive text the generic structure and tenses use. Some students answered incorrectly. It was continue to give a question to the teacher because of teacher leaded them to ask question. Student also made the group deal the teacher instruction. After the teacher determined the material for every group, the students discussed automatically after they got the material. While doing the project, the students determined one of their members to write the report of project. How it was processed and its content. Students expressed their ideas to find out the relation between material and the text. Students discussed with their group to find out the answer when the teacher gave them the exercises. In this students’ written activities list, students present their project report in front of the class. In fact,
the students did not present in front of the class but they did in their table groups. Students did not share their difficulties during make a project. They just listened to the teacher in evaluating their project. When the teacher explained the additional information that related to the descriptive text, the students took note automatically in teacher explanation. Students mention the components of descriptive text that contained of generic structure and tenses use after the teacher asked them to repeat about the components of descriptive text.

4) Reflection

After seeing the result of the cycle 1, the researcher could conclude that the students were still adapted in implementing Project Based Learning. The students were still waiting for teacher’s instructions in students’ activities. In addition, the students were sometimes focusing just on the project. When the teacher delivered their material in descriptive text, some students did not understand yet to the questions then they preferred to focus on their project. The passing grade (KKM) in English subject was 71. The target of the passing grade percentage was 50%. The teacher and researcher had discussed and made a decision for using the post test questions in cycle 1 to post test in cycle 2. It was decided because of in the cycle 1 students were not understand enough for the question. Then for the result was far from the expectation. The students did not achieve in cycle 1 because there were only 25% of the students that could pass.
the passing grade. Thus the teacher would conduct the cycle 2 to achieve the target of the passing grade.

b. Cycle 2

1) Planning

The researcher prepared some activities before conducting treatment in cycle 2. The researcher prepared syllabus, lesson plan, rubric for assessment, evaluation criteria for descriptive text, new material for treatment, question and indicator for pretest and post test, objective test and essay for pretest and post test, new project material, field note, media, students’ worksheets, camera and validation sheets for syllabus and lesson plan. Syllabus was still use the same syllabus while conducting in the cycle 1. The researcher had revised the lesson plan in order to get the improvement in research result. The lesson plan was revised by researcher and added the new material. The lesson plan was completed by the rubric for assessment and evaluation criteria for descriptive text. It became reference to give a score. This material was about international historical building. The pretest was made based on the indicators and still had the same way for the assessment. Question and indicator for pretest and also the students’ worksheets were prepared by researcher. Researcher also prepared new project material because it had different topic from the cycle 1. Thus, the researcher prepared the different picture from the cycle 1. Field note were also prepared by researcher. It was needed for
observing the teacher and students during the activities in the class. Taking photo as the documentation was important for the research, thus the researcher prepared the camera also. The researcher also prepared the validation sheet for syllabus and lesson plan. It was needed for making sure that syllabus and lesson plan were compatible.

Before doing the research, the researcher did the pretest first. This pretest was taken at February, 9\textsuperscript{th} 2018. It was about 35 minutes for taking the pretest. The pretest was still the same with the pretest for cycle 1. There were two kinds of test. The first was objective test that contains with five questions and second was an essay. The essay was making for descriptive text by using the available vocabularies in the box as the suggestion vocabularies. The assessment was still same with the cycle 1. The objective questions were assessed by using rubric for assessment. The essay was assessed by using evaluation criteria for the descriptive text. The post test also had similar assessments toward the post test in cycle 1 or pretest for cycle 2.

2) Implementation of Action

The cycle 2 was conducted at February, 12\textsuperscript{th} 2018. It was similar with cycle 1. The activities were divided into three types. They were beginning, main and closing activity. the treatment was given in that day and for the post test was given in the two next day. It was at February, 14\textsuperscript{th} 2018. The researcher was still use the scientific
approach. Thus, the scientific approach was integrated to the Project Based Learning in its activity for each stage.

The first part of activity was beginning. While teacher entering the classroom, she gave her greeting to the students in the class by saying “Assalamualaikum” wr.wb and followed by “good morning class”? At that time, students were noisy, answered the teachers greeting automatically. Teacher checked for students’ attendance. The students answered by saying “hadir”. By checking students attendance, there was a students did not come to class because she was sick. This students namely Arifa Maulidia. While the teacher checking the students’ attendance, the observer helped the teacher to prepare the material. The observer prepared Personal Computer, LCD and projector then opened the material. The observer went to her chair to continue the observation. The teacher explained the purposes of learning. They were students had to identify social function, generic structure, and language aspects in the descriptive text by written properly, identify the information in the descriptive text, and make the descriptive text based on the teacher instruction.

It was begun to the first stage of Project Based Learning method. The stage was orienting students to the problem. First of all teacher gave the pictures at Power Point Presentation about international historical building. The picture were Eiffel tower, Kaaba, Pisa tower and Colosseum. Then teacher gave a question that still had relation to
the topic on descriptive text and international historical building. Some students shared their idea that related to the topic. For example they mentioned the vocabularies and tenses used to make the descriptive text. Teacher instructed to make some group. Because, there was a student abstain. They would make four groups that contained five students in every group. Deciding the group by using Numbered Head Together. Students were asked to count 1 until 4 then repeated again. It would get four groups contained of five students. Based on the cycle 1 that had resulted students’ score, the teacher asked four best score of post test in cycle 1. They were Astri Safitri, Novita Rahmawati, Selvi Marisa and Yustina Anggraini. Those students joined into each group. Teacher asked that four best score students to explain how to make other students more understand how to make a complete sentence and also the other materials. Teacher gave the vocabularies to the students in order to make note and find it them in vocabulary. The vocabularies were at the Power Point Presentation. Students took note the vocabularies. For the next, teacher gave the descriptive text material and its example. The example of descriptive text was Eiffel Tower. Automatically, students took note to write descriptive text material. It was done without teacher’s instruction. For the next explanation, the teacher explained how to make complete material to the students then the students paid attention and took note for to the teacher’s explanation.
The second stage of Project Based Learning was organizing students for learning. Teacher asked those four best score students to explain other member in the group about how to make complete sentence or helped to explain other material that was still in the topic. These four students explained the material directly. Most of students paid the attention to the presenter and some students in the group took note for the explanation and there were some students also asked about the material. After four best score students helping to explain the material, the teacher gave vocabularies again in order to students can construct their knowledge. Thus, the students guess that the vocabularies had relation to previous vocabularies. Teacher explained the material before implementing the project. The materials were Styrofoam, picture, cutter, tape, and scissors. Teacher was not too much in to explain, because it was same with the treatment in cycle 1. For the next, students asked the teacher about the project by saying “Is the project same with previous meeting?” then teacher answered that the project was still same but for the picture and report were different. Students asked to the teacher without teacher’s instruction. Then the teacher provided the project materials and some students helped the teacher to give in each group.

The third stage of Project Based Learning was organizing students for learning. Teacher showed the pictures, video and example of descriptive text. Students gave their attention to the teacher. While
teacher showing the videos, all of students focused to the video. Then teacher opened the example of descriptive text. The teacher used Eiffel tower to an example of descriptive text. Teacher asked students to write the difficult vocabularies in order to find the meaning in dictionary. Students started to write the vocabularies and find the meaning. After writing the vocabularies, teacher asked the students started to make project. Students followed the teacher’s instructions. Some students asked the teacher that the project was still same for the procedure or not. The teacher answered, yes that the project had the same procedures with previous meeting. Teacher asked that one of the student members in each group that he or she had to take note as a presentation materials report. Students had chosen one of theirs to be note taker. This student would take note about the process and the content of the project. For improving students comprehensive about material and writing skills, the teacher asked to the students in each group to make a descriptive text based on their picture. Students did with the teacher instruction then started to make a descriptive text.

The fourth stage of this method was developing and presenting the project. Teacher asked the students to find out the relation between material that had been learnt and the descriptive text that they were made. The students in each group mentioned the generic structure, tenses used and vocabularies used based on their descriptive text. They made the descriptive text, in every group made a descriptive text.
Thus, there were four descriptive text that told Eiffel Tower, Pisa Tower, Kaaba and Collesseum. Teacher gave the exercises to the students on Power Point Presentation and she wanted for each student had to understand for every question. The students discussed in their own group then found out the answers. The teacher invited students to discuss together.

The last or the fifth stage of this method was evaluating process and result of process. In this stage, students must communicate their discussion in each group. This stage was used to improve students’ communication skills. The students asked by teacher to present the report of their discussion. The students wanted to present in their table group and the teacher permitted them. The students reported their discussion and also their descriptive text. After finishing the report, the teacher gave the evaluation to the students. Teacher gave their evaluation in process and result. Generally, the process of whole activities the students began to be active in writing and finding the meaning of vocabularies without teacher’s instruction. The communication in each group began active and work in cooperative. For the result, the students had done well. The next evaluation would be seen at post test. Teacher added the additional information about the descriptive text in tenses use. Teacher said that the used of past tense if it told the past event. For describing the details of the thing, it would use present tense. Students paid the attention then took note for
teacher explanation. The last activity in this stage was the students asked by teacher to describe about material in generic structure for descriptive text. Students described it together.

The closing activities in this treatment for cycle 2 were teacher gave them appreciation that this treatment the students were better in whole activities then students gave the applause to the teacher appreciation. Teacher also gave the motivation that students had to learn hard, improved their English skills and did not forget to add the new vocabularies. Students listened to the teacher’s motivation. Teacher informing that there was a post test in tomorrow of February, 14th 2018 to measure the students writing skills. It came to the end of lesson. Teacher asked one of the students to lead for praying together. Sutarno leaded his friend to pray together. After finishing the pray, teacher gave the closure greeting by saying wassalamualaikum wr.wb then followed by see you later. Students answered waalaikumsalam wr.wb see you tomorrow.

From whole activities above the students had improving the classroom activities. The students started to do the activities without waited the teacher’s instruction. Students were cooperative in working together in their group. It meant that Project Based Learning was effective to make students more active in interaction between other students and teacher. the post test were done in February, 14th 2018. The objective test and essay were same with the post test of cycle 1. It
was decided by the teacher and the researcher because of the students’ condition that still found the difficulty in understanding. Thus, the students would use the same question for previous post test.

3) Observation

The observation activity was done by the researcher that took role as an observer. There were two kinds of field note that was used. The field note for teacher activity and students activities. The following explanation was the observation’s result during the class activities.

The first was teacher entered the classroom by giving greeting to students then checked for students’ attendance. While teacher checked for the students’ attendance, the observer helped the teacher for preparing the projector and Power Point Presentation. The teacher told the purposes of learning to the students.

These activities included into Project Based Learning method. Teacher started by giving pictures in the Power Point Presentation about international historical building and it was continued by giving question that had reference to the concept of descriptive text and international historical building. The teacher divided the students into some groups then teacher asked the four best score students in cycle 1 post test to join group. For the next, the students were asked by teacher for explaining to the students or group members in every group, how to make complete sentence after the teacher explained it.
The teacher gave the vocabularies as usual to be noted by students. It was continued by teacher to give the descriptive text material and its example. Teacher also explain how to make complete sentence.

This stage would mention the activities the second stage of Project Based Learning. Teacher asked four best score students to explain how to make complete sentence in each group that they had joined. The teacher also gave vocabularies as a stimulant for students in order to students constructed their knowledge. Teacher explained project materials before implementing the project beside that, teacher also invited students to ask question. It was followed by providing the project materials for every group.

Following activities mentioned the third stage of Project Based Learning method. The teacher showed the pictures, video and example of the descriptive text. While showing the descriptive text, the teacher asked students to write the difficult words that found in the text. For the next, it was time for making the project. Students asked students start to make the project. During making the project, the students managed the job for each member group. Teacher asked for taking note as a presentation material report that would be delivered to others groups. The last, teacher asked for every group to make a descriptive text based on their picture that they got.

The fourth stage in this method contained for some activities. The teacher gave the descriptive text to find out the relation between
material that had learnt and the text. For improving the students understanding in questions, the teacher gave the exercises to the students. Students were asked for understanding first before answering. Teacher with students discussed the exercises together.

The last stage had some activities that had passed teacher and students in the class. The teacher asked students to present the report in front of the class based on the group. For the next, the teacher evaluated the process and results of the students’ project then continued to explain the additional information that related to the material. For the last, the teacher asked students to describe again the material about descriptive text for the generic structures.

Following was the closing activities that were done by teacher. The teacher gave the appreciation to each group and gave the motivation to the students. Teacher informed to the students that the post test would be held tomorrow at February, 14th 2018. Then the teacher asked a student to lead for praying together then continued by giving closure greeting to the students.

In cycle 2 the teacher did the Project Based Learning method in chronologically. It was well and there was no activities forgot by teacher during the process of implementing this method. Teacher invited students to be active. It built for improving communication skills also. The teacher did not forget an activity, she just changed the students that must be presentation in front of the class became in their
table group. It was not essential thing that could change the principal of Project Based Learning method.

The researcher also observed the students’ activities during the conducting the research. Following were the students’ activities in the field note. Students did the teachers’ instructions well. When the teacher asked students to share their experiences about the material, students did it well. The students started to make discussion group deal with the teacher instruction. Teacher asked the four best score students to join in each group for a student. After explaining the material, the teacher asked the four students to explain again the material in every group. For the next, the students took note for difficult vocabularies. It was continued by finding the meaning in dictionary. Teacher explained the project materials before implementing it then students in every group took a note automatically. When teacher invited students to ask question, two students asked to the teacher about the project materials. Students started to gave their attention to the teacher while teacher showing pictures, video and descriptive text. Then it was at the descriptive text that showed by the teacher. Students wrote the difficult vocabularies in the text then found the meaning. For the next students started to make the project then one of the students in the group make a report project that can be reported. The next teacher instruction was the students asked for making descriptive text based on the picture that they got. In the next
stage, students expressed their ideas to find out the relation between material and the text in general structure, vocabularies used or the tenses used. Teacher gave the exercises that should to discuss with students. The students did it with the teacher. For the next stage, students presented their project in front of the class but it did not present in front of the class. They did it in their table group. It was continued by teacher to give the additional information. Students followed by taking note for it. Students mentioned the generic structure for the descriptive text and described them. In the last activity a student was asked for leading in praying together.

Based on the data above, the researcher could conclude that the students had participated in the class properly. Students were leaded for taking note in few times. It was effective to build their ideas while writing. For asking question, mostly the students had to invite first by the teacher to deliver the question. The role of four best score students in cycle one had helped the other students to understanding the material. Thus, they could build the cooperative learning in the class. The students were seriously to follow and did the teacher’s instruction while learning in the class.

4) Reflection

The cycle 2 had done well. The students’ had developed their ideas in writing skills. By using the role of best score students to lead other members of the group, it could increase the students’
understanding for making complete sentence. Thus, they can arrange a complete descriptive text in the post test. These descriptive texts were better than before. The researcher stopped in the cycle 2 because the result of the post test in this cycle showed that were 62.50% students that could pass the passing grade (KKM).


