IMPROVING STUDENTS’ WRITING SKILLS USING
COOPERATIVE LEARNING
(The Classroom Action Research for Vocational High School of
Tenth Grade SMK Diponegoro Salatiga in the Academic Year
2018/2019)

A GRADUATING PAPER
Submitted to the Board of Examiners as a partial fulfillment of the requirements
for degree of Sarjana Pendidikan (S.Pd.) English Education Department of
Teacher Training and Education Faculty of State Institute of Islamic Studies
(IAIN) Salatiga

Siti Istiqomah
113-13-119

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE OF ISLAMIC STUDIES (IAIN)
SALATIGA
2018
DECLARATION

In the name of Allah, the most gracious and merciful.

Hereby, the researcher declares that the researcher writes this graduating paper. This paper does not contain any materials published by other people, and it does not cite any other people’s ideas except those quoted overtly.

This declaration has written with the full concern of the researcher. Likewise, this declaration has written by the researcher, and hopes that this declaration can understand. The researcher also agrees if the library of IAIN Salatiga publishes the graduating paper.

Salatiga, August 31th 2018

The writer,

Shi Istiqomah
113-13-119
Salatiga, August 31st 2018

Hammam, Ph.D
The Lecturer of English Education Department

ATTENTIVE COUNSELOR NOTE

Case : Siti Istriqomah’s Graduating Paper

Dear,

Dean of Teacher Training and
Education Faculty

Assalamualaikum Wr. Wb

After reading and correcting Siti Istriqomah’s graduating paper entitled “IMPROVING STUDENTS’ WRITING SKILLS USING COOPERATIVE LEARNING AND PRINTED TEXT (The Classroom Action Research for Vocational High School of Tenth Grade SMK Diponegoro Salatiga in the Academic Year 2018/2019)”, 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

Hammam, Ph.D
NIP. 19730810 200003 1001
A GRADUATING PAPER

IMPROVING STUDENTS’ WRITING SKILLS USING COOPERATIVE LEARNING (The Classroom Action Research for Vocational High School of Tenth Grade SMK Diponegoro Salatiga in the Academic Year 2018/2019)

WRITTEN BY:

Siti Istiqomah

NIM.11313119

Has been brought to the board of examiner of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on (Tuesday, September 25th 2018), and hereby considered to have completed the requirement for the degree of Sarjana Pendidikan (S.Pd) in English and Education.

Board of Examiners

Head : Moh. Khusen, M.Ag., M.A.

Secretary : Hamam, Ph.D.

First examiner : Hanung Triyoko, M.Hum., M.Ed

Second examiner : Faizal Risdianto, M.Hum

Salatiga, September 25th, 2018
Dean of Teacher Training and Education Faculty of IAIN

[Signature]
DEDICATION

This graduating paper is dedicated to:

- My beloved mother Mrs. Jumi’ah and my beloved father Mr. Pramu, thanks for all the prayers, struggles and sacrifices.
- My beloved brother Samsudin thanks for the motivation and support.
- My big family in Kendal. That always supports me and guides me.
- All of my friends IAIN Salatiga especially TBI IAIN Salatiga.
- And my future husband that always supported me and gave motivation when I was down.
ACKNOWLEDGEMENT

Assalamu'alaikum Wr.Wb.

Alhamdulilahirabbil’alamin, thank to Allah because the researcher could complete this research as one of the requirements for getting Educational Islamic Studies (S.Pd) in the English Educational Department of State Institute for Islamic Studies (IAIN) Salatiga in 2018. Peace and solution always be given our last prophet Muhammad SAW who has guide us from the darkness to the brightness.

However, this success would not be achieved without support from individual, people and institution.

For all guidance, the researcher would like thanks to:

1. Mr. Dr. Rahmat Haryadi, M.Pd., the Rector of Institute Institute for Islamic Studies (IAIN) of Salatiga.

2. Mr. Suwardi, M.Pd., the dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga.

3. Mrs. Noor Malihah, Ph.D., the Head of English Education Department of State Institute for Islamic Studies (IAIN) of Salatiga.

4. Mr. Hammam, Ph.D. as my graduating paper conselor, thank you to have sacrificed his vacant time to guide, gave suggestions, corrected, and encouraged me in completing my graduating paper.

5. All of the lecturers in English Education Department. Thank for your education.
6. All of the staffs who have helped the researcher in processing of graduating paper administration.

7. My parents and my brother, who always pray for my success.

8. And all of my big family that always supported me.

Wassala’'mualaikum Wr.Wb.

Salatiga, August 27th 2018
The writer,
Siti Istiqomah
NIM. 11313119
ABSTRACT


The objectives of the study are: (1) To know using Cooperative Learning is effective to improve students’ Writing skill for the tenth grade students’ vocational high school of SMK Diponegoro Salatiga in the academic year 2018/2019. (2) To find the result of students’ ability in writing when the teacher using Cooperative Learning for the tenth grade students’ vocational high school of SMK Diponegoro Salatiga in the academic year 2018/2019.

The methodology of this research was Classroom Action Research (CAR). The research consisted of two cycles and each cycle consisted of four steps, they were: planning, acting, observing, and reflecting. The subject of this research is class X AK-2, which consists of 28 students. The technique of collecting data was the observation, test and documentation.