The data were calculated by researcher mathematically and statistically. The scores were given based on the evaluation of criteria. The objective question of each session were 5 questions and a question for essay. Each question had score 5 for the correct answer and score 0 for the incorrect answer. The researcher used the evaluation criteria for descriptive text as a guide to give score in essay test. After getting the data from each cycle, the researcher counted the score. It was done to know the significance improvement of writing skills in descriptive text by using Classroom Action Research particularly in Project Based Learning method. All of students in the class were 21 students, but that could be consistent from the beginning until end were just 16 students. Those data were presented as follow
a. Cycle 1

1) Pretest

Table 4.1 Students Score in the Pre Test of Cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Sex</th>
<th>ΣP</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agus Shofyan Dwi Saputro</td>
<td>M</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>2</td>
<td>Astri Safitri</td>
<td>F</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>3</td>
<td>Indra Wibowo</td>
<td>M</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4</td>
<td>Kharis Nur Sholihin</td>
<td>M</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>5</td>
<td>Muhammad Rifqi Hawari</td>
<td>M</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>6</td>
<td>Muhammad Alfian Nurifanto</td>
<td>M</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>7</td>
<td>Muhammad Faisal</td>
<td>M</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>8</td>
<td>Novita Rahmawati</td>
<td>F</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>9</td>
<td>Revinda Putri Nur Andrianto</td>
<td>F</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>10</td>
<td>Robbi’ah Sallafiyah</td>
<td>F</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>11</td>
<td>Selma Vicky Marshananda</td>
<td>F</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>12</td>
<td>Selvi Marisa</td>
<td>F</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>13</td>
<td>Sri Purwanti</td>
<td>F</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>14</td>
<td>Sutarno</td>
<td>M</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>15</td>
<td>Teguh Anisa Lestari</td>
<td>F</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>16</td>
<td>Yustina Anggraini</td>
<td>F</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

The researcher calculated the students’ pretest of cycle 1 was to know the percentage of the students who had passed the passing grade (KKM):

Table 4.2 Count of Passing Grade of Pre Test in Cycle 1

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;71</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>71</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>&lt;71</td>
<td>16</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
Based on the data above, there were no students that could pass the passing grade. The passing grade of English lesson in SMA Muhammadiyah Plus Salatiga was 71. The researcher expected that next cycle could reach at least 50%. It meant that 50% of students could pass the passing grade.

2) **Post test**

Table 4.3 Students’ Score in the Post test of Cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Sex</th>
<th>ΣP</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agus Shofyan Dwi Saputro</td>
<td>M</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td>2</td>
<td>Astri Safitri</td>
<td>F</td>
<td>81</td>
<td>81</td>
</tr>
<tr>
<td>3</td>
<td>Indra Wibowo</td>
<td>M</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>Kharis Nur Sholihin</td>
<td>M</td>
<td>63</td>
<td>63</td>
</tr>
<tr>
<td>5</td>
<td>Muhammad Rifqi Hawari</td>
<td>M</td>
<td>61</td>
<td>61</td>
</tr>
<tr>
<td>6</td>
<td>Muhammad Alfian Nurifanto</td>
<td>M</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>7</td>
<td>Muhammad Faisal</td>
<td>M</td>
<td>48</td>
<td>48</td>
</tr>
<tr>
<td>8</td>
<td>Novita Rahmawati</td>
<td>F</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>9</td>
<td>Revinda Putri Nur Andrianto</td>
<td>F</td>
<td>67</td>
<td>67</td>
</tr>
<tr>
<td>10</td>
<td>Robbi’ah Sallafiyah</td>
<td>F</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>Selma Vicky Marshananda</td>
<td>F</td>
<td>51</td>
<td>51</td>
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<tr>
<td>12</td>
<td>Selvi Marisa</td>
<td>F</td>
<td>73</td>
<td>73</td>
</tr>
<tr>
<td>13</td>
<td>Sri Purwanti</td>
<td>F</td>
<td>64</td>
<td>64</td>
</tr>
<tr>
<td>14</td>
<td>Sutarno</td>
<td>M</td>
<td>55</td>
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<tr>
<td>15</td>
<td>Teguh Anisa Lestari</td>
<td>F</td>
<td>61</td>
<td>61</td>
</tr>
<tr>
<td>16</td>
<td>Yustina Anggraini</td>
<td>F</td>
<td>73</td>
<td>73</td>
</tr>
</tbody>
</table>

Based on the result above, the researcher calculated the number of students who passed the passing grade in percentage.
Table 4.4 Count of Passing Grade of Post Test in Cycle 1

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;71</td>
<td>4</td>
<td>25.00%</td>
</tr>
<tr>
<td>71</td>
<td>0</td>
<td>00.00%</td>
</tr>
<tr>
<td>&lt;71</td>
<td>12</td>
<td>75.00%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

There was an improvement after conducting the treatment in cycle 1 but it had not passed yet the target of passing grade. The percentage of students who could pass the post test of cycle 1 were 25.00%. It was still half of all students that could pass the post test in cycle 1. Students that could not pass the passing grade in this cycle were 75.00%. It meant the researcher had to prepare the cycle 2. However the researcher expected to reach at least 50% of students could pass the passing grade.
3) Calculation of Mean

Table 4.5 Difference Square of Pretest and Post Test Score in Cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre test ((X_i))</th>
<th>Post Test ((Y_i))</th>
<th>(D)</th>
<th>(D^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agus Shofyan Dwi Saputro</td>
<td>32</td>
<td>41</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>2</td>
<td>Astri Safitri</td>
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</tr>
<tr>
<td>3</td>
<td>Indra Wibowo</td>
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<td>50</td>
<td>21</td>
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</tr>
<tr>
<td>4</td>
<td>Kharis Nur Sholihin</td>
<td>38</td>
<td>63</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>Muhammad Rifqi Hawari</td>
<td>49</td>
<td>61</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>6</td>
<td>Muhammad Alfian Nurifanto</td>
<td>42</td>
<td>45</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>Muhammad Faisal</td>
<td>35</td>
<td>48</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>8</td>
<td>Novita Rahmawati</td>
<td>52</td>
<td>75</td>
<td>23</td>
<td>529</td>
</tr>
<tr>
<td>9</td>
<td>Revinda Putri Nur Andrianto</td>
<td>55</td>
<td>67</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>10</td>
<td>Robbi’ah Sallafiyah</td>
<td>55</td>
<td>60</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>11</td>
<td>Selma Vicky Marshananda</td>
<td>55</td>
<td>51</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td>12</td>
<td>Selvi Marisa</td>
<td>55</td>
<td>73</td>
<td>18</td>
<td>324</td>
</tr>
<tr>
<td>13</td>
<td>Sri Purwanti</td>
<td>55</td>
<td>64</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>14</td>
<td>Sutarno</td>
<td>18</td>
<td>55</td>
<td>37</td>
<td>1369</td>
</tr>
<tr>
<td>15</td>
<td>Teguh Anisa Lestari</td>
<td>55</td>
<td>61</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>16</td>
<td>Yustina Anggraini</td>
<td>60</td>
<td>73</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>(\Sigma X_i)</td>
<td>(\Sigma Y_i)</td>
<td>(\Sigma D)</td>
<td>(\Sigma D^2)</td>
</tr>
<tr>
<td></td>
<td>N= 16</td>
<td>730</td>
<td>948</td>
<td>218</td>
<td>4858</td>
</tr>
</tbody>
</table>

4) Mean of the Pretest

\[
M = \frac{\Sigma X_i}{N} = \frac{730}{16} = 45.625
\]
5) Mean of the Post Test

\[ M = \frac{\sum Y_1}{N} \]

\[ = \frac{948}{16} \]

\[ = 59.25 \]

In the cycle 1, the mean of the pretest was 45.625 and mean of post test was 59.25. It could be seen that the mean of post test were bigger than pretest, but it was not significance improvement yet.

6) Calculation of the Mean of Difference

\[ MD = \frac{\sum D}{N} \]

\[ = \frac{218}{16} \]

\[ = 13.625 \]

7) Calculation of the Standard Deviation

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

\[ = \sqrt{\frac{4858}{16} - \left( \frac{218}{16} \right)^2} \]

\[ = \sqrt{303,625 - (13,625)^2} \]

\[ = \sqrt{303,625 - 185,641} \]

\[ = \sqrt{117,984} \]

\[ = 10.860 \]
8) Standard of Error for the Mean Difference

\[
SE_{MD} = \frac{SD_D}{\sqrt{N - 1}}
\]

\[
= \frac{10.860}{\sqrt{16 - 1}}
\]

\[
= \frac{10.860}{\sqrt{15}}
\]

\[
= \frac{10.860}{3.872}
\]

\[
= 2.804
\]

9) Calculation of T-test

\[
T_o = \frac{M_D}{SE_{MD}}
\]

\[
= \frac{13.625}{2.804}
\]

\[
= 4.859
\]

From the data above, the researcher found the T-test was 4.859. T-table was used to find out the critical values for two-tailed tests, then the values to determine confidence values. T-table with N-1 was 2.131. It used significance level 5%. It showed that the data in T-test was bigger that t-table. The researcher would conduct the cycle 2.
b. Cycle 2

1) Pre Test

Table 4.6 Students’ Score in the Pre Test of Cycle 2

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Sex</th>
<th>ΣP</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agus Shofyan Dwi Saputro</td>
<td>M</td>
<td>56</td>
<td>56</td>
</tr>
<tr>
<td>2</td>
<td>Astri Safitri</td>
<td>F</td>
<td>71</td>
<td>71</td>
</tr>
<tr>
<td>3</td>
<td>Indra Wibowo</td>
<td>M</td>
<td>71</td>
<td>71</td>
</tr>
<tr>
<td>4</td>
<td>Kharis Nur Sholihin</td>
<td>M</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>Muhammad Rifqi Hawari</td>
<td>M</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>Muhammad Alfian Nurifanto</td>
<td>M</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td>Muhammad Faisal</td>
<td>M</td>
<td>59</td>
<td>59</td>
</tr>
<tr>
<td>8</td>
<td>Novita Rahmawati</td>
<td>F</td>
<td>66</td>
<td>66</td>
</tr>
<tr>
<td>9</td>
<td>Revinda Putri Nur Andrianto</td>
<td>F</td>
<td>71</td>
<td>71</td>
</tr>
<tr>
<td>10</td>
<td>Robbi’ah Sallafiyah</td>
<td>F</td>
<td>74</td>
<td>74</td>
</tr>
<tr>
<td>11</td>
<td>Selma Vicky Marshananda</td>
<td>F</td>
<td>69</td>
<td>69</td>
</tr>
<tr>
<td>12</td>
<td>Selvi Marisa</td>
<td>F</td>
<td>74</td>
<td>74</td>
</tr>
<tr>
<td>13</td>
<td>Sri Purwanti</td>
<td>F</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>14</td>
<td>Sutarno</td>
<td>M</td>
<td>69</td>
<td>69</td>
</tr>
<tr>
<td>15</td>
<td>Teguh Anisa Lestari</td>
<td>F</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>16</td>
<td>Yustina Anggraini</td>
<td>F</td>
<td>66</td>
<td>66</td>
</tr>
</tbody>
</table>

From the data above, the researcher would calculate the students that could pass the passing grade and its percentage of pretest in cycle 2.

Table 4.7 Count of Passing Grade of Pre Test in Cycle 2

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;71</td>
<td>4</td>
<td>25.00%</td>
</tr>
<tr>
<td>71</td>
<td>4</td>
<td>25.00%</td>
</tr>
<tr>
<td>&lt;71</td>
<td>8</td>
<td>50.00%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
The percentage data showed that there were 25.00% of students could pass the passing grade. The students that got the passing grade were 25.00% also. Then for students that still under the passing grade were 50.00%.

2) Post Test

Table 4.8 Count of Score in the Post Test of Cycle 2

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Sex</th>
<th>ΣP</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agus Shofyan Dwi Saputro</td>
<td>M</td>
<td>76</td>
<td>76</td>
</tr>
<tr>
<td>2</td>
<td>Astri Safitri</td>
<td>F</td>
<td>77</td>
<td>77</td>
</tr>
<tr>
<td>3</td>
<td>Indra Wibowo</td>
<td>M</td>
<td>77</td>
<td>77</td>
</tr>
<tr>
<td>4</td>
<td>Kharis Nur Sholihin</td>
<td>M</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td>5</td>
<td>Muhammad Rifqi Hawari</td>
<td>M</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>6</td>
<td>Muhammad Alfian Nurifanto</td>
<td>M</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>7</td>
<td>Muhammad Faisal</td>
<td>M</td>
<td>63</td>
<td>63</td>
</tr>
<tr>
<td>8</td>
<td>Novita Rahmawati</td>
<td>F</td>
<td>79</td>
<td>79</td>
</tr>
<tr>
<td>9</td>
<td>Revinda Putri Nur Andrianto</td>
<td>F</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>10</td>
<td>Robbi’ah Sallafiyah</td>
<td>F</td>
<td>71</td>
<td>71</td>
</tr>
<tr>
<td>11</td>
<td>Selma Vicky Marshananda</td>
<td>F</td>
<td>66</td>
<td>66</td>
</tr>
<tr>
<td>12</td>
<td>Selvi Marisa</td>
<td>F</td>
<td>79</td>
<td>79</td>
</tr>
<tr>
<td>13</td>
<td>Sri Purwanti</td>
<td>F</td>
<td>74</td>
<td>74</td>
</tr>
<tr>
<td>14</td>
<td>Sutarno</td>
<td>M</td>
<td>71</td>
<td>71</td>
</tr>
<tr>
<td>15</td>
<td>Teguh Anisa Lestari</td>
<td>F</td>
<td>88</td>
<td>88</td>
</tr>
<tr>
<td>16</td>
<td>Yustina Anggraini</td>
<td>F</td>
<td>70</td>
<td>70</td>
</tr>
</tbody>
</table>

Based on the data above, the researcher would calculate the percentage of the students who passed the passing grade in the post test of cycle 2.
Table 4.9 Count of Passing Grade of the Post Test in Cycle 2

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;71</td>
<td>10</td>
<td>62.50%</td>
</tr>
<tr>
<td>71</td>
<td>2</td>
<td>12.50%</td>
</tr>
<tr>
<td>&lt;71</td>
<td>4</td>
<td>25.00%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

The data showed that there was an improvement in post test of cycle 2. The percentage of students who could pass the passing grade were 62.50%. Students who got the passing grade were 12.50% students and under passing grade were 25.00%.

3) Calculation of Mean

Table 4.10 Difference Square of Pretest and Post Test Score in Cycle 2.

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre test (X)</th>
<th>Post test (Y)</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agus Shofyan Dwi Saputro</td>
<td>56</td>
<td>76</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>2</td>
<td>Astri Safitri</td>
<td>71</td>
<td>77</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>3</td>
<td>Indra Wibowo</td>
<td>71</td>
<td>77</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>4</td>
<td>Kharis Nur Sholihin</td>
<td>70</td>
<td>78</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>5</td>
<td>Muhammad Rifqi Hawari</td>
<td>70</td>
<td>72</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Muhammad Alfian Nurifanto</td>
<td>75</td>
<td>72</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>Muhammad Faisal</td>
<td>59</td>
<td>63</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>8</td>
<td>Novita Rahmawati</td>
<td>66</td>
<td>79</td>
<td>18</td>
<td>169</td>
</tr>
<tr>
<td>9</td>
<td>Revinda Putri Nur Andrianto</td>
<td>71</td>
<td>43</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>10</td>
<td>Robbi’ah Sallafiyah</td>
<td>74</td>
<td>71</td>
<td>-3</td>
<td>9</td>
</tr>
<tr>
<td>11</td>
<td>Selma Vicky Marshananda</td>
<td>69</td>
<td>66</td>
<td>-9</td>
<td>9</td>
</tr>
<tr>
<td>12</td>
<td>Selvi Marisa</td>
<td>74</td>
<td>79</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>13</td>
<td>Sri Purwanti</td>
<td>72</td>
<td>74</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>Sutarno</td>
<td>69</td>
<td>71</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>Teguh Anisa Lestari</td>
<td>72</td>
<td>88</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td></td>
<td>Yustina Anggraini</td>
<td>66</td>
<td>70</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------</td>
<td>----</td>
<td>----</td>
<td>---</td>
<td>----</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=16</td>
<td></td>
<td>1105</td>
<td>1156</td>
<td>112</td>
<td>1841</td>
</tr>
</tbody>
</table>

4) Mean of the Pre Test Cycle 2

\[ M = \frac{\sum X_2}{N} \]

\[ = \frac{1105}{16} \]

\[ = 69.062 \]

5) Mean of the Post Test

\[ M = \frac{\sum Y_2}{N} \]

\[ = \frac{1156}{16} \]

\[ = 72.25 \]

In the cycle 2, the mean of the pretest was 69.062 and mean of post test was 72.25. It could be seen that the mean of post test were bigger than pretest. It had an improvement result that using Classroom Action Research particularly in Project Based Learning method can improve the students’ writing skills of the tenth science in SMA Muhammadiyah Plus Salatiga.
6) Calculation of the Mean Difference

\[ MD = \frac{\sum D}{N} \]

\[ = \frac{107}{16} \]

\[ = 6.687 \]

7) Calculation of the Standard Deviation

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ = \sqrt{\frac{1841}{16} - \left(\frac{51}{16}\right)^2} \]

\[ = \sqrt{115.062 - (3.188)^2} \]

\[ = \sqrt{115.062 - 10.160} \]

\[ = \sqrt{303.625 - 185.641} \]

\[ = \sqrt{117.984} \]

\[ = 10.862 \]

8) Standard of Error for the Mean Difference

\[ SE_{MD} = \frac{SD_D}{\sqrt{N - 1}} \]

\[ = \frac{10.862}{\sqrt{16 - 1}} \]

\[ = \frac{10.862}{\sqrt{15}} \]
\[ T_o = \frac{M_D}{SE_{MD}} \]

\[ = \frac{6.687}{2.805} \]

\[ = 2.384 \]

9) Calculation of T-test

B. Discussion

1. Description of Students’ Tenth Grade Profile in Writing Skills of Descriptive Text before Using the Classroom Action Research in SMA Muhammadiyah Plus Salatiga in the Academic year of 2017/2018.

Through this pretest the researcher knows the students’ profile in writing skills particularly in descriptive text and before the implementation of the Project Based Learning.

This pretest had resulted that there was no students who passed the English’s passing grade of the tenth grade which had score 71. Most of students were still confuse in some aspects of writing skills. For example, the students were still confuse in using pronoun reference, finding the meaning of certain word and found the certain word in English.

In this pretest had 00.00% of students who passed the passing grade on that, 00.00% of students got the passing grade. It means 100.00 % of students got under the passing grade. All of students in tenth grade of science
were 21 students, but the students that could follow this researcher consistently were just 16 students.

2. **Implementation of Classroom Action Research in Project Based Learning to Improve Students’ Writing Skills in Descriptive Text for Tenth Grade Students of SMA Muhammadiyah Plus Salatiga in the Academic Year of 2017/2018.**

   After using Project Based Learning in tenth grade students of science, there was an improvement of result in cycle 1. In class activity students still adapted to the Project Based Learning method that were implementing to the students. Students waited the teacher instruction while doing the communication activities. For example the students were invited the teacher first to deliver the questions. Besides that, they still focused on their project.

   In the cycle 2, the situation was better than before. The students could follow the Project Based Learning condition in the class. Students had developed their ideas in writing skills. Students started to understanding the material and could make a descriptive text. In cycle 2 the researcher made a strategy by using four best score in cycle one to help other students. they were Astri Safitri, Novita Rahmawati, Selvi Marisa and Yustina Anggraini. By joining in each groups, they helped the other students to explain the material particularly in creating complete sentence. The activities in the class also improved. Students were leaded for taking note relate to material in many times. It could build their ideas while creating text. Students also can build the cooperative learning in the class and more pay attention to the
explanation. In cycle 2 the improvement of students was 62.50%. Researcher expected at least the improvement of the research was 50% of the students could pass the passing grade. Thus, the researcher did not continue to the next cycle.

The students’ improvement in writing skills was known from the post test in cycle 1 and cycle 2. The students’ score of these cycles were also improved although it was not drastically. It could be conclude that the use of Project Based Learning could improve the students’ writing skills.

3. **Description the Improvement of Writing Skills in Descriptive Text for Tenth Grade Students after using Classroom Action Research in SMA Muhammadiyah Plus Salatiga in the Academic Year of 2017/2018.**

The researcher also got the data from analyzing students score in statistically. The researcher concluded that there was an improvement in using Project Based Learning to improve students’ writing skills in descriptive text. This improvement contained in the students of tenth grade students of SMA Muhammadiyah Plus Salatiga in the academic year of 2017/2018.

In the cycle 1, the mean of the pretest was 45.625 and the mean of post test was 59.25. The number of the students who passed the passing grade in the pretest were 00.00%. in the post test of cycle 1 were 25.00%. The mean of post test was higher than pretest. This research used the significant level as many as 5%. The value of T-table with N-1 was 2.131. The researcher found the value of T-test was 4.859%. The value of the t-test was higher than t-
table, but in cycle 1 the students had not reached the passing grade at least in 50%. It was still 25% of students that could pass the passing grade.

In the cycle 2, the mean of the pretest was 69.062 and the mean of post test was 72.25. The number of the students who passed the passing grade in the pretest were 25.00% and for students that got the passing grade were 25.00% also. In the post test of cycle 2 were 62.50% and for students that got the passing grade were 12.50%. The mean of post test was higher than pretest. This research used the significant level as many as 5%. The value of T-table with N-1 was 2.131. The researcher found the value of T-test was 2.384. The value of the t-test was higher than t-table. In cycle 2 the students that could pass the passing grade were 62.50% of students. It meant the students could pass the passing grade were more than 50%. Thus, the next cycle would not be continued by researcher.
CHAPTER V
CONCLUSION AND SUGGESTIONS

A. CONCLUSIONS

Finally, the researcher was successfully to conduct this Classroom Action Research in tenth grade of science in SMA Muhammadiyah Plus Salatiga in the academic year of 2017/2018. This Classroom Action Research used Project Based Learning method to improve the students’ writing skills in descriptive text. The result was supported by the theory of Shafei and Hajar (2015) in the chapter II (see page 12) that Project Based Learning was more effective than conventional teaching. The students can find the new things and became an independent learning.

B. SUGGESTIONS

1. For teacher

The teacher can use Project Based Learning in English lesson particularly in writing. Project Based Learning can support and help the teacher to understand the students about the material. By using the project, the students can understand the material and it can improve their knowledge properly. This method also establishes the students’ communication skills. The students’ center was used in this method. Thus, the cooperative learning can be built with communication skills.

2. For Students

In this curriculum, the students were asked to be independent learner. The students become students’ center system in the learning activity. This method will
help students to be independent learner then the teacher as their facilitator. It can make a learning become enjoyable activity without forget the material. The students will be easier to gain the material and explore their knowledge.

3. For other researcher

The researcher suggests the other researcher to develop this method in Classroom Action Research. Actually, this method must take long time for reaching the optimal result. The variations of project are needed to make students explore their knowledge and being creative. Surely, it needs for much time. In this research the researcher just has limit time. Thus the time cannot be optimal. The researcher expects that the next researcher can develop this research to be better.

Project Based Learning is not only used in English lesson but also in other lesson can use this method. In English learning, writing skills is not the only skill that can be implemented this method. Others skills are also suitable to use this method. Project Based Learning is not only used in senior high school but also can be used in junior high school or elementary school.
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5. Consultation sheets of graduating paper
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10. Question and Indicators for Cycle 1
11. Power Point Presentation material of Cycle 1
12. Blank Students Worksheet for Cycle 1
13. Validation Sheet for Syllabus and Lesson Plan of Cycle 1
14. Field Note For Cycle 1
15. Students’ Answer Sheet of Cycle 1
16. Lesson Plan for Cycle 2
17. Question and Indicators of Cycle 2
18. Blank Students’ Worksheet for Cycle 2
19. Validation Sheet for Syllabus and Lesson Plan of Cycle 2
20. Field Note for Cycle 2
21. Students’ Answer Sheet of Cycle 2
22. Students’ Attendance List of Cycle 1 and 2
23. Students’ Descriptive Text Project in Group
24. Photos of Documentation
Name : Nadya Rizky Syah Putri
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Gender : Female
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2013-2018 : State Institute of Islamic Studies Salatiga
            Teacher Training and Education Faculty, English Department
Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1) Saudara ditunjuk sebagai Dosen Pembimbing Skripsi mahasiswa:

Nama : NADYA RIZKY SYAHPUTRI
NIM : 113-13-072
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Jurusan : TADRIS BAHASA INGGRIS
Judul Skripsi : THE USE OF PROJECT BASED LEARNING (PBL) AND SCIENTIFIC APPROACH TO IMPROVE THE STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT (A CLASSROOM ACTION RESEARCH OF THE TENTH GRADE STUDENTS IN SMA N 2 SALATIGA IN THE ACADEMIC YEAR OF 2016/2017)

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas. Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

Salatiga, 07 Februari 2016
a.n. Dekan,
Wakil Dekan Bidang Akademik

[Signature]

[Nofiq, S.Ag., M.Phil.
NIP. 19690617 199603 1004]

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Lingkar Salatiga, No.2 Telp. (0298) 6631364, Fax. (0298) 323433 Salatiga 50712
http://www.iansalatiga.ac.id email : admin@tarsalatsalatiga.ac.id

Nomor : B - 3074 /In.21/D1/PN.03/09/12/2017
Lamp : -
Hal : Permohonan Izin Penelitian Skripsi

Kepada
Yth. Kepala SMA Muhammadiyah Plus Salatiga
di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama : Nadya Rizky Syahputri
NIM : 113-13-072
Mahasiswa : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Judul skripsi:
THE USE OF PROJECT BASED LEARNING TO IMPROVE THE STUDENTS’ WRITING SKILL IN DESCRIPTIVE TEXT (A CLASSROOM ACTION RESEARCH OF THE TENTH GRADE OF SMA MUHAMMADIYAH PLUS SALATIGA IN THE ACADEMIC YEAR 2017/2018)

Dengan Pembimbing : Hanung Triyoko, S.S., M.Hum., M.Ed

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 29 Desember 2017 s.d selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Salatiga, 29 Desember 2017
Dekan,
Fakultas Tarbiyah dan Ilmu Keguruan

[NIP. 19670121 199903 1002]
SURAT KETERANGAN
Nomor: 620/SMA.M/S.6/II/2018

Kepala Sekolah Menengah Atas (SMA) Muhammadiyah (Plus) Salatiga menerangkan bahwa:

Nama: NADYA RIZKY SYAHPUTRI
NIM: 113 - 13 - 072
Mahasiswa: Intitut Agama Islam Negeri (IAIN) Salatiga
Fakultas: Tarbiyah dan Ilmu Keguruan
Jurusan: Tadris Bahasa Inggris (TBI)

Benar - benar telah mengadakan Penelitian di SMA Muhammadiyah (Plus) Salatiga pada
tanggal 29 Desember 2017 sampai selesai judul skripsi: "THE USE OF PROJECT BASED
LEARNING TO IMPROVE THE STUDENTS' WRITING SKILLS IN DESCRIPTIVE TEXT
( A CLASSROOM ACTION RESEARCH OF THE TENTH GRADE OF SMA
MUHAMMADIYAH (PLUS) SALATIGA IN THE ACADEMIC YEAR 2017/2018 )".

Demikian harap menjadi maklum bagi yang berkepentingan dan untuk dapat dipergunakan
sebagaimana mestinya.

Salatiga, 28 Februari 2018

[signature]

[stamp]

[Seal]

[Signature]

[Seal]
**LEMBAR KONSULTASI SKRIPSI**

Nama Mahasiswa : Nadya Rizky Syah Putri  
NIM : 113-13-072  
Dosen Pembimbing : Hanung Triyoko, S.S.,M.Hum.,M.Ed  
Judul : THE USE OF PROJECT BASED LEARNING TO IMPROVE THE STUDENTS’ WRITING SKILL IN DESCRIPTIVE TEXT (A Classroom Action Research of the Tenth Grade of SMA Muhammadiyah Plus Salatiga in the Academic Year 2017/2018)

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Dosen Pembimbing  
Hanung Triyoko, S.S.,M.Hum.,M.Ed  
NIP. 19703815 199903 1003

**SATUAN KREDIT KEGIATAN MAHASISWA**

131
Nama : Nadya Rizky Syah Putri  
NIM : 113-13-072  
Jurusan : TBI  
Dosen Pembimbing Akademik : Mashlihatul Umami, S.Pd.I.,M.A

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Salatiga, 26 Januari 2018
Wakil Dekan Bidang
Kependidikan wan dan Kerjasama

Kasih Maimun, M.Ag.
NIP. 19700510 199031003
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<td>Siti Fatma</td>
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<td>4</td>
<td>Teguh Anisa Lestari</td>
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<tr>
<td>5</td>
<td>Yustina Anggraini</td>
<td>X MIPA</td>
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1. Astri Safitri

Nadya : “Bagaimana Perasaanya ketika belajar bahasa inggris?”

Astri : “Senang”

Nadya : “Senang, senangnya kenapa?”

Astri : “Senangnya karena saya suka bahasa inggris”

Nadya : ”Apa yang disukai dalam mata pelajaran bahasa inggris?”

Astri : ”Simple Present Tense”

Nadya : ”Kesulitan apa yang ditemui dalam mata pelajaran bahasa inggris?”

Astri : ”Biasanya kosakata yang sulit”

Nadya : ”Kesulitan yang lain?”

Astri : ”Listeningnya”

Nadya : ”Pernah mengalami kesulitan dalam menulis?”

Astri : ”Pernah.”

Nadya : ”Apa yang membuat menulis menjadi sulit?”

Astri : ”Kata-katanya terbalik-balik”

Nadya : ”Terus, apa yang kamu lakukan?”