The result of this research shows that (1) there was an improvement of writing skills using cooperative learning. It shown in cycle I the mean of post-test is higher than the mean of pre-test. The mean of post-test is (72.89) and mean of pre-test is (68.46). In cycle II the mean of post-test is higher than the mean of pre-test. The mean of post-test is (82.8) and the mean of pre-test is (72.71). (2) There was a significant influence of using cooperative learning in improving writing skills from the cycle I up to the cycle II. It is shown the result of T-test in cycle I is 6.871 and cycle II is 9.106. Moreover, the t-test in the cycle II is bigger than the t-test of the cycle I. From the result, the researcher concluded that using cooperative learning can improve writing skills for tenth grade students of SMK Diponegoro Salatiga.

Keywords: Writing, Cooperative Learning Method
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECLARATION</td>
<td>ii</td>
</tr>
<tr>
<td>ATTENTIVE COUNCLEOR</td>
<td>iii</td>
</tr>
<tr>
<td>STATEMENT OF CERTIFICATION</td>
<td>iv</td>
</tr>
<tr>
<td>MOTTO</td>
<td>v</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>ix</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF TABLE</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF FIGURE</td>
<td>xv</td>
</tr>
</tbody>
</table>

## CHAPTER I: INTRODUCTION

A. Background of the research ........................................ 1

B. Problem formulation .................................................. 4

C. Objectives of the study .............................................. 4

D. Significant of the study ............................................. 5

E. Hypothesis and success indicator .................................. 5

F. Research methodology ............................................... 6

   1. Research design .................................................. 6

   2. Types of action research ......................................... 8

   3. Steps of research ................................................. 8
4. Subject of research ................................................................. 11
5. Research schedule ................................................................. 12
6. Technique of data collections ................................................. 13
7. Data analysis ....................................................................... 15
G. Graduating paper outline ..................................................... 16

CHAPTER II: THEORITICAL FRAMEWORK

A. Supporting Theories .............................................................. 18

A. Writing ................................................................................. 18
1. Definition of writing ........................................................... 18
2. Genres of writing ............................................................... 19
3. Types of writing ................................................................. 20
4. Writing process ................................................................. 21
5. Macro and Micro Skills of Writing ...................................... 22
6. Good Writing Elements ....................................................... 23
7. Assessing writing ............................................................... 23
8. Scoring Method ................................................................. 24

B. Cooperative Learning .......................................................... 28

C. Learning Together .............................................................. 34

D. Review Previous Study ....................................................... 34

CHAPTER III: THE PROBLEM OF RESEARCH

A. The Procedures of Research .................................................. 36

1. Cycle I ............................................................................... 36
a. Planning ................................................................. 36
b. Acting ................................................................. 37
c. Observing ............................................................. 38
d. Reflecting ............................................................. 38

2. Cycle II ..................................................................... 39
   a. Planning ................................................................. 39
   b. Acting ................................................................. 40
c. Observing ............................................................. 40
d. Reflecting ............................................................. 41

3. The Minimal Standard of Failure .................................. 41

CHAPTER IV: RESEARCH FINDINGS AND DATA ANALYSIS

A. The Result of the Research ......................................... 42
   1. Data analysis in Cycle I ................................................. 42
   2. Data Analysis in Cycle II ............................................. 49
   3. Discussions .......................................................... 55

CHAPTER V: CLOSURE

A. Conclusion ............................................................. 65
   B. Suggestions .......................................................... 66

REFERENCES

CURRICULUM VITAE

APPENDICES
LIST OF TABLE

Table 1.1. list of students’ name ................................................................. 11
Table 1.2. Research schedule ........................................................................ 12
Table 2.1. analytical Scale .............................................................................. 26
Table 4.1. students’ score of pre-test cycle 1 ............................................... 43
Table 4.2. the descriptive statistic of pre-test cycle 1 ............................... 44
Table 4.3. students’ score of post-test cycle 1 .......................................... 45
Table 4.4. Descriptive statistic of post-test cycle 1 .................................. 46
Table 4.5. students’ score pre-test and post-test cycle 1 .......................... 47
Table 4.6. paired sample t-test cycle 1 ...................................................... 48
Table 4.7. students’ score of pre-test cycle 2 ......................................... 49
Table 4.8. descriptive statistic of pre-test cycle 2 ................................... 50
Table 4.9. students’ score of post test cycle 2 ......................................... 51
Table 4.10. descriptive statistic of post-test cycle 2 ................................. 52
Table 4.11. students score pre-test and post test cycle 2 .......................... 52
Table 4.12. paired sample t-test cycle 2 ................................................... 54
Table 4.13. form result of students’ observation checklist cycle 1 ......... 58
Table 4.14. form the result of teacher’s observation checklist cycle 1 ...... 58
Table 4.15. form the result of students’ observation checklist cycle 2 ...... 62
Table 4.16. form the result of teacher’s observation checklist cycle 2 ...... 63
LIST OF FIGURE

Figure 1.1. A cyclical Action Research Model .................................................. 9

Figure 2.1. Cooperative Learning Diagram ......................................................... 32
CHAPTER I
INTRODUCTION

In this chapter, the researcher presents the background of the research, research questions, objectives of the research, significances of the research, hypothesis and success indicator, research methodology and graduating paper outlines.