Astri : ”Membuka catatan”

Nadya : ”Bagaimana cara guru bahasa inggrisnya dalam mengajar?”

Astri : ”Jelas”

Nadya : ”Pernah ada inovasi apa dalam mengajar?”

Astri : ”Pernah, saat mengajar materi pronoun.”

2. Reka Septina M

Nadya : “Bagaimana Perasaanya ketika belajar bahasa inggris?”

Reka : “Senang, karena suka bahasa inggris”

Nadya : ”Apa yang disukai dalam mata pelajaran bahasa inggris?”

Reka : ”Simple Present Tense”
Nadya : "Kesulitan apa yang ditemui dalam mata pelajaran bahasa inggris?"
Reka : "Biasanya bisa baca tapi sulit nulisnya"
Nadya : "Kesulitan yang lain, selain menulis kosa katanya?"
Reka : "Saat membuat teks"
Nadya : "Bagaimana cara guru bahasa inggrisnya dalam mengajar?"
Reka : "Enjoy dan mudah dipahami dan sering diterapkan dikeseharian"

3. Siti Fatma
Nadya : "Bagaimana Perasaanya ketika belajar bahasa inggris?"
Siti : "Senang"
Nadya : "Ada lagi mungkin selain senang?"
Siti : "Seru"
Nadya : "Apa yang disukai dalam mata pelajaran bahasa inggris?"
Siti : "Pronoun"
Nadya : "Kesulitan apa yang ditemui dalam mata pelajaran bahasa inggris?"
Siti : "Ketika membuat kalimat, suka terbalik-balik"
Nadya : "Terus untuk kesulitan dalam menulis apa yang ditemui?"
Siti : "Ya, itu tadi susunan dalam membuat kalimat bahasa inggris?"
Nadya : "Bagaimana cara guru bahasa inggrisnya dalam mengajar?"
Siti : "menyenangkan, unik"
Nadya : "Uniknya?"
Siti : "Ya, serulah gitu"

4. Teguh Anisa Lestari
Nadya : "Bagaimana Perasaanya ketika belajar bahasa inggris?"
Teguh : "Senang, ya menyenangkan gurunya juga enak"
Nadya : "Apa yang disukai dalam mata pelajaran bahasa inggris?"
Teguh : "Ada Simple Present Tense, description teks"
Nadya : "Kesulitan apa yang ditemui dalam mata pelajaran bahasa inggris?"
Teguh : "Listening sama writing saat dikasih listening kesulitan dalam menulis"
Nadya : "Kesulitan menulis apa yang biasa ditemui?"
Teguh : "Kadang terbalik-balik, tidak sesuai dalam menerjemahkannya dalam bahasa inggris juga dibalik-balik jadi sering kesulitan"
Nadya : "Strukturnya berarti ya."
Teguh :”Iya”
Nadya :”Bagaimana cara guru bahasa inggrisnya dalam mengajar ?
Teguh :”Cara mengajarnya, enjoy funny lucu”
Nadya :”Pernah ada inovasi dalam pelajaran bahasa inggris ?”
Teguh :“Pernah, saat mengajar pronoun dan description text, suruh mencari benda disekitar sekolah lalu mendiskripsikannya.”

5. Yustina Anggarini
Nadya :“Bagaimana Perasaaanya ketika belajar bahasa inggris ?”
Yustina : “Menyenangkan, gurunya juga enak jadi dalam menangkap pelajarannya juga jelas”
Nadya :”Apa yang disukai dalam mata pelajaran bahasa inggris?”
Yustina :”Ada Simple Present Tense, description teks”
Nadya :”Kesulitan apa yang ditemui dalam mata pelajaran bahasa inggris?”
Yustina :” Writing saat dikasih listening kesulitan dalam menulis”
Nadya :”Kesulitan menulis apa yang biasa ditemui ?
Yustina :”Kurang mengerti artinya dan masih suka terbalik-balik ”
Nadya :” Bagaimana cara guru bahasa inggrisnya dalam mengajar ?
Yustina :”Cara mengajarnya enak, tidak tegang”
Nadya :”Pernah ada inovasi dalam pelajaran bahasa inggris ?”
Yustina : “Pernah.”
HASIL WAWANCARA OBSERVASI PENELITIAN
SMA MUHAMMADIYAH PLUS SALATIGA

Nadya : “Sudah berapa lama ibu mengajar ?”
Farah : ”2 tahun.”

Nadya : “Untuk kurikulum yang dipakai sekarang itu 2013 ya bu, criteria apa yang harus dicapai dalam mata pelajaran bahasa inggris?”
Farah : ”Kalau dikurikulum 2013 kan ada pengetahuan, keterampilan, ya itu harus tercapai semua. Kalau dibahasa inggris kan harus mencakup criteria Reading, listening, writing dan speakingnya itu harus bagus harus balance”

Nadya : “untuk siswa kelas sepuluh, kira-kira kendala apa yang ditemukan dalam pelajaran bhsa inggris ?”
Farah : ”Karena kosakata yang terlalu limit jadi membuat gurunya itu susah untuk memberikan materi, karena kan mencoba untuk menggunakan bahasa inggris yang full materi karena mereka Terus ksesulitan yang dihadapi ketika menghadapi writing skills ?”

Farah : ”Jadi mereka itu mengalami kesulitan dalam meng-construct dalam membuat sebuah kalimat. Kan kalau bahasa indonesianya kan cukup Subyek Predikat Objek kata keterangan tetapkan kalau bahasa inggris ka nada Noun Phrasenya kalau missal ada kata sifat berartikan sifatnya dulu baru nounnya. Jading mereka belum bisa menerjemahkan yang baik belum bisa menerjemahkan kalimat yang baik misalkan subjek apa saja yang menggunakan s/es dan yang mana saja yang memakai does/do kemudian kalau misalkan membuat sebuah kalimat “dia memiliki mobil merah yang baru” belum bisa, jadi mereka menerjemahkan sesuai dengan urutan katanya.”

Nadya : “Jadi masuk ke grammar juga ya”
Farah : ”Iya

Nadya : “Jadi siswa sering mengalami kesulitan biasanya tensis?”
Farah : ”Iya dalam perubahan verb verb 1 ke verb 2 jadi mereka bingung yang irregular verb dan regular verb, karenakan ada yang ditambah ed da yang tidak itu membuat mereka susah dan apa ya namanya dan memang harus terbiasa sih ini yang regular ini yang irregular tapikan ya anak-anak susah gitu lho menghafalnya karena belum biasa.”
Nadya: “Dalam hal menulis teks apa saja kesulitan yang dialami siswa, ya mungkin selain kosakata sama yang susunan grammar itu tadi ?”

Farah: “Yang sulit, ya itu tadi meng-construct dan mereka sering merasa takut salah jadi mereka itu tidak mau menulis karena takut salah dan merasa tidak pintar bahasa inggris dan takut dalam penulisan susunan kata yang salah. Dan karena limitya kosakata mereka lebih memilih menuliskan dalam bahasa Indonesia terlebuh dahulu lalu menuliskan dalam bahasa inggris.”

Nadya: “Tidak langsung berarti ?”

Farah: ”Tidak, mereka tidak bisa kalau langsung”

Nadya: ”Metode apa yang digunakan oleh guru ketika mengajar writing skills?”

Farah: ”Sejauh ini lagi mencoba metode KWL”

Nadya: ”Bisa dijelaskan KWL ?”

Farah: ”KWL itu singkatan dari Know Want to know and Learn. Siswa itu diberi sebuah teks dan mereka itu dari teks tersebut apa yang mereka ketahui, mereka tulis. Dari K itu kan Know dari yang mereka ketahui dari teks itu ditulis. Wh nya Want to learn kira-kira ada kata-kata yang asing, misal; kata-kata biologi, kata-kata kedokteran. Oh, ternyata itu adalah nama sebuah penyakit. Kemudian kalau Learn-nya apa yang mereka pelajari dari teks tersebut. Jadi Know Want to know and Learn.

Nadya: ”KWL, Know Want to Know and Learn, apa itu sudah cukup membantu kesulitan para siswa ?”

Farah: ”Sedikit membantu.”

Nadya: ”Sedikit tapi tetap ada perubahan ya?”

Farah: ”Iya tapi walaupun itu buka perubahan yang besar tapi sedikit-sedikit ada perubahan.”

Nadya: ”Mengenai kurikulum tadi, berarti harus integrated juga dari empat skills ini jadi nilaianya harus sama. Kemudian penggunaan kurikulum 2013 ini sudah berapa lama ?

Farah: ”Baru tahun ini”

Nadya: ”Oh, baru tahun ini, berarti baru penyesuaian juga ya.”

Farah: ”Iya, betul”
SILABUS MATA PELAJARAN BAHASA INGGRIS SEKOLAH MENENGAH ATAS/MADRASA ALIYAH/SEKOLAH MENENGAH KEJURUAN/MADRASAH ALIYAH KEJURUAN (SMA/MA/SMK/MAK) KELAS: X

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
</tr>
</thead>
</table>
| 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya. | **Fungsi sosial**<br>Membanggakan, mengenaikan, mengidentifikasi, memuji, mengcritik, mempromosikan, dsb. | **Mengamati**<br>- Siswa memperhatikan/ menonton beberapa contoh teks/film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah.  
- Siswa menirukan contoh secara terbimbing.  
- Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks. |
| 4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks. | **Struktur text**<br>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagianya yang dipilih untuk dideskripsikan  
(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagianya, dan  
(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal. yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. | **Mempertanyakan (questioning)**<br>- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia  
- Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif. |
| **Unsur kebahasaan**<br>(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal  
(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal  
(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi  
(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.  
(5) Rujukan kata | **Mengeksplorasi**<br>- Siswa secara kelompok membaca teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat  
- Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. |
**Topik**
Keteladaban tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.

- Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan.
- Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari.

**Mengasosiasi**
- Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan.
- Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya.
- Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

**Mengkomunikasikan**
- Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya.
- Siswa menyunting deskripsi yang dibuat teman.
- Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading.
- Siswa membuat kliping deskripsi tentang orang, tempat wisata atau...
bangunan bersejarah yang mereka sukai.
- Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami.
- Siswadapat menggunakan ‘learning journal’.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Muhammadiyah Plus Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas : X-Science
Materi Pokok : Descriptive Text
Tema : Historical Building
Alokasi Waktu : 2 x 45 menit

A. Kompetensi Inti

1. KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahuinya tentang ilmu pengetahuan, teknologi dan seni budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan dan kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
2. KI 4:
Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar
3.7 Menganalisis fungsi sosial struktur text dan unsur kebahasaan pada teks diskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya
4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata dan bangunan bersejarah, terkenal dengan memperhatikan tujuan dan struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi
KI. 3 (Pengetahuan)
1. Mengidentifikasi fungsi sosial, struktur teks dan unsure kebahasaan dalam teks deskriptif.
2. Merespon makna tersirat dan tersurat dari deskriptif teks
KI. 4 (Keterampilan)
1. Menyusun teks deskriptif berdasar stuktur dan unsure kebahasaan dengan tepat

D. Tujuan Pembelajaran
1. Siswa mampu mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks diskriptif secara tertulis dengan baik
2. Siswa mampu mengidentifikasi informasi yang terdapat didalam teks diskriptif
3. Siswa mampu membuat teks diskriptif sesuai dengan instruksi dari guru.

E. Materi Pembelajaran
1. Descriptive Text
2. Fungsi Sosial:
   Descriptive text is genre text is used to tells how something looks, feels, and smells, tastes and or/sounds.
3. Struktur Teks
   a. Identification tells about phenomenon to be described.
   b. Description tells about describing parts, qualities and characteristics, appearance, habits, and others of something.
4. Unsur Kebahasaan
   a. Focusing on specific participants, for example: My English Teacher, Andini’s Cat, My Favorite place
   b. Using Simple Present Tense
   c. Using Simple Past Tense if extinct
   d. Using verb of being and having ‘Relational Processes’ for examples: My Mum is really cool, She has long black hair,
   e. Using descriptive adjectives, for examples: strong legs, white fangs
   f. Using detailed Noun Phrase to give information about the subject. For examples: a very beautiful temple, a sweet young lady, very thick fur.
   g. Using action verbs ‘Material Processes’ for examples: it eats grass, it run fast.
   h. Using adverbial to give additional information about behavior, for examples: fast, at tree house.
   i. Using figurative language, for examples: John is as white as chalk.
   j. Using spatial order signals, for examples: at the top of, in the center of, on the left, in front of, inside, across, behind, next to, between.

5. Contoh Descriptive Text

   Prambanan

   Prambanan temple is the largest Hindust temple complex in Indonesia. The temple was built in the 10th century and was dedicated to Shiva. There are 8 big temples and 8 small temples at the main yard. There are also 222 smaller temple at the lower yard.

   Inside the big temples, there are statues. There are statues of Sviva, Brahma, and Visnu. They are the Hindust three highest Gods. There are also other statues. One of the most popular is roro jonggrang statues. The legend tells that it was actually a girl that cursed to be a stone.

   There is also relief about Ramayana at the temple wall. We can also see Ramayana Ballet Dance at the temple complex at night. It has many dancers in its dance. This dance tells about Ramayana legend. It is the most popular legend for Hinduism people.

   Source: [http://www.bahasainggrismudah.com](http://www.bahasainggrismudah.com)
6. Project Based Learning is a model of classroom activity that use project as the medium of learning. At the beginning students are given a problem that should be solved by them. At the end of activity, the students must have a product.

**F. Pendekatan, Model dan Metode**

<table>
<thead>
<tr>
<th>Pendekatan</th>
<th>Scientific Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metode/Model</td>
<td>Project Based Learning</td>
</tr>
</tbody>
</table>

**Sintaksis**

| 1. Pemberian stimulus terhadap siswa  | Mengamati  |
| 2. Identifikasi masalah                | Menanya    |
| 3. Pengumpulan data                   | Mengumpulkan Informasi |
| 4. Pembuktian                         | Mengasosiasi |
| 5. Menarik kesimpulan/generalisasi    | Mengkomunikasi |

**G. Media, Alat, Bahan dan Sumber Belajar**

1. Media
   a. Power Point Presentation
   b. Gambar/video

2. Alat
   a. Speaker active
   b. Laptop
   c. LCD, Proyektor

3. Bahan
   a. Absensi
   b. Silabus
   c. Rencana Pelaksanaan Pembelajaran
   d. Bahan untuk Project Based Learning: Styrofoam, cutter, gambar, lem, double tape, gunting.