A. Background of the Study

Language is the basic thing needed people to communicate each other (Brown: 5). People used language to convey their mind and their ideas. Language is a device to deliver about the describing in the human’s mind.

English is one of the international languages used by many people all over the world. Using English is the easiest way to communicate with other in the world in many aspects, politics, economy, social, culture and so on.

Learning foreign language is a process that learner should study four basics skills such as listening, speaking, reading, and writing. Speaking and writing include prodcutie skills. Meanwhile, listening and reading include receptive skills.

It’s important to learn writing. Learn to write is begun at the time when someone learn how to communicate their thoughts their feelings by means of visible signs it’s understandable not only to themselves but also to others.

Based on my interview with English teacher of SMK Diponegoro Salatiga students’ writing skills is very poor. Most of students get difficulties
in the developing their ideas. Many of them confused in starting their writing do not have a lot of ideas of it. Mostly they difficult to combine words and sentences organize and use the appropriate words in their writing. Writing deals with develop ideas, vocabulary and grammar. That condition was cause by some of students low motivate in learning writing because they don’t really like English lesson.

To study of students’ writing tasks has likewise identified differences in the strategies used by skilled and unskilled writers (Heuring 1984, Lapp 1984). Skilled writers tend to spend thinking about the task and planning how they will approach it, they gather and organize information and they use note taking list, and brainstorming to help generate ideas. But, on the other hand unskilled writers tend to spend little time on planning, they may start off confused about the task, and they use few planning and organizing strategies (Richards 1990).

School should have responsibilities to build students’ environment more interest fostering their interpersonal communication and group involvement. Interacting with others will receive their feedback on their activities, they learn socially appropriate behavior, and they understand what involve in cooperating and working together (Dewey 1940, 1960).

Learning teaching process in a classroom, there are variously differences of learning language students. Some students are able to learn easily but others learn very slowly.
It is important to imply cooperative learning method. Cooperative learning to share the ideas of students’ cooperate each other. Cooperative learning also will increase individual ability, academic, and social. Stevens, Madden, Slavin and Farnish (1978) found that students working in cooperative groups significantly outperformed those receiving traditional instruction on standardized measures of reading comprehension, reading vocabulary, language mechanics, language expression and spelling. They also performed better on writing sample and oral reading measures.

Cooperative learning is also supported by recent research inspired by process oriented models of Second Language Acquisition. Basarno and Christison (1988) argues that the development of cooperative learning techniques as an important element in successful classroom management. Positive effect of cooperative learning is to capture the power of the peer group to motivate students to perform (Slavin 1983: 128).

Cooperative learning provides a good environment such discussion, enabling learners to compare and contrast each other preferred or habitual ways of learning and gain a deeper understanding of the processes.

Cooperative learning seems to provide a classroom environment in which such needs can be met in a way that is beneficial for both academic and the development of learners’ social and learning skills D.W. Johnson et al. (1988, 1990); Slavin (1978); Kagan (1989).
Above all, the writer use cooperative learning and printed text to be able to motivate and encourage students’ in writing class.

From the explanation above, the writer wants to analyze the students’ improvement of writing ability of students’ vocational high school. The research entitled “IMPROVING STUDENTS’ WRITING SKILLS USING COOPERATIVE LEARNING (The Classroom Action Research for VocationalHigh School of Tenth Grade SMK DiponegoroSalatiga in the Academic Year 2018/2019)”.

B. Problem Formulation

In this research, the observer tries to describe students’ ability in the English Writing skills through Cooperative Learning on students’vocational highschool of tenthgrade SMK DiponegoroSalatiga.

So, the problems are formulated as follow:

1. How can cooperative learning improve students’ writing skills?
2. How significant is the cooperative learning in improving students’ writing skills?

C. Objectivities of the Study

Based on the problem research above the research has some proposes:

1. To know appropriate way using Cooperative Learningis effective to improve students’ Writing skill for the tenth grade students’vocational highschool of SMK DiponegoroSalatiga in the academic year 2018/2019.
2. To find the result of students’ ability in writing when the teacher using

*Cooperative Learning* for the tenthgrade students’vocational high

**D. Significances of the Study**

1. Academically, it helps the teacher or observer to find out the effective
way to learn writing English.

2. Practically, it will be a new method that is must applied to improve
students’ English writing skill.

**E. Hypothosis and Success Indicator**

Based on the interview with English teacher in term of difficulties in
writing students of SMK Diponegoro grade tenth, the students have problems
in term of generating ideas, organizing ideas into the paragraph and
grammatical functions. The researcher tries to overcome those problems by
implementing cooperative learning method and printed text, with cooperative
learning method students can share and discuss the ideas. Printed
text makes learning process in writing easily. the researcher propose a
hypothesis: using cooperative learning method and printed text can improve
students’ writing skills.

The success indicator of this research is taken from the students’ Basic
Competence show in Lesson Plan (RPP). The students’success and failure in
doing the activities in cycle 1 and cycle 2 will be assessed by referring to the
criterion of passing grade (KKM). The passing grade of English lesson in SMK Diponegoro Salatiga is 75. The teacher and researcher expect that there are least 70% of students who pass the passing grade.

F. Research Methodology

1. Research Design

This research was an action research study. This research was aimed to find the problems and implement some actions to solve the existing problem that was to improve the writing skills of the tenth grade students of SMK Diponegoro Salatiga.

Action research is a type of research oriented to enacting immediate changes in educational setting. It’s about what the teacher’s identify and pretention the problems dealing the issues and the related problem. Action research produces a change quickly because the research bring out by educators in their own work setting.

Mills (2000) defines action research is any systematic inquiry conducted by teacher researchers, principals, school counselors or other stakeholder in the teaching/learning environment with information in school operate, how they teach, and how well students learn (p.6).

John Elliot (1991: 69) Action research defined as the study of a social situation with a view to improving the quality of action within it. Alternatives terms used to describe this type include teacher research

The characteristic of action research commonly includes:

1. It is conducted in the practitioner-researcher’s own educational setting and the practitioner takes an active part in the research. The setting can be in the classroom, school, district, or community program.

2. It involves collaboration with other educators and person involved in the educational process. Practitioners include, other teacher from other school work together, school psychologists, speech therapists, counselors, staff, or the school principal.

3. It focused on taking action to change and improve educational practices. This action might be changing assignment for the next school year, or thinking of how students are graded.

4. It continuously includes several of data collection, reflection, and action. Therefore, action research includes several waves of data collection, reflection on data, and trying out actions to improve one’s practice.

2. Types of action research:

   Masters, J. (1995) stated (Jim McKernan1991: 16-27) University College Dublin explainsthere are three types of action research:
a. Technical collaborative

The goal of this research to test a particular invention based on pre-specified theoretical framework.

b. Critical action research

Critical action research is the researchers believe that all research should be responsible socially, has goal to enhance the lives of all persons. Critical action research addressed issues such as, sexism in schools, racism or prejudice embedded in an educational system, physical and emotional barriers to persons with disabilities or the isolation experienced.

c. Practical action research

Practical action research aims to improve peoples’ education. It is based in everyday practice and typically focused on making change.

The steps in conducting action research are setting a goal, planning an action to reach this goal, acting on this plan, observing the action, reflecting on the observation, and setting the next goal.

3. Steps of Classroom Action Research

John Elliott popularized action research as a method for teachers doing research in their classroom through the Ford Teaching Project and establishes the Classroom Action Research Network.
Figure 1.1:  
A Cyclical Action Research Model by Kemmis and McTaggart (1998)

From the figure above it can be seen that the action research procedures in each cycle covers four main steps. Those are reconnaissance, planning, action and observation, and reflection. The cycles can explain:

1. Reconnaissance (Investigation)

In the first step of action research or usually called by reconnaissance step, the researcher identify the writing problems through interviews and observations. The researcher interviewed the English teacher and the students to identify the students’ writing ability and some problems faced by the teacher and students in the teaching and learning process. The classroom observation was used to see the activities happened in the
teaching and learning process in the field. In this step, the researcher also used a pre-test to see students’ initial writing ability.

2. Planning

The activities planning are as follow:

a. Preparing the syllabus, making lesson plan, materials, and designing the steps of doing the action.

b. Preparing scoring and students list.

c. Preparing teaching aids (e.g. students’ worksheets, power point, table, etc.).

d. Preparing sheets for class observation (to know the situation of teaching learning process when the method is applied.

e. Preparing a test; pre-test and post-test, to know whether the students’ improve or not.

3. Action and Observation

In this step, the researcher implemented the actions. Observation sheets were used to record the activities happened during the implementation of the actions. Those data were also used to observe the teacher’s and students’ performances which would be discussed further by the researcher and the collaborator. The researcher also conducted a progress test to see the improvement of students’ writing skills after the implementation of the actions.

4. Reflection
The findings of the implementation of the actions were analyzed and synthesized by the researcher and the collaborator. The successful actions were recorded as the alternative efforts used to improve the students’ writing skills.

4. **The Subject of Research**

The subject of this research is a class X AK-2 of SMK Diponegoro Salatiga in the academic year 2018/2019.

**Table 1.1**

*List of students’ name of class X AK-2 of SMK Diponegoro Salatiga*

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AMS</td>
</tr>
<tr>
<td>2.</td>
<td>AAR</td>
</tr>
<tr>
<td>3.</td>
<td>AAP</td>
</tr>
<tr>
<td>4.</td>
<td>AAP</td>
</tr>
<tr>
<td>5.</td>
<td>ANS</td>
</tr>
<tr>
<td>6.</td>
<td>ANH</td>
</tr>
<tr>
<td>7.</td>
<td>DW</td>
</tr>
<tr>
<td>8.</td>
<td>DMK</td>
</tr>
<tr>
<td>9.</td>
<td>FF</td>
</tr>
<tr>
<td>10.</td>
<td>GAR</td>
</tr>
<tr>
<td>11.</td>
<td>IN</td>
</tr>
<tr>
<td>12.</td>
<td>ILR</td>
</tr>
<tr>
<td>13.</td>
<td>LYP</td>
</tr>
<tr>
<td>14.</td>
<td>MS</td>
</tr>
<tr>
<td>15.</td>
<td>MA</td>
</tr>
<tr>
<td>16.</td>
<td>MFS</td>
</tr>
<tr>
<td>17.</td>
<td>MAR</td>
</tr>
<tr>
<td>18.</td>
<td>MMLN</td>
</tr>
<tr>
<td>19.</td>
<td>NNS</td>
</tr>
<tr>
<td>20.</td>
<td>NSS</td>
</tr>
<tr>
<td>21.</td>
<td>NAK</td>
</tr>
<tr>
<td>22.</td>
<td>NA</td>
</tr>
<tr>
<td>23.</td>
<td>NA</td>
</tr>
<tr>
<td>24.</td>
<td>PSW</td>
</tr>
<tr>
<td>25.</td>
<td>RBT</td>
</tr>
</tbody>
</table>
5. Steps of Research