4. Sumber Belajar
   a. Buku Guru Bahasa Inggris SMA/SMK/MA Kelas X
   b. Buku Siswa Bahasa Inggris SMA/SMK/MA Kelas X Semester 1
   c. Gambar/video
   d. Internet

**H. Kegiatan Pembelajaran**
<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan | • Guru masuk ke kelas memberikan salam  
• Guru meminta salah satu siswa memimpin berdoa  
• Guru memeriksa kehadiran siswa sebagai bentuk disiplin  
• Guru memberikan kosa kata untuk ditulis dan dihapalkan oleh siswa  
• Guru memberikan pertanyaan tentang konsep “Descriptive Text”  
• Guru memberikan informasi tentang tujuan pembelajaran yang digunakan pada konsep Project Based Learning, dilanjutkan pemberian informasi bahwa siswa harus menghasilkan produk pada akhir pembelajaran berupa miniatur area bangunan | 10 menit      |
| Inti      | **Mengamati**  
*Stage one (Orienting students to the problem)*  
• Guru memberikan gambar pada Power Point tentang descriptive text “Bangunan Bersejarah”  
• Guru memberikan stimulus kepada siswa untuk memberikan pertanyaan  
• Guru membagi siswa dalam beberapa kelompok  
• Guru memberikan kosa kata yang mewakili beberapa unsure kebahasaan sebagai stimulus siswa | 70 menit      |
agar dapat membuat hipotesis dengan pengetahuan mereka.

Menanyakan

*Stage Two (Organizing students for learning)*
- Guru menjelaskan bahan-bahan untuk membuat hasil karya sebelum membuatnya
- Menentukan materi untuk setiap kelompok
- Guru meminta siswa untuk mengajukan pertanyaan
- Menyediakan bahan-bahan projek (karya)

*Mengumpulkan Informasi*

*Stage three (Guiding for exploring information)*
- Menjelaskan materi dengan menggunakan Power Point dan memperlihatkan gambar, video dan contoh teks deskriptif yang sesuai dengan tema materi
- Guru meminta siswa untuk menuliskan kosa kata sulit pada teks deskriptif kemudian mencari artinya
- Guru meminta siswa untuk membuat projek (karya)
- Guru meminta siswa untuk membuat laporan dalam catatan kecil sebagai bahan presentasi
Mengasosiasi

*Stage four (Developing and presenting the project)*

- Guru memberikan bentuk teks deskriptif untuk menemukan hubungan antara materi yang telah didapat dengan teks deskriptif.
- Guru memberikan latihan yang nantinya didiskusikan bersama-sama
- Guru bersama siswa mendiskusikan latihan bersama-sama

Mengkomunikasi

*Stage five (Evaluating process and result of project)*

- Guru meminta siswa untuk mempresentasikan laporan berdasarkan hasil diskusi dan kerja pada setiap kelompok
- Guru mengevaluasi proses dan hasil dari projek (karya) siswa
- Guru menjelaskan informasi atau penjelasan tambahan
- Guru meminta siswa untuk mengulas kembali tentang materi susunan teks deskriptif.

<table>
<thead>
<tr>
<th>Penutup</th>
<th>10 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guru memberikan apresiasi pada setiap siswa</td>
<td></td>
</tr>
<tr>
<td>• Guru memberikan motivasi kepada siswa</td>
<td></td>
</tr>
<tr>
<td>• Guru menginformasikan materi</td>
<td></td>
</tr>
<tr>
<td>selanjutnya</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>• Guru mengucapkan salam penutup.</td>
<td></td>
</tr>
</tbody>
</table>
I. Penilaian

1. Jenis/Teknik Penilaian
   a) Sikap (Melalui rubric pengamatan sikap selama pembelajaran)
   b) Pengetahuan : Tes Tertulis
   c) Keterampilan : Menulis

2. Bentuk Instrument
   a) Instrument penilaian
      KD 3.7
      Menganalisis fungsi sosial struktur text dan unsur kebahasaan pada teks
      diskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah
      terkenal sesuai dengan konteks penggunaannya
      KD 4.10
      Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat
      wisata dan bangunan bersejarah, terkenal dengan memperhatikan tujuan dan
      struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
<th>Indikator Soal</th>
<th>Jenis Soal</th>
<th>Nomor Soal</th>
<th>Pedoman Penilaian</th>
</tr>
</thead>
</table>
| Menganalisis fungsi sosial struktur teks dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya. | 1. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks deskriptif. | • Siswa dapat mengidentifikasi struktur teks dan unsur kebahasaan teks deskriptif dengan menjawab soal objektif. | Tes Tulis   | Romawi I : 1, 2, 3 | Benar bernilai : 5  
   Salah bernilai : 0 |
|                                                                                  | 2. Merespon makna tersirat dan tersurat dari teks deskriptif               | • Siswa mampu mengidentifikasi makna tersirat dan tersurat dari teks deskriptif | Tes Tulis   | 4, 5       | Benar bernilai : 5  
   Salah bernilai : 0 |
|                                                                                  |                                                                           |                                                                                |            |            |                   |
| Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan struktur kebahasaan teks deskriptif lisan dan tulisan | 1. Menyusun teks deskriptif berdasarkan struktur dan unsur kebahasaan yang | • Siswa mampu membuat teks deskriptif secara utuh | Tes Tulis   | Romawi II     | (Terlampir)        
   Nilai maksimum pada Soal Romawi II : 15 x 5 = 75 |
# Pedoman Penilaian Soal Romawi II

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score 13-15</th>
<th>Score 10-12</th>
<th>Score 7-9</th>
<th>Score 4-6</th>
<th>Score 1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Identification is complete with related description and it has appropriate arrangement and connective</td>
<td>Identification is almost complete with almost lack related description and arrangement is almost appropriate and connective</td>
<td>Identification is almost complete with lack related description and misuse of arrangement and connective</td>
<td>Identification is not complete with misuse related description, arrangement and connective</td>
<td>Identification is not complete, unrelated description, arrangement and connective</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Content and detail are complete the related to the topic</td>
<td>Content and detail are almost lack from the unrelated topic</td>
<td>Content and detail are few of misuse of the related topic</td>
<td>Content and detail are misuse of the related topic</td>
<td>Content and detail have unrelated topic</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Use the correct Grammatical structure and correct simple present tense or simple past tense</td>
<td>Use inaccuracy of grammatical and structure of simple present tense or simple past tense in very few</td>
<td>Use inaccuracy of grammatical and structure of simple present tense or simple past tense in few</td>
<td>Use inaccuracy of grammatical and structure of simple present tense or simple past tense in numerous</td>
<td>Use inaccuracy of grammatical and structure of simple present tense or simple past tense in frequent</td>
</tr>
<tr>
<td><strong>Mechanic</strong></td>
<td>Spelling, punctuation and capitalization usage in correct</td>
<td>Occasional error of spelling, punctuation and capitalization usage</td>
<td>Frequently error of spelling, punctuation and capitalization usage</td>
<td>Error of spelling, punctuation and capitalization usage are dominated</td>
<td>Error mechanic, incorrect punctuation and capitalization</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>Effective and appropriate choice of words and their form</td>
<td>Misuse of vocabularies and word forms but do not change the meaning</td>
<td>Confusing words and their form then result the confuse meaning</td>
<td>Poor knowledge of words and their forms</td>
<td>Very poor knowledge of words and their forms</td>
</tr>
</tbody>
</table>
Questions and Indicators

I. Answer the questions correctly!

Borobudur temple is a very famous Budist temple. It is one of the greatest Buddhist monuments in the world. It is built in the 8th and 9th centuries by Syailendra Dynasty, the temple is consist of teen floors. It symbolize the teen floors of Bodhisattvas (teen level to achieve perfection).

Borobudur Temple also can be divided into three levels. Those are Kamadatu, Rupadatu, and Arupadatu. Kamadatu symbolizes the lowest level of human. Here people still tied to the law of karma. Here we can see Karma Wibangga Reliefs.

The second level is Rupadatu Level or the level of face. It symbolize people that starting to search for illumination. At this level, we can see Lalitavistara, the relief about Budha. There are also other reliefs and story at this level.

The last one is Arupadatu level or the level without face. It symbolizes the perfection. It is the circle floors at the temple where we can see the many stupas.

(Mengidentifikasi fungsi sosial, struktur teks dan unsure kebahasaan dalam descriptive text)

1. The word “it” in the first paragraph refers to …

2. The meaning of the italic word in the second paragraph is..

3. The synonym of “search” word in the third paragraph is …

(Merespon Makna tersurat dari descriptive text)

4. What is the text about?

5. What are the explanations of the three-level stupas?

(Menyusun teks deskriptif berdasarkan struktur dan unsur kebahasaan dengan tepat)
II. Create a descriptive text by using the words in these boxes

|Kraton Yogyakarta|Sacred|
|Build|Weapons|
|in|Hall|
|1756|Collection|
|Kingdom Ngayogyakarta|Keris|
|Palace|Spears|
|Building|Knifes|
|Stretches|Arrows|
|North|War uniforms|
|South|Guns|
|Square|“Plaza North|
|“Plaza North|Southern Square|
|Southern Square|Inner|
|Inner|Center|
|Center|Compound|
|Compound|Beautiful|
|Beautiful|Ornaments|
|Ornaments|Teak|
|Teak|Wood|
|Wood|Structures|
|Structures|Interior.|
|Interior.|Inside|
|Inside|Library|
|Library|Room|
|Room|Weddings|
|Weddings|Inaguration|
|Inaguration|Princes|
|Princes|Princesses|
Questions and Indicators

III. Answer the questions correctly!

Settled on a hillside plateau, overlooking Prambanan temple complex and with a view to Mount Merapi behind Prambanan Temple complex, lie the remains of a once grand palace. The palace (kraton) is named Ratu Boko after a King Boko of local folklore, but the real owner of the palace is more likely to have been a king of a local dynasty.

Ratu Boko temple is located on a plateau, about three kilometres south of Lara Jonggrang Prambanan temple complex in Yogyakarta Central Java, Indonesia. Grand stone gates, built on two levels, are the largest and most often photographed structures of the site, it is clear that these lead to what was once a settlement, which sets Ratu Boko apart from the other archaeological sites in Central Java which are entirely religious in nature.

The site covers 16 hectares in two hamlets (Dawung and Sambireja) of the village of Bokoharjo and Prambanan. In striking contrast to other Classic-period sites in Central Java and Yogyakarta, which are remains of temples, Ratu Boko displays attributes of an occupation or settlement site, although its precise functions is unknown. Probably the site was a palace complex which belongs to the kings of Sailendra or Mataram Kingdom that also build temples scattered across Prambanan Plain. In 1790 the Dutchman Van Boeckholtz found ruins, and over time research was done, and by 1838 the Dutch commenced restoration work. In 1952 the Indonesian government took the reigns, and has continued work since then.

(Mengidentifikasi fungsi sosial, struktur teks dan unsure kebahasaan dalam descriptive text)

6. The word “it” in the sentence “… it is clear that these lead to what was once a settlement …” at second paragraph refers to …

7. What is the meaning of the italic and underlined word in the first paragraph?
8. What is the synonym of “precise” word in the last paragraph?…

(Merespon Makna tersurat dari descriptive text)

9. What is the text about?

10. What were happen in 1790, 1838 and 1952?

(Menyusun teks deskriptif berdasarkan struktur dan unsur kebahasaan
dengan tepat)

IV. Create an descriptive text by using the words in these boxes

<table>
<thead>
<tr>
<th>Gedong Songo</th>
<th>Temple</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slope</td>
<td>Mount Ungaran</td>
</tr>
<tr>
<td>Weather</td>
<td>Cool</td>
</tr>
<tr>
<td>Between</td>
<td>Building</td>
</tr>
<tr>
<td>Visit</td>
<td>Visitor</td>
</tr>
<tr>
<td>Tourist</td>
<td>Foreigner</td>
</tr>
<tr>
<td>Guide</td>
<td>Park</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Temples</th>
<th>Sellers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stone</td>
<td>Make</td>
</tr>
<tr>
<td>Around</td>
<td>Walk</td>
</tr>
<tr>
<td>Holiday</td>
<td>Monday</td>
</tr>
<tr>
<td>Weekend</td>
<td>Weekday</td>
</tr>
<tr>
<td>Quiet</td>
<td>Crowded</td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
</tr>
</tbody>
</table>
Power point
I. Answer the questions correctly!
   1. 
   2. 
   3. 
   4. 
   5. 

II. Create a complete Descriptive Text!
LEMBAR VALIDASI SILABUS

A. TUJUAN
Tujuan penggunaan instrument ini adalah untuk mengukur kevalidan silabus dalam pelaksanaan pembelajaran bahasa inggris yang dalam implementasinya menggunakan Project Based Learning Method.

B. PETUNJUK
Bapak atau ibu dapat memberikan penilaian dengan memberikan tanda (V) pada kolom yang tersedia.

C. PENILAIAN

<table>
<thead>
<tr>
<th>No</th>
<th>ASPEK YANG DINILAI</th>
<th>KETERANGAN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>YA</td>
</tr>
<tr>
<td>1</td>
<td>ISI YANG DISAJIKAN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Mengukti keterkaitan antar kompetensi inti (KI) dan keterampilan dasar (KD)</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>dalam menata pelajaran</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Mengidentifikasi materi yang menunjang pencapaian KD</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Aktivitas kedalaman dan keleluasaan materi</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Pemilihan materi ajar</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Kegiatan pembelajaran dirancang dan dikembangkan berdasarkan KI, KD, potensi</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>siswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Memanfaikan indikator pencapaian kompetensi</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>7. Menentukan sumber belajar yang disesuaikan dengan KI, KD, serta materi pokok, kegiatan pembelajaran dan indikator pencapaian kompetensi</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8. Penentuan jenis penilaian</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

### II. BAHASA

1. Penggunaan Bahasa sesuai dengan EYD | ✓ |
2. Kesederhanaan struktur kalimat | ✓ |

### III. WAKTU

1. Kesesuaian alokasi yang digunakan | ✓ |
2. Pemilihan alokasi waktu didasarkan pada tuntutan KD | ✓ |
3. Pemilihan alokasi waktu didasarkan pada ketersediaan alokasi waktu per semester | ✓ |

### RUBRIK PENILAIAN

<table>
<thead>
<tr>
<th>Kriteria</th>
<th>Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sangat Baik</td>
<td>89-100</td>
</tr>
<tr>
<td>Baik</td>
<td>79-88</td>
</tr>
<tr>
<td>Cukup</td>
<td>66-78</td>
</tr>
<tr>
<td>Kurang</td>
<td>46-65</td>
</tr>
<tr>
<td>Sangat Kurang</td>
<td>0-45</td>
</tr>
</tbody>
</table>
Keterangan :
Silabus dikatakan valid, apabila nilai mencapai 80-100

KOMENTAR/SARAN

Salatiga, 29 Januari 2018

Validator

[Signature]

Farrah Zakiyah Anwar, S.Pd.I
NBM: 1135 9316 124237
LEMBAR VALIDASI INSTRUMEN
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

A. TUJUAN

Tujuan penggunaan instrumen ini adalah untuk mengukur kevalidan
Rencana Pelaksanaan Pembelajaran (RPP) dalam pelaksanaan
pembelajaran bahasa inggris yang dalam implementasinya menggunakan
*Project Based Learning Method*.

B. PETUNJUK

Bapak atau ibu dapat memberikan penilaian dengan memberikan tanda (V)
pada kolom yang tersedia.