In conducting the research, the researcher carries out the steps which summarize in the following research schedule. This research was done on July 2018 until August 2018. The table of research schedule is written below:

*Table 1.2: Research schedule*

<table>
<thead>
<tr>
<th>No.</th>
<th>Date and Time</th>
<th>Activities</th>
<th>Place and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>July 23rd, 2018</td>
<td>Observation giving the letter to the one of staff at SMK Diponegoro Salatiga</td>
<td>Office staff of SMK Diponegoro Salatiga (10.30 A.m)</td>
</tr>
<tr>
<td>2.</td>
<td>July 26th, 2018</td>
<td>Meet the Deputy principle of students affairs Mr. Suryo and meet English Teacher (Mrs. Andin) of SMK Diponegoro Salatiga</td>
<td>School living room (09.00 A.m)</td>
</tr>
</tbody>
</table>
3. August 1\textsuperscript{st}, 2018  
Meet Mrs. Andin to consult about the appropriate materials and Lesson Plan, observation and interview before the classroom action research. 

4. August 2\textsuperscript{nd}, 2018  
Doing action in the class (cycle 1)  
Classroom X AK-2  
(08.30 A.m)

5. August 6\textsuperscript{th}, 2018  
Doing action in the class (cycle 2)  
Classroom X AK-2  
(08.00 A.m)

6. Technique Data Collection

The name of analysis technique of this research is the classroom action research. Mujis(2004:56) data collection is done by observing a situation, setting or interaction.

1. Observation
Observing is investigating activity to see how far the effect of classroom action research to reach the goal.

2. Interviewing

One of the ways to get information in the classroom was by interviewing the English teacher and students. It was conducted before and after implementing Classroom Action Research. It was to know the general description about process of learning writing skills, students, situation in writing activity, and the method or any strategy usually implemented by the teacher in teaching writing process.

3. Test

Test is a number measuring a person's ability, knowledge, or performance in a given domain (Brown, 2001: 3). To know more details of the test accomplished, the writer describes below:

a. Pre-test

This test can be called as the pre-test before the treatment of this research. Pre-test is aimed to know the students' mastery in writing materials before the treatments carried out. Pre-test will be given in the first time, done before the treatment (fairy tale) to know far the student's ability.

b. Post-test

Post-test is done after the students get different treatments. From the score of this test, the writer is intended to find out the effectiveness
of using collaborative learning to improve students’ writing skill. In this case the researcher to know the

4. Documentation

Document surrounding curriculum or other educational concern can illumine rational and purpose in interesting way, Hopkin (1993:140). The documentary is kinds of data that consist of notes, book transcript, newspaper, magazine, summary, agenda, and soon. This method used to know the condition of students and teacher, profile, and location of school.

7. Data Analysis

Basically, the data used in this research were categorized into two types: quantitative and qualitative data.

1. Qualitative analysis

The observation students and teacher’s activities during the classroom and interview before and after Classroom Action Research was used to analyzed qualitative data.

2. Quantitative analysis

To analyze of quantitative data the researcher measured the average or mean of students’ achievement in writing using one cycle. It was used to know how the students’ writing skills are improved. The researcher use the calculate:

a) Score the students test
The researcher use analytical scoring rubric to analyze data related to students’ paragraph writing test.
b) Calculate the result of the test

This research uses Statistical Package for the Social Science (SPSS) for analyzing the data.

**G. Graduating Paper Outline**

This graduating paper outline is composed systematically into five chapters and able to clarify as follow:

Chapter I is an Introduction. This chapter consists of the background of the research, research question, objectives of the research, significances of the research, hypothesis and success indicator, research methodology, and graduating paper outlines.

Chapter II is the Theoretical Framework. This chapter consists of supporting theories and the review of previous research. Supporting theories discusses the definition of writing, the purposes of writing, the process of writing, types of writing, the definition of cooperative learning method and printed text, teaching writing using cooperative learning, and the application of application of cooperative learning method and printed text in writing.

Chapter III is the Implementation of the Research. This chapter consists of procedure of the research.

Chapter IV is Research Findings and Data Analysis. This chapter consists of the result of the research about the
improvement and the significant influence of writing skills using cooperative learning for seventh-year students of SMK DiponegoroSalatiga in the academic year of 2018/2019. Chapter V is Closure. This chapter consists of the conclusions and suggestions of the research based on the analysis in chapter four. The conclusions state the answer to the research questions about the improvement and the significant influence of writing skills using cooperative learning and printed text. After that, it is followed by Bibliography and Appendices
CHAPTER II
THEORETICAL FRAMEWORK

In this chapter, the writer describes some theories related to the study. The theories focus on the general concept of Writing and Cooperative Learning Methods.

I. Supporting Theories

A. Writing

1. Definition of writing

Writing began at the time when people learned how to communicate his thought and his feelings by means of visible sign, understandable not only to himself but also to all other persons more or less initiated into the particular system, Gelb (1962.11)

Writing contains creative inspiration, problem-solving, reflection and revision in a completed manuscript. From a student’s perspective, writing may instead be a laborious and dreaded exercise of attempting to place thoughts on paper while developing mastery over the rules of writing, such as spelling, citation format and grammar. The effective writing is deal with in the cognitive domain.

Halliday (1985b) the development of writing in societies as a result of cultural changes creating communicative needs which cannot be readily met by spoken language.

Writing success is used multifarious purposes at school level. Providing assistance to the students inside and outside the classroom,
awarding a grade, selection of students for appropriate courses, evaluation of programs are considered important aspects of assessment in writing skill. The process of assessment of written literacy should be well organized and well managed to make it transparent and meaningful.

Among the four language skills, writing is the most difficult skill for second or foreign learners to master, Richards and Renandya (2002: 303). Because writing is considered as a complex process of putting ideas down on paper to transform thoughts in words, Brown (2001: 336).

2. Genres of Writing

According Brown (2004:219) genres of writing are:

a. Academic writing

Academic writing is any writing done to fulfill a requirement of a college or university. Academic writing aims the reader understanding. The characteristics of academic writing are clear, concise, focused, structured and supported by evidence. It’s not complex and does not require the use complicated vocabulary and long sentences. E.g. of academic writing are Essays, Journals, Theses, Dissertation, etc.

b. Job-related writing
Job-relating writing has characteristics, providing practical information, giving facts, stating responsibilities precisely, persuading and offering recommendations. The example of job-relating writing are Message, Letter, Email, Memo, Advertisements, etc.

c. Personal writing

Personal writing is a personal opinions and feelings rather than facts or evidence. The examples of personal writing are Greeting Card, Invitation, Note, Calendar, Shopping List, Diary, Fiction etc.

3. Types of Writing Performance

a. Imitative

It’s a level where learners trying to master the mechanics of writing. This category includes the ability to spell correctly and perceive phoneme-grapheme in the English.

b. Intensive (controlled)

It’s a level the learners producing appropriate vocabulary based a context, collocations and idioms, and correct grammatical features.

c. Responsive

The writers has master the sentence-level grammar into a paragraph

d. Extensive
In this level, the writer focuses on a purpose, organizing, and developing ideas. These differences exist within the sentence at the level of grammar, and beyond the sentence at the level of text structure.

4. Writing process

Writing is a complex process. Some people feel comfortable doing writing tasks with someone else, most people also uncomfortable with this situation. It makes sense that classroom atmosphere in writing must be supportive. So it helps the teacher to apply class discussion that can help the students can work together. Working with a partner together in groups, make the task enjoyable and livelier.

According to Hamp-Lyons and Heasley (1987: 2-3) Writing is commonly seen as three stages of processes; pre-writing, writing and re-writing.

The first is “thinking about” it’s involved choosing a subject, exploring the ways of developing it, and devising strategies of organization and style. Explore a subject or looking for topics. Subject refers to the main focus of a composition; topic to specific aspects of the subject. The subject includes, grammar, Style of sentence, and so on, are topics. The second is “doing it” or usually called drafting. The last is “doing it again” is revising.

In short, the writing process approach involves the following steps:
a. pre-writing which includes generating and gathering ideas and facts through for example talking and reading

b. Multiple rough drafts

c. sharing drafts through reading own or peer work

d. Feedback and revision to improve content and organization on the drafts

e. editing for formal language errors (i.e. spelling and grammar) at the final stage

f. The last version is published, posted and/or graded.

5. Macro and Micro skills of Writing

Micro-macro skills also known as sub-constructs of writing. They are used in standard and class based assessment. Brown (2004, p. 399) identifies the following micro and macro skills;

Micro skills;

Micro skills apply to imitative and intensive types of writing performance in which they tend to describe about the mechanical of writing and the level of word, such as cohesive devices, verb, grammatical, etc.

Macro skills;

Covered wider areas of writing such as form and the communicative purpose of writing such as form and the
communicative purpose of written text, main idea, and supporting idea, the literal and implied meaning writing.

6. **Good Writing Elements**

According to Harris (2001:306) a good writing is content, form, grammar, style, and mechanic.

a. Content: writing must convey the main idea (attentive reader) should be able to grasp the writer purpose.

b. Form: writing should contain associative connection and transition which express the relationship of the idea described.

c. Grammar: writing should contain the rules of grammar related to the tenses with sequence of time.

d. Style: writing should engage the reader through original insight and precise.

e. Mechanic: use good spelling, punctuation, tidy, and clean writing.

7. **Assessing Writing**

The principles of assessment:

a. Assessing is continuous

As we know learning is continuous. The learner and task change with every new instructional situation.