C. PENILAIAN

<table>
<thead>
<tr>
<th>No</th>
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<th>KETERANGAN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>YA</td>
</tr>
<tr>
<td>1.</td>
<td>Rumusan kompetensi dasar sesuai kompeten ini inti</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>Rumusan indikator sesuai dengan kompetensi dasar</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>Rumusan tujuan pembelajaran sesuai dengan indikator</td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td>Materi sesuai dengan tujuan pembelajaran</td>
<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>Metode yang digunakan sesuai dengan materi pembelajaran</td>
<td>✓</td>
</tr>
<tr>
<td>6.</td>
<td>Langkah-langkah kegiatan</td>
<td></td>
</tr>
<tr>
<td>Pembelajaran</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Sumber belajar</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Penilaian</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**Rubrik Penilaian**

<table>
<thead>
<tr>
<th>Kriteria</th>
<th>Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sangat Baik</td>
<td>89-100</td>
</tr>
<tr>
<td>Baik</td>
<td>79-88</td>
</tr>
<tr>
<td>Cukup</td>
<td>66-78</td>
</tr>
<tr>
<td>Kurang</td>
<td>46-65</td>
</tr>
<tr>
<td>Sangat Kurang</td>
<td>0-45</td>
</tr>
</tbody>
</table>

**Komentar/Saran**

Salatiga, 29 Januari 2018
Validator

Farrah Zakiah, Arw. S.Pd.I
NBM. 1135 9316 1242371
<table>
<thead>
<tr>
<th>No</th>
<th>Teacher’s Activities</th>
<th>Yes</th>
<th>No</th>
<th>Students’ Activities</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Giving greeting while entering the classroom * Good morning.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Good morning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Good morning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Asking one of the students to lead the students for praying</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>Because English Subject is not at the beginning of starting learning.</td>
</tr>
<tr>
<td>3</td>
<td>Checking for students’ attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Students answer correctly.</td>
</tr>
<tr>
<td>4</td>
<td>Giving vocabularies that should be noted and memorized by students</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>Students write down the vocabularies.</td>
</tr>
<tr>
<td></td>
<td>* Sharing their experience about the concerning topic</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>Student share their experience about the descriptive text.</td>
</tr>
<tr>
<td>5</td>
<td>Giving a question that has reference to concept of descriptive text</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Telling the purposes of learning</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Teacher gives picture in power point about the material</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Teacher gives picture in power point about the material</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>What will we do with these picture images?</td>
</tr>
<tr>
<td>8</td>
<td>Teacher leads the students to give a question</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>Students give a question to the teacher about the project and material.</td>
</tr>
<tr>
<td></td>
<td>Students give a question to the teacher about the project and material</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>Students can how they work with these materials.</td>
</tr>
<tr>
<td>9</td>
<td>Dividing the students into some groups</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>Each group consists with 5 students.</td>
</tr>
<tr>
<td>10</td>
<td>Giving vocabularies as a stimulant in order to students construct their knowledge</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>Student find out the meaning.</td>
</tr>
<tr>
<td></td>
<td>Students write down the vocabularies.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Explaining the material before implementing the project</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>Some students listen carefully.</td>
</tr>
<tr>
<td>Step</td>
<td>Description</td>
<td>Expected Outcome</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td>-----------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Determining the material for each group</td>
<td>Students start to discuss their each title in group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Inviting students to ask question</td>
<td>Students ask about what should they do?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Providing the material project</td>
<td>Teacher and observer give the material for study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Explaining the material by using slide and showing the picture, videos that related to material</td>
<td>Each group must take note about the material</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Asking the students to find out the difficult vocabularies and find out the meaning</td>
<td>Students find out the difficult vocabularies by opening their dictionaries.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Asking students starts to make a project</td>
<td>Students start to make a project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Asking students to make a project report</td>
<td>They start to make the project.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Giving the descriptive text and asking students to find out the relation between material that had learnt and the text</td>
<td>A one of students of each group make a report of the project. How the process and the content of the project can be reported</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Giving exercises to the students</td>
<td>Students express their ideas to find out the relation between material and the text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Discussing the exercises together</td>
<td>Students express their ideas to find out the answer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Asking students to present the report in front of the class based on the group.</td>
<td>The students ask to the teacher for discussing the project in their topic group.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Evaluating process and result of the students project</td>
<td>Students just listen to the teacher evaluation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td>---</td>
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<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Explaining the additional information about the topic</td>
<td>✔</td>
<td>Taking note for teacher additional information</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Asking students to describe about the material in generic structure for descriptive text</td>
<td>✔</td>
<td>Students mention the generic structure and tenses use for descriptive text and describe them.</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>Giving appreciation to each group</td>
<td>✔</td>
<td>All students give applause for that appreciation.</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>Giving motivation to the students</td>
<td>✔</td>
<td>Teacher did not give the recommendation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>Informing the next material for the next meeting</td>
<td>✔</td>
<td>Teacher did not inform that there is a next test for the student.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>Asking a students to lead for praying together</td>
<td>✔</td>
<td>Students leads for praying</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>Giving the closure greeting</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(Pro-test)

Name: Agus Suryo Peri Saputra
Class: X-MIPA
Time: 11:36
Date: 29-Jan-2019

I. Answer the questions correctly!
   1. Borobudur temple is a very famous Buddha temple.
   2. Melancholy
   3. Quest
   4. The text describe a Borobudur temple is a very famous Buddha temple.
   5. The three-level stupas is Arupadhatu level.

II. Create a complete Descriptive Text!

Kraton-Yogyakarta

Kraton Yogyakarta in 1756 M. Interior a Kraton Yogyakarta is a beautiful.
I. Answer the questions correctly!

1. Borobudur temple. 
2. Semarang Monoklon. 
4. The text about Borobudur temple. 
5. Pitaniknya.

II. Create a complete Descriptive Text!

Kraton Yogyakarta, built in 1750, is the capital city of Yogyakarta. The palace is located on the north and south and the shape is square. Plaza North Southern square inner center compound beautiful ornament teak wood structures interior.

Inside the library room, weddings inaugeration princes, the princesses sacred weapons hall. The collection is kendi, spears, knives ornate war uniforms guns.
I. Answer the questions correctly!
   1. The greatest building moments
   2. What is the longest
   3. It
   4. Buda Temple & Normal must be Tame
   5. There areแบรนด์ and ยานพาหนะ

II. Create a complete Descriptive Text!

In front of Jogyarkto building 1929, there began Ngayogjato Garden. The plaza, driving, plaza north, statues, room Weddings.
I. Answer the questions correctly!

1. Borobudur
2. Memandayan
3. Survey
4. The text above Borobudur bomb
5. If blank

II. Create a complete Descriptive Text!

Up
a 150-ton Yogyakarta building in 1986, kingdom Kya-
Yogyakarta Palace, building stretches north
I. Answer the questions correctly!

1. Is a Prehistoric temple
2. proto-Uyghur
3. exact
4. The text is a Buddhist temple
5. the 19th and 20th century

II. Create a complete Descriptive Text!

Gedong Songo Temples

Gedong Songo temples building a 10th century. The history in very many Visitors and sellers. A pleasure is around Mount Agravone. The view is very beautiful. The visitors a walk in one to one temple.
I. Answer the questions correctly!

1. Prambanan temple.
2. Owner.
3. Exact.
4. To describe of prambanan temple.
5. Objeknya.

II. Create a complete Descriptive Text!

Gedong Songo temple precise in slope, mount Ungaran, the weather is cool. In between building to visit it for visitor tourist. Foreigner guide path. The temples sellers stone make around to walk in holiday, Monday, weekend, weekday. Quiet crowded facilities. There are so many horse to help some people to walk around the Gedong Songo temple. During of walking at there we can see dense of pine tree. The most of famous of rabbit food or small pieces of meat roasted rabbit, and so many of plants. At there was sulphur of the flow.
I. Answer the questions correctly!

S. 1. From the temple
S. 2. Penitik

10. Read the text about descriptive the Prambanan temple

In 1920 the Dutchman von Decrolyze found temples!

II. Create a complete Descriptive Text!

Gedung Songo, located at the slope of Mount Ungaran. It is a temple between the visit of visitors and foreigners. The temple has stone carvings and around walk holiday Monday weekend weekday quiet crowded facilities. Gedung Songo is large in Indonesia and has a vast area. Gedung Songo be found in a temple. There is scenery around him.
I. Answer the questions correctly:
   1. Rehbone Temple
   2. Penile
   3. Exception
   4. 18th, 19th, and 20th Century

II. Create a complete Descriptive Text:

   Gyeong Seogo temple between Mount Omyeon
   Weather cool, Winter Tourism increased. Pictures building is good.
   Stone wall walk quiet.
   3
   6
   13
   23
I. Answer the questions correctly!

1. Prambanan temple
2. Owner of temple
3. Precisely
4. History of Prambanan temple

II. Create a complete Descriptive Text:

Gedung Songo Temple

This is a resort on the side of modern Magarang. About 900 meters above sea level, Gedung Songo (Nine Buildings), a group of small 8th century Hindu Javanese temples, can be reached either by car or on horseback from the town. Built at about the same time as the temples of the Dieng complex, Gedung Songo's one of the most beautifully sited temple complexes in Central Java and the views alone are worth the trip. Gedung Songo (Nine Buildings) belong to the earliest antiquities of Java. They follow up the temples on the Dieng plateau directly, for what about time.
Sekolah : SMA Muhammadiyah Plus Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas : X-Science
Materi Pokok : Descriptive Text
Tema : International Historical Building
Alokasi Waktu : 2 x 45 menit

J. Kompetensi Inti

3. KI 3:
   Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual,
   procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi
   dan seni budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan dan
   kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta
   menerapakn pengetahuan procedural pada bidang kajian yang spesifik sesuai
   dengan bakat dan minatnya untuk memecahkan masalah.

4. KI 4:
   Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait
   dengan pengembangan dari yang dipelajarinya disekolah secara mandiri,
   bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai
   kaidah keilmuan.

K. Kompetensi Dasar

3.7 Menganalisis fungsi sosial struktur text dan unsur kebahasaan pada teks diskriptif
   sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai
   dengan konteks penggunaannya

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

L. Indikator Pencapaian Kompetensi

KI. 3 (Pengetahuan)
3. Mengidentifikasi fungsi sosial, struktur teks dan unsure kebahasaan dalam teks
   deskriptif.
4. Merespon makna tersirat dan tersurat dari deskriptif teks

KI 4 (Keterampilan)

2. Menyusun teks deskriptif berdasarkan struktur dan unsure kebahasaan dengan tepat

M. Tujuan Pembelajaran

4. Siswa mampu mengidentifikasi fungsi sosial dan struktur teks dalam teks deskriptif secara tertulis dengan baik

5. Siswa mampu mengidentifikasi unsure kebahasaan dalam teks deskriptif secara tertulis dengan baik

6. Siswa mampu mengidentifikasi informasi yang terdapat didalam teks deskriptif

7. Siswa mampu membuat teks deskriptif sesuai dengan instruksi dari guru.

N. Materi Pembelajaran

7. Descriptive Text

8. Fungsi Sosial :

   Descriptive text is genre text is used to tells how something looks, feels, and smells, tastes and or/sounds.

9. Struktur Teks

   a. Identification tells about phenomenon to be described.
   
   b. Description tells about describing parts, qualities and characteristics, appearance, habits, and others of something.

10. Unsur Kebahasaan

    a. Focusing on specific participants, for example: My English Teacher, Andini’s Cat, My Favorite place
    
    b. Using Simple Present Tense
    
    c. Using Simple Past Tense if extinct
    
    d. Using verb of being and having ‘Relational Processes’ for examples: My Mum is really cool, She has long black hair,
    
    e. Using descriptive adjectives, for examples: strong legs, white fangs
    
    f. Using detailed Noun Phrase to give information about the subject. For examples: a very beautiful temple, a sweet young lady, very thick fur.
    
    g. Using action verbs ‘Material Processes’ for examples: it eats grass, it run fast.
h. Using adverbial to give additional information about behavior, for examples: fast, at tree house.

i. Using figurative language, for examples: John is as white as chalk.

j. Using spatial order signals, for examples: at the top of, in the center of, on the left, in front of, inside, across, behind, next to, between.

11. Contoh Descriptive Text

Eiffel Tower

Eiffel tower was built to celebrate the 100th year anniversary of the French Revolution. The construction process took 2 years to finished, started from 1887 until 1889. The building is located in Paris, France.

Eiffel Tower is the highest building in Paris. It is 324 meters tall and its square base size is 125 meters. Almost all parts of the construction is made of iron with weight approximately 7.300 tons. There are three levels of the tower that can be accessed by tourist. On the first and second levels the visitors will find the restaurants, on the first level is Le 58 Tour Eiffel restaurant, on the second level is Le Jules Verne restaurant. The top level is where we can find the observation deck. There are 8 elevators that we can use in the tower. Eiffel tower is also used as an aerial to transmit radio and digital television signals, therefore we will find additional part on the top of the tower in the form of transmitters.

Source: http://www.wordcliff.com

12. Project Based Learning is a model of classroom activity that use project as the medium of learning. At the beginning students are given a problem that should be solved by them. At the end of activity, the students must have a product.

O. Pendekatan, Model dan Metode

Pendekatan : Scientific Approach
Metode/Model : Project Based Learning

Sintaksis

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Pemberian stimulus terhadap siswa</td>
</tr>
<tr>
<td>7.</td>
<td>Identifikasi masalah</td>
</tr>
<tr>
<td>8.</td>
<td>Pengumpulan data</td>
</tr>
<tr>
<td>9.</td>
<td>Pembuktian</td>
</tr>
</tbody>
</table>
P. Media, Alat, Bahan dan Sumber Belajar

5. Media
   a. Power Point Presentation
   b. Gambar/video

6. Alat
   d. Speaker active
   e. Laptop
   f. LCD, Proyektor

7. Bahan
   e. Absensi
   f. Silabus
   g. Rencana Pelaksanaan Pembelajaran
   h. Bahan untuk Project Based Learning: Styrofoam, cutter, gambar, lem, double tape, gunting.

8. Sumber Belajar
   e. Buku Guru Bahasa Inggris SMA/SMK/MA Kelas X
   f. Buku Siswa Bahasa Inggris SMA/SMK/MA Kelas X Semester 1
   g. Gambar/video
   h. Internet

Q. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan | • Guru masuk ke kelas memberikan salam  
   • Guru memeriksa kehadiran siswa sebagai bentuk disiplin  
   • Guru menyampaikan tujuan yang digunakan pada konsep *Project Based Learning*, dilanjutkan pemberian informasi bahwa siswa harus menghasilkan produk pada akhir pembelajaran berupa | 10 menit       |
<table>
<thead>
<tr>
<th>Inti</th>
<th>Mengamati</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage one (Orienting students to the problem)</strong></td>
<td></td>
</tr>
<tr>
<td>• Guru memberikan gambar pada Power Point tentang descriptive text “Bangunan Bersejarah Internasional”</td>
<td></td>
</tr>
<tr>
<td>• Guru memberikan stimulus kepada siswa untuk memberikan pertanyaan</td>
<td></td>
</tr>
<tr>
<td>• Guru membagi siswa dalam beberapa kelompok</td>
<td></td>
</tr>
<tr>
<td>• Guru meminta 4 orang dengan nilai terbaik pada post test siklus ke-1 untuk masuk ke masing-masing grup dan bertukar tempat pada salah satu siswa dalam setiap grup.</td>
<td></td>
</tr>
<tr>
<td>• Guru menjelaskan tugas keempat orang untuk membantu menjelaskan kepada teman-teman disetiap grup yang mereka tempati. bagaimana membuat kalimat sempurna yang benar setelah guru menjelaskan materi</td>
<td></td>
</tr>
<tr>
<td>• Guru memberikan kosa kata yang mewakili beberapa unsure kebahasaan sebagai stimulus siswa agar dapat membuat hipotesis dengan pengetahuan mereka</td>
<td></td>
</tr>
<tr>
<td>• Guru memberikan materi descriptive text lengkap dengan struktur, unsur kebahasaan dan</td>
<td>70 menit</td>
</tr>
<tr>
<td>Menanyakan</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>Guru memberikan materi cara membuat kalimat lengkap</td>
<td></td>
</tr>
<tr>
<td><strong>Menanyanya</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Stage Two (Organizing students for learning)</strong></td>
<td></td>
</tr>
<tr>
<td>Guru menjelaskan bahan-bahan untuk membuat hasil karya sebelum membuatnya</td>
<td></td>
</tr>
<tr>
<td>Guru meminta siswa untuk mengajukan pertanyaan</td>
<td></td>
</tr>
<tr>
<td>Menyediakan bahan-bahan projek (karya)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mengumpulkan Informasi</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage three (Guiding for exploring information)</strong></td>
</tr>
<tr>
<td>Memperlihatkan gambar, video dan contoh teks deskriptif yang sesuai dengan tema materi</td>
</tr>
<tr>
<td>Guru meminta siswa untuk menuliskan kosa kata sulit pada teks deskriptif kemudian mencari artinya</td>
</tr>
<tr>
<td>Guru meminta siswa untuk membuat projek (karya), (bagitugas)</td>
</tr>
<tr>
<td>Guru meminta siswa untuk membuat laporan dalam catatan kecil sebagai bahan presentasi</td>
</tr>
<tr>
<td>Guru meminta siswa membuat sebuah descriptive text yang</td>
</tr>
</tbody>
</table>
menggambarkan projek mereka, setiap regu satu teks.

**Mengasosiasi**

*Stage four (Developing and presenting the project)*

- Guru memberikan bentuk teks deskriptif untuk menemukan hubungan antara materi
- yang telah didapat dengan teks deskriptif.
- Guru memberikan latihan yang nantinya didiskusikan bersama-sama.
- guru meminta siswa untuk memahami setiap pertanyaan yang sudah ditampilkan
- Guru bersama siswa mendiskusikan latihan yang telah diberikan

**Mengkomunikasi**

*Stage five (Evaluating process and result of project)*

- Guru meminta siswa untuk mempresentasikan laporan berdasarkan hasil diskusi dan kerja pada setiap kelompok
- Guru mengevaluasi proses dan hasil dari projek (karya) siswa
- Guru menjelaskan informasi atau penjelasan tambahan
- Guru meminta siswa untuk mengulas kembali tentang materi
<table>
<thead>
<tr>
<th>Penutup</th>
<th></th>
<th>10 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guru memberikan apresiasi pada setiap kelompok</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Guru memberikan motivasi kepada siswa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Guru menginformasikan aka nada post test seputar descriptive text untuk hari berikutnya, dan meminta siswa untuk mempersiapkan diri.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Guru meminta salah satu siswa untuk memimpin berdoa sebelum pulang</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Guru mengucapkan salam penutup.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
R. Penilaian

3. Jenis/Teknik Penilaian
   
   d) Sikap (Melalui rubric pengamatan sikap selama pembelajaran)
   
   e) Pengetahuan : Tes Tertulis
   
   f) Keterampilan : Menulis

4. Bentuk Instrument

   b) Instrument penilaian
      
      KD 3.7
      
      Menganalisis fungsi sosial struktur text dan unsur kebahasaan pada teks diskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya
      
      KD 4.10
      
      Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata dan bangunan bersejarah, terkenal dengan memperhatikan tujuan dan struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
<th>Indikator Soal</th>
<th>Jenis Soal</th>
<th>Nomor Soal</th>
<th>Pedoman Penilaian</th>
</tr>
</thead>
</table>
| Menganalisis fungsi sosial struktur teks dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya. | 3. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks deskriptif. | • Siswa dapat mengidentifikasi struktur teks dan unsur kebahasaan teks deskriptif dengan menjawab soal objektif. | Tes Tulis | Romawi I : 1, 2, 3                    | Benar bernilai : 5  
Salah bernilai : 0 |
|                                                                                                  | 4. Merespon makna tersirat dan tersurat dari teks deskriptif               | • Siswa mampu mengidentifikasi makna tersirat dan tersurat dari teks deskriptif                                                             | Tes Tulis | 4, 5       | Benar bernilai : 5  
Salah bernilai : 0 |
|                                                                                                  | 2. Menyusun teks deskriptif berdasarkan struktur dan unsur kebahasaan yang tepat | • Siswa mampu membuat teks deskriptif secara utuh                                                                                        | Tes Tulis | Romawi II   | (Terlampir)  
Nilai maksimum pada Soal Romawi II : 15 x 5 = 75 |
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score 13-15</th>
<th>Score 10-12</th>
<th>Score 7-9</th>
<th>Score 4-6</th>
<th>Score 1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Identification is complete with related description and it has appropriate arrangement and connective</td>
<td>Identification is almost complete with almost lack related description and arrangement is almost appropriate and connective</td>
<td>Identification is almost complete with lack related description and misuse of arrangement and connective</td>
<td>Identification is not complete with misuse related description, arrangement and connective</td>
<td>Identification is not complete, unrelated description, arrangement and connective</td>
</tr>
<tr>
<td>Content</td>
<td>Content and detail are complete the related to the topic</td>
<td>Content and detail are almost lack from the unrelated topic</td>
<td>Content and detail are few of misuse of the related topic</td>
<td>Content and detail are misuse of the related topic</td>
<td>Content and detail have unrelated topic</td>
</tr>
<tr>
<td>Grammar</td>
<td>Use the correct Grammatical structure and correct simple present tense or simple past tense</td>
<td>Use inaccuracy of grammatical and structure of simple present tense or simple past tense in very few</td>
<td>Use inaccuracy of grammatical and structure of simple present tense or simple past tense in few</td>
<td>Use inaccuracy of grammatical and structure of simple present tense or simple past tense in numerous</td>
<td>Use inaccuracy of grammatical and structure of simple present tense or simple past tense in frequent</td>
</tr>
<tr>
<td>Mechanic</td>
<td>Spelling, punctuation and capitalization usage in correct</td>
<td>Occasional error of spelling, punctuation and capitalization usage</td>
<td>Frequently error of spelling, punctuation and capitalization usage</td>
<td>Error of spelling, punctuation and capitalization usage are dominated</td>
<td>Error mechanic, incorrect punctuation and capitalization</td>
</tr>
<tr>
<td>Style</td>
<td>Effective and appropriate choice of words and their form</td>
<td>Misuse of vocabularies and word forms but do not change the meaning</td>
<td>Confusing words and their form then result the confuse meaning</td>
<td>Poor knowledge of words and their forms</td>
<td>Very poor knowledge of words and their forms</td>
</tr>
</tbody>
</table>
Power point
Questions and Indicators

Answer the questions correctly!

Colosseum is the remains of the Flavian Amphitheatre. It is located in the center of Rome, Italy. The construction process began under the Flavian dynasty. It is the biggest amphitheatre in the world and it is considered to be the greatest work of the Roman architect.

Colosseum was an elliptical construction of wall surrounding an elliptical arena where various of shows were held as an entertainment for the citizen of Rome. But now what we can see from the building is the remains of the ruin, most of the wall is no longer intact. The building is made of concrete and sand. The arena is in the center of the building and it is lower than the seat of the audience. The Colloseum could hold up to 50,000 spectators which will occupy a descending level style of seats. The first level of the seats, which is the closest one to the arena, is used by the Emperor and high rank official of Rome. The higher the seat gets the lower the level of the audience became. The arena’s floor that used to made of wood and covered by sand has broken, showing the underground structure consist of secret passage, rooms and animal’s cages where The Gladiator and the beast stayed before the competition.

(Mengidentifikasi fungsi sosial, struktur teks dan unsure kebahasaan dalam descriptive text)

11. The word “it” in the sentence “it is the amphitheatre in the world ....” At the first paragraph refers to …

12. The meaning of the italic word in the second paragraph is..

13. The synonym of “entertainment” word in the second paragraph is …

(Merespon Makna tersurat dari descriptive text)

14. What is the text about ?

15. What are the function of the first level of the steats ?
Create a descriptive text by using the words in these boxes

<table>
<thead>
<tr>
<th>The liberty statue</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
</tr>
<tr>
<td>Liberty island</td>
</tr>
<tr>
<td>New York</td>
</tr>
<tr>
<td>United states</td>
</tr>
<tr>
<td>Building</td>
</tr>
<tr>
<td>Celebrate</td>
</tr>
<tr>
<td>Declaration</td>
</tr>
<tr>
<td>American</td>
</tr>
<tr>
<td>Independence</td>
</tr>
<tr>
<td>Appearance</td>
</tr>
<tr>
<td>People</td>
</tr>
<tr>
<td>Visitors</td>
</tr>
<tr>
<td>Take</td>
</tr>
<tr>
<td>Photos</td>
</tr>
<tr>
<td>French</td>
</tr>
<tr>
<td>Weight</td>
</tr>
<tr>
<td>440.000 pound</td>
</tr>
</tbody>
</table>

(Menyusun teks deskriptif berdasarkan struktur dan unsur kebahasaan dengan tepat)
Questions and Indicators

VI. Answer the questions correctly!

Settled on a hillside plateau, overlooking Prambanan temple complex and with a view to Mount Merapi behind Prambanan Temple complex, lie the remains of a once grand palace. The palace (kraton) is named Ratu Boko after a King Boko of local folklore, but the real owner of the palace is more likely to have been a king of a local dynasty.

Ratu Boko temple is located on a plateau, about three kilometres south of Lara Jonggrang Prambanan temple complex in Yogyakarta Central Java, Indonesia. Grand stone gates, built on two levels, are the largest and most often photographed structures of the site, it is clear that these lead to what was once a settlement, which sets Ratu Boko apart from the other archaeological sites in Central Java which are entirely religious in nature.

The site covers 16 hectares in two hamlets (Dawung and Sambireja) of the village of Bokoharjo and Prambanan. In striking contrast to other Classic-period sites in Central Java and Yogyakarta, which are remains of temples, Ratu Boko displays attributes of an occupation or settlement site, although its precise functions is unknown. Probably the site was a palace complex which belongs to the kings of Sailendra or Mataram Kingdom that also build temples scattered across Prambanan Plain. In 1790 the Dutchman Van Boeckholtz found ruins, and over time research was done, and by 1838 the Dutch commenced restoration work. In 1952 the Indonesian government took the reigns, and has continued work since then.

(Mengidentifikasi fungsi sosial, struktur teks dan unsure kebahasaan dalam descriptive text)

16. The word “it” in the sentence “…it is clear that these lead to what was once a settlement …” at second paragraph refers to …

17. What is the meaning of the italic and underlined word in the first paragraph?
18. What is the synonym of “precise” word in the last paragraph?

(Merespon Makna tersurat dari descriptive text)

19. What is the text about?

20. What were happen in 1790, 1838 and 1952?

(Menyusun teks deskriptif berdasarkan struktur dan unsur kebahasaan dengan tepat)

VII. Create an descriptive text by using the words in these boxes

<table>
<thead>
<tr>
<th>Gedong Songo</th>
<th>Temple</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slope</td>
<td>Mount Ungaran</td>
</tr>
<tr>
<td>Weather</td>
<td>Cool</td>
</tr>
<tr>
<td>Between</td>
<td>Building</td>
</tr>
<tr>
<td>Visit</td>
<td>Visitor</td>
</tr>
<tr>
<td>Tourist</td>
<td>Foreigner</td>
</tr>
<tr>
<td>Guide</td>
<td>Park</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Temples</th>
<th>Sellers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stone</td>
<td>Make</td>
</tr>
<tr>
<td>Around</td>
<td>Walk</td>
</tr>
<tr>
<td>Holiday</td>
<td>Monday</td>
</tr>
<tr>
<td>Weekend</td>
<td>Weekday</td>
</tr>
<tr>
<td>Quiet</td>
<td>Crowded</td>
</tr>
</tbody>
</table>
| Facilities | }
Students Worksheet for the Tenth Grade of SMA Muhammadiyah Plus Salatiga

Name : 
Class :
Time : 
Date :

III. Answer the questions correctly!

1.
2.
3.
4.
5.

IV. Create a complete Descriptive Text!
LEMBAR VALIDASI SILABUS

A. TUJUAN

Tujuan penggunaan instrument ini adalah untuk mengukur kevalidan silabus dalam pelaksanaan pembelajaran bahasa inggris yang dalam implementasinya menggunakan Project Based Learning Method.

B. PETUNJUK

Bapak atau ibu dapat memberikan penilaian dengan memberikan tanda (V) pada kolom yang tersedia.

C. PENILAIAN

<table>
<thead>
<tr>
<th>No</th>
<th>ASPEK YANG DINILAI</th>
<th>KETERANGAN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>YA</td>
</tr>
<tr>
<td>1</td>
<td>ISI YANG DISAJIKAN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Mengkaji keterkaitan antar kompetensi inti (KI) dan keterampilan dasar (KD) dalam menata pelajaran</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>2. Mengidentifikasi materi yang memenuhi pencapaian KD</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>3. Aktivitas kedalaman dan keleuasaan materi</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>4. Penilaih materi ajar</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>5. Kegiatan pembelajaran dirancang dan dikembangkan berdasarkan KI, KD, potensi siswa</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>6. Mertumukan indikator pencapaian kompetensi</td>
<td>✓</td>
</tr>
</tbody>
</table>
7. Menentukan sumber belajar yang disesuaikan dengan KI, KD, serta materi pokok, kegiatan pembelajaran dan indikator pencapaian kompetensi | ✓ |
8. Penentuan jenis penilaian | ✓ |

### II. BAHASA

1. Penggunaan Bahasa sesuai dengan EYD | ✓ |
2. Kesederhanaan struktur kalimat | ✓ |

### III. WAKTU

1. Kesesuaian alokasi yang digunakan | ✓ |
2. Pemilihan alokasi waktu didasarkan pada tuntutan KD | ✓ |
3. Pemilihan alokasi waktu didasarkan pada ketersediaan alokasi waktu per semester | ✓ |

**RUBRIK PENILAIAN**

<table>
<thead>
<tr>
<th>Kriteria</th>
<th>Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sangat Baik</td>
<td>89-100</td>
</tr>
<tr>
<td>Baik</td>
<td>79-88</td>
</tr>
<tr>
<td>Cukup</td>
<td>66-78</td>
</tr>
<tr>
<td>Kurang</td>
<td>46-65</td>
</tr>
<tr>
<td>Sangat Kurang</td>
<td>0-45</td>
</tr>
</tbody>
</table>
Keterangan:
Silabus dikatakan valid, apabila nilai mencapai 80-100

KOMENTAR/SARAN

Salatiga, 14 Februari 2018
Validator

Farah Zakiah Anwar, S.Pd.I
NIBM. 1135 9316 124237
LEMBAR VALIDASI INSTRUMEN
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

A. TUJUAN
Tujuan penggunaan instrumen ini adalah untuk mengukur kevalidan Rencana Pelaksanaan Pembelajaran (RPP) dalam pelaksanaan pembelajaran bahasa inggris yang dalam implementasinya menggunakan Project Based Learning Method.