Several risks may arise from adopting continuity:

1) Look close at learner growth

2) Knowledge is cumulative and transferable
3) The basic for future learning comes precisely.

b. Assessment is multidimensional

Learning varies across both time and situation; assessment must capture the variability in both.

c. Assessment should collaborative

Collaborative assessment strengthen the bond between teachers and students, more importantly allow students to learn about the process and criteria used in evaluation, (Collins, et al. 1989). Involving students in assessment move them from a state of reliance on others to a state of independence in making judgments about their own literacy ability.

d. Assessment must be grounded in knowledge

Assessors must be knowledgeable about the content and processes are they are assessing.

e. Assessment must be authentic

Authenticity required that arises from functional learning and a logical validity.

8. Scoring Method:

a. Holistic scoring

Holistic scale is given a systematic set of descriptors, and the reader-evaluator matches an overall impression with the descriptors to arrive at a score.
Advantages of holistic scoring includes:

a) Fast evaluation.

b) Relatively high inter-rater reliability.

c) The fact that scores tend to emphasize the writers’ strengths (Cohen, 1994, p.315).

d) Applicability to writing across many different disciplines

Disadvantages use holistic scoring:

a) One score masks differences across the sub skills within each score.

b) No diagnostic information is available.

c) The scale may not apply equally well to all genres of writing.

d) Raters needed to be extensively trained to use the scale accurately.

b. Primary Trait Scoring

Lloyd-Jones (1977) suggested for rating the primary trait there are four-point scale ranging from zero (no response or fragmented response) to 4 (the propose is clearly). It almost without saying that organization, supporting details, fluency, syntactic variety and other features will be evaluated directly. The advantage of this method is allows writer and evaluator to focus on function.

c. Analytic scoring

Analytic scoring also called analytic assessment. Bailey (1984) an analytic scoring scale that specified 5 major categories and
description of five different levels in each category, ranging from “unacceptable” to “excellent”, in which the five categories (organization, logical development of ideas, grammar, punctuation or spelling or mechanics, style and quality of expression). The mathematical assignment of the 100-point scale gives equal weight a maximum of 20 points each of the five categories.

Table 2.1: Analytic scale by adapted from Jacobs, 1981

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Level</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Excellent-Very Good</td>
<td>30-27</td>
<td>Relevant to the topic, give the detail information, and match the purpose of descriptive text.</td>
</tr>
<tr>
<td></td>
<td>Good-Average</td>
<td>26-22</td>
<td>Mostly relevant to the topic, lacks of detail</td>
</tr>
<tr>
<td></td>
<td>Fair-Poor</td>
<td>21-17</td>
<td>Inadequate development of the topic, almost match to the purpose of descriptive text.</td>
</tr>
<tr>
<td></td>
<td>Very Poor</td>
<td>16-13</td>
<td>Does not relate to the topic, does not match the purpose.</td>
</tr>
<tr>
<td>Organization</td>
<td>Excellent-Very Good</td>
<td>20-18</td>
<td>Fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive.</td>
</tr>
<tr>
<td></td>
<td>Good-Average</td>
<td>17-14</td>
<td>Loosely organized, limited support, logical but incomplete sequencing.</td>
</tr>
<tr>
<td></td>
<td>Fair –Poor</td>
<td>13-10</td>
<td>Non-fluent, ideas confused or unconnected, lacks logical development and sequencing.</td>
</tr>
<tr>
<td></td>
<td>Very Poor</td>
<td>9-7</td>
<td>Does not communicate, no organization, not enough to evaluate</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Excellent-Very Good</td>
<td>20-18</td>
<td>Use effective word or word choice or word usage, word form mastery.</td>
</tr>
<tr>
<td></td>
<td>Good-Average</td>
<td>17-14</td>
<td>Occasional errors of word form, choice, usage, but meaning not obscured.</td>
</tr>
<tr>
<td></td>
<td>Fair –Poor</td>
<td>13-10</td>
<td>Frequent errors of word form, choice, usage and meaning obscured or confused.</td>
</tr>
<tr>
<td>Language Use</td>
<td>Excellent-Very Good</td>
<td>Good-Average</td>
<td>Fair-Poor</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------</td>
<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>No.</td>
<td>25-22</td>
<td>21-18</td>
<td>17-11</td>
</tr>
<tr>
<td>Excellent-Very Good</td>
<td>Few errors of agreement, tense and word order.</td>
<td>Several errors of agreement, tense, and word order.</td>
<td>Frequent errors and meaning obscured.</td>
</tr>
<tr>
<td>Good-Average</td>
<td>Exemplary mechanism, may have minor errors in punctuation, capitalization, and spelling, need little or no editing.</td>
<td>Adequate mechanism, have some errors in punctuation, capitalization, and spelling, need editing, but does not impede readability.</td>
<td>Limited mechanism, content, errors of punctuation, capitalization, and spelling, impedes readability.</td>
</tr>
<tr>
<td>Fair-Poor</td>
<td>Content</td>
<td>Organization</td>
<td>Vocabulary</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

Table 2.2 Evaluated criteria of writing

<table>
<thead>
<tr>
<th>No.</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>91-100</td>
<td>Excellent</td>
</tr>
</tbody>
</table>
B. Cooperative Learning

Cooperative learning as an effective teaching strategy that can be used to enhance achievement and socialization among students contribute to improve attitudes towards learning and working with others, including developing a better understanding of children from diverse cultural backgrounds. Johnson, Johnson and Holubec (1993: 8) said that in cooperative learning students can maximize their own and each other learning when they work together. Critical element of cooperative learning is group team work and team goals.