B. PETUNJUK
Bapak atau ibu dapat memberikan penilaian dengan memberikan tanda (V) pada kolom yang tersedia.

C. PENILAIAN

<table>
<thead>
<tr>
<th>No</th>
<th>ASPEK YANG DINILAI</th>
<th>KETERANGAN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>YA</td>
</tr>
<tr>
<td>1.</td>
<td>Rumusan kompetensi dasar sesuai kompetensi inti</td>
<td>✔</td>
</tr>
<tr>
<td>2.</td>
<td>Rumusan indikator sesuai dengan kompetensi dasar</td>
<td>✔</td>
</tr>
<tr>
<td>3.</td>
<td>Rumusan tujuan pembelajaran sesuai dengan indikator</td>
<td>✔</td>
</tr>
<tr>
<td>4.</td>
<td>Materi sesuai dengan tujuan pembelajaran</td>
<td>✔</td>
</tr>
<tr>
<td>5.</td>
<td>Metode yang digunakan sesuai dengan materi pembelajaran</td>
<td>✔</td>
</tr>
<tr>
<td>6.</td>
<td>Langkah-langkah kegiatan</td>
<td>✔</td>
</tr>
<tr>
<td>Pembelajaran</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>7. Sumber belajar</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8. Penilaian</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**RUBRIK PENILAIAN**

<table>
<thead>
<tr>
<th>Kriteria</th>
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</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Sangat Kurang</td>
<td>0-45</td>
</tr>
</tbody>
</table>

**KOMENTAR/SARAN**

_Salatiga, 14 Februari 2018_

_Validator_

Farrah Zakiah Arivwar, S.Pd.I
NBM, 1135 9316 1242371
<table>
<thead>
<tr>
<th>Field Note Cycle 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Description</td>
</tr>
<tr>
<td>1.</td>
<td>Giving greeting while entering the classroom</td>
</tr>
<tr>
<td>2.</td>
<td>Checking for students' attendance</td>
</tr>
<tr>
<td>3.</td>
<td>Giving a question that has reference to concept of Historical Thinking and International History</td>
</tr>
<tr>
<td>4.</td>
<td>Dividing the students into some groups</td>
</tr>
<tr>
<td>5.</td>
<td>Students make a group deal with teacher's instruction</td>
</tr>
<tr>
<td>6.</td>
<td>Sharing their experiences about the concerning material</td>
</tr>
<tr>
<td>7.</td>
<td>Teacher asks the four best scores students in cycle 1 post test to each group for a student</td>
</tr>
<tr>
<td>8.</td>
<td>Giving a question to explain how to make complex sentence in their group after teacher explaining it</td>
</tr>
<tr>
<td>9.</td>
<td>Students make a conclusion with the conclusion of the instructor</td>
</tr>
<tr>
<td>10.</td>
<td>Giving conclusions that should be made from the activities and the example</td>
</tr>
</tbody>
</table>

Date: 206
<table>
<thead>
<tr>
<th>Step</th>
<th>Activity Description</th>
<th>Participants Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Explaining material “How to make complete sentence”</td>
<td>✓ Students paid attention to the teacher explanation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Some students took note for the teacher explanation</td>
</tr>
<tr>
<td>12</td>
<td>Asking four students to explain the material “How to make complete sentence” in each group.</td>
<td>✓ 4 students start to explain the material then other students listen carefully</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Some students took note for the explanation</td>
</tr>
<tr>
<td>13</td>
<td>Giving vocabularies as a stimulant in order to students construct their knowledge</td>
<td>✓ Students take note for difficult vocabularies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Some students guess other vocabularies related to the previous vocabulary</td>
</tr>
<tr>
<td>14</td>
<td>Explaining the materials before implementing the project</td>
<td>✓ Each group must take note about the material</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ “Because it was too much explain the material because it is still done in cycle 1”</td>
</tr>
<tr>
<td>15</td>
<td>Asking students to ask question</td>
<td>✓ Students ask questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Some students held the board</td>
</tr>
<tr>
<td>16</td>
<td>Providing project materials</td>
<td>✓ Students ask questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Some students held the board</td>
</tr>
<tr>
<td>17</td>
<td>Showing the pictures, video and example of descriptive text</td>
<td>✓ Students give their attention to the teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Students focus on the video</td>
</tr>
<tr>
<td>18</td>
<td>Asking students to write difficult words that found in the text</td>
<td>✓ Students write the difficult words and finding the meaning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Students find out the dictionary</td>
</tr>
<tr>
<td>19</td>
<td>Asking students start to make a project</td>
<td>✓ Students start to make a project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Some students appeal to the teacher that the B of the project was not done or not worth</td>
</tr>
<tr>
<td>20</td>
<td>Asking students to take a note for their project as a presentation material report</td>
<td>✓ A one of students of each group make a report of the project. How the process and the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Some students appeal to the teacher that the B of the project was not done or not worth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Some students appeal to the teacher that the B of the project was not done or not worth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Some students appeal to the teacher that the B of the project was not done or not worth</td>
</tr>
<tr>
<td>21</td>
<td>Asking students to make a descriptive text based on their picture for every group</td>
<td>✓ Each group make a descriptive text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Students used their descriptive text then find out the generic structure</td>
</tr>
<tr>
<td>22</td>
<td>Giving the descriptive text and asking students to find out the</td>
<td>✓ Students express their ideas to find out the relation between</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Students used their descriptive text then find out the generic structure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Students used their descriptive text then find out the generic structure</td>
</tr>
<tr>
<td></td>
<td>relation between material that had learnt and the text</td>
<td>material and the text</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>23</td>
<td>Giving exercises to the students</td>
<td>✓</td>
</tr>
<tr>
<td>24</td>
<td>Asking students to understand in every question</td>
<td>✓</td>
</tr>
<tr>
<td>25</td>
<td>Discussing the exercises together</td>
<td>✓</td>
</tr>
<tr>
<td>26</td>
<td>Asking students to present the report in front of the class based on the group.</td>
<td>✓</td>
</tr>
<tr>
<td>27</td>
<td>Evaluating process and result of the students project</td>
<td>✓</td>
</tr>
<tr>
<td>28</td>
<td>Explaining the additional information</td>
<td>✓</td>
</tr>
<tr>
<td>29</td>
<td>Asking students to describe about the material in generic structure for descriptive text</td>
<td>✓</td>
</tr>
<tr>
<td>30</td>
<td>Giving appreciation to each group</td>
<td>✓</td>
</tr>
<tr>
<td>31</td>
<td>Giving motivation to the students</td>
<td>✓</td>
</tr>
<tr>
<td>32</td>
<td>Informing to students that the post test about descriptive text will be held tomorrow</td>
<td>✓</td>
</tr>
<tr>
<td>33</td>
<td>Asking a students to lead for praying together</td>
<td>✓</td>
</tr>
<tr>
<td>34</td>
<td>Giving the closure greeting</td>
<td>✓</td>
</tr>
</tbody>
</table>
I. Answer the questions correctly!

1. Circle the word that is not a noun.
2. Choose the correct answer.
3. Circle the correct answer.
4. Circle the word that is not a verb.
5. Which is the most common in the world?
6. The common name for high rose Desert Rome.

II. Create a complete Descriptive Text:

The sky was clear. The city was New York. A building is in the distance. A building is in the distance. A building is in the distance.
I. Answer the questions correctly!
1. Colosseum
2. Forum
3. Consultation
4. Describe the Colosseum
5. For setting the emperor and high rank of Rome

II. Create a complete Descriptive Text!

Liberty Statue is one of the highest Statue in America. People like to visit it. This building is gift from President France. Some tourists love this building. It has a symbol as freedom in America. The Statue was very tall. The height was 93 meters. It is very big. It has 440,000 pounds. The colour was white and green.
I. Answer the questions correctly!

1. Colosseum
2. Forum
3. Bower

20. Is about Colosseum in Rome.
15. For Emperor and high rank official of Rome.

II. Create a complete Descriptive Text!

The Liberty Statue

The liberty statue located in New York city, the building is very high. Many people take picture there. This building gift from France people to American. It is used for celebrate The Independence day.

It has weight in 440.000 pounds, the appearance is green. It is made of copper sheets. From the ground it has 98 meters. People like this building.
I. Answer the questions correctly!

Q1. What is the capital of France?
Q2. What is the capital of Italy?
Q3. What is the capital of Japan?
Q4. Where is the largest city in the UK?
Q5. Where is the largest city in the USA?
Q6. Where is the largest city in the UK?

II. Create a complete Descriptive Text!

The Liberty Statue

The Liberty Statue is in New York. Many people like to visit them. Visitors can see the statue. The colour is green. The statue is 49.2 feet high. People like to take pictures near the statue. Many people like to take pictures of the Liberty Statue.
I. Answer the questions correctly!

1. Colosseum
2. Forum
3. Constitution
4. The biggest amphitheatre in the world.
5. It is for Emperor and huge, name for Rome.

II. Create a complete Descriptive Text!

This is a statue from America, the statue was tall. It is got from France President to celebrate independence day. Many tourists like to take picture with statue. Some people from foreign go to America they see the statue, the colour is green, they see it is very big, the weight is 440,000 pound.
I. Answer the questions correctly!
1. Pembaran temple.
2. pemilik / keremlikan.
3. True.
4. the text about Pato Boro temple.
5. Dibalik nylak.

II. Create a complete Descriptive Text!

Gedong Songo temple.

The temple located in the Candi Village, Bandungan district, Semarang regency, Central Java, Indonesia in the slope of Mount Ungaran. The weather is cool. The visit of visitor are the tourist. Gedong Songo are nine building. At there was the beautiful Monk. You can be walk around the gedong songo temple. You can the visit the gedong songo temple on holiday, Monday, weekend, weekday. The facilities are perfect.
I. Answer the questions correctly!

5.1. Ratu Boko Temple
5.2. Republik Hing Boko
5.3. Appropriate

II. Create a complete Descriptive Text!

Gedung Songo places in slope of Ungaran. This building is between the hills, it is not only domestic tourist but also foreigner visit this temple. Gedung Songo has many facilities for the visitor for example large of parking area, toilet, lunch area, etc. Most of tourist enjoy while with stone, flowers and trees. The tourist organizer provides the guide also if we need it. And Gedung Songo has a large park, gedung songo is quiet, if we visit in the weekday.
I. Answer the questions correctly!

1. River Bohu Temple
2. Hanu Temple

Correct

II. Create a complete Descriptive Text!

Gedong Songo Temple

Gedong Songo Temple is in the slope of the hill. The weather is cool. It is not only domestic tourists but also foreign tourists visit this temple. There are so many tourists visit Gedong Songo.

Gedong Songo has a large park. The tourist organizer provides a guide. Also, if we need it, we can make a picnic in this park. Gedong Songo is quiet. If we visit in the weekday, but it is crowded if we visit in the weekend or in school holiday. Gedong Songo has many facilities for the visitors. For example, a large parking area, toilet, lunch area, etc.
I. Answer the questions correctly!
   5. 1. Pau Bako temple
       2. Remilak
           xCorrect

II. Create a complete Descriptive Text:


Gedong Songo Temple

Gedong Songo places in slope of Ungaran. This building is between the hills, the weather is cool. There are so many tourists visit Gedong Songo in the weekend, it is only domestic tourist but also foreigner visit this temple.

Most of tourists enjoy while visiting this temple, because of the weather. The tourist organizer provides the guide once if we need it, Gedong Songo is quiet, if we visit in the weesday but it is crowded if we visit in the weekend or in school holiday.
I. Answer the questions correctly!
51. True  
52. True

II. Create a complete Descriptive Text!

Gedong Songo Temples

Gedong Songo temples places in Mount Ungaran. Gedong Songo temples have weather cool.

There are so many tourists there. Tourists come from Italy, Paris. At there was the beautiful park.

Gedong Songo has many facilities for the visitor. For example, there is toilet.

You can visit the gedong Songo temple on holiday, mondays, weekends, every day.
GROUP 1

COLOSSEUM

Colosseum was a building from the kingdom. It was used for performance. Many events performed there. This building located in Roma Italia. It was world heritage also oval built in year 72. It finish at year 80. This building was near from Colise.
The colosseum is so big. The greight is 48 meters. The length is 188 meters. The width is 156 meters. The large of this building is around 245 hectare. The shape is elips. The main podium is for kingdom family. The next podium is for roman noble. The third podium is for rich people.
KAABA

Kaaba placed in Mecca, Saudi Arabia. It is near Haram Mosque. This building was built by prophet Ibrahim and Ismail. In hajj month Muslims people go there. One of rituals in hajj is walk around the Kaaba.

This building is cube. The color is black. In the Kaaba, there is a stone. The stone came from heaven, the name is Hajar Aqwa. Many people want kiss it or touch it. Kaaba is the miracle building of Muslims. The Muslim people want visit Kaaba in every year.
Group 3

Pisa Tower

Pisa tower in Italia Europe. It was built in 1173. It located back of church. The Pisa tower was built for 200 years. It was built on the unstable ground and the Pisa tower is sideways. Pisa tower is the world heritage. It is decided by Unesco. The color of Pisa Tower is white. The high of this building is 55.86. The width of the wall is 4.09 m. the scenery from the top is beautiful. In the tower has a big bell. The sound is very loud. Many visitors visit this place.
Group 4.

EIFFEL TOWER

This tower is very popular in Paris city France. This tower is very high also people like visit here. The area is so large and many people there. Gustave Eiffel designed this Eiffel Tower. Gustave built this tower in 1889.

Eiffel tower is 334 meters and antenna is 34 meters. It has 81 floors. It made from iron. Many visitors in the Eiffel tower. In holiday many visitors there. The scenery from the top is cool. When night comes, the lamp so beautiful.
<table>
<thead>
<tr>
<th>CYCLE 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRETEST</td>
</tr>
</tbody>
</table>

![Images of classroom setting during different stages of study.]
POST TEST
CYCLE 2
PRETEST
TREATMENT