Cooperative learning means working towards goals, with significant part of learning taking place in a small, and also mixed ability teams consisting of two for learners. There is positive independence and individual among the learners. Each participants contributing for team products and the team will charge of helping teammates to learn.

Cooperative learning consist heterogeneous and consist of two upto four members. In bigger groups, there is high achiever, one or two average achievers and low achiever. Learners are encouraged to explain ideas or skills to one another. So that each member must being an active participant.
and an important resource person for the whole team. The responsibilities are the teams learning the task together and helping each other.

There is no limitation how long might cooperative stay together. Everything depends on the aim and scope of the work in hand. The cooperative team can be used for various purposes, such as; to identify and solve problems, to mastery of the materials, to work on project, and so on.

There are three types of cooperative learning, Johnson&Holubec(1991), (1994:4-5):

a. Formal cooperative learning groups.

Increase students working together and consist from specific task.

There are formally group works for a specific task or assignment.

1. Provides directions and learning objectives to the class.

2. Forms or causes the formation of work teams and provides relevant materials. Perhaps arranges for a meeting place and/or specifies team roles.

3. Explains the task or assignment and cooperative structure (e.g., rules, processes, deadlines, etc.).

4. Monitors team performance and intervenes as needed to teach or reinforce interpersonal or group social skills and ensure learning. Learners are to help each other learn. The instructor assists only when necessary.
5. Assesses and evaluates the teams’ work products which reflect achievement or learning. Ensure each learner’s contribution to the team effort is assessed.

b. Informal cooperative learning group

A class group that has specific goal, used focused students’ attention and to facilitate learning process. Giddon & Kurfiss and Johnson & Johnson (1994a) have found this to be convenient and effective in enabling learner understanding and fostering achievement, especially when a concept or application is only partially understood. The example: Jigsaw II, Learning Together, Think-Pair-Share, Group Investigation

c. Cooperative base group

The purposes of cooperative base group to allow the members to give each other the support, help, encouragement, and assistance. The relationship between the instructor and base group members is the same as that found in the formal group.

There are three major kinds that could apply in cooperative learning, Coelho (1992b: 132):

1. Team practice from common input-skill development and mastery of facts.
2. Students work in the same materials.
3. A teacher can follow a practice.
Basarno and Christison point out there are at least three areas in which cooperative learning can figure. These are:

1. Classroom environment and social task
2. Process task such as peer tutoring and goal setting
3. Progress monitoring and evaluate task

According Olsen and Kagan (1992), there are five factors are necessary for successful cooperative learning:

1. Positive interdependence, a sense of working together for a common goal and caring about each other learning. Example, group share the idea to members of other group.
2. Individual and group accountability, groups and individual will increase their performance. Each student must demonstrate mastery of the content that studied.
3. Group formation, the setting up of the groups will determine of the successfulness Cooperative learning. The setting up the groups includes deciding on the size of the group and assigning students to groups.
4. Social skills, it’s the way students interact with each other and involving an appropriate leadership, communication, trust and conflict, so that the team can function effectively.
5. Structuring and structures
It’s a way of organizing student interaction and different ways of students interact.

The impact of cooperative learning on learning, that a critical element of active learning is group team work and team goals. The relationship between group learning goals, motivation, and enhanced learning as presented

*Figure 2.1: Cooperative Learning diagram*


This diagram explained which is the relationship begun in a focused group goal based on learning of all group members. Students will take
responsibility motivation to learn and courage and help others to do so that the result of cooperative behaviors in learning. Students are more motivated and to learn is to lead succeed directly. It also raises the behavior and attitudes that foster students group cohesion.

The benefits of cooperative learning are:

a. Learning for all

Students heterogeneity and formalizes and courage peer support and connection build in the classrooms. All students need to learn and work in environment, and need to learn within supportive community to feel safe enough without to take a risk.

b. Academic achievement

Learners in cooperative learning classroom liked the subject more than other learners. They had to develop peer norms in favor of doing well academically. Using cooperative learning, students are continuously discussing, debating and clarifying their understanding of the concept and material in the class.

c. Skill communication

A major component of cooperative learning elaborated includes training students in social skills. Students do not come by these skill naturally.

d. Psychological health

Students in classroom with a cooperative learning were psychologically healthier than students who were not. Learners had feelings of individual
control over their own fate in school, their time on task was higher and their cooperativeness and altruism were higher as well.

C. Learning Together

In this research, the researcher use Cooperative Learning “Learning Together”. Johnson and Johnson (1998) developed Learning Together models of Cooperative Learning. Where the characterized of model consists of five elements:

a. Positive independence
b. Individual and group accountability
c. Face-to-face interaction
d. Interpersonal and small group skills
e. Group processing

In the model of learning together students consists of 4-5 (member heterogeneous groups). Students working on the assignments sheets.

This method emphasizes team-building activities before students begin working together and regular discussions within groups about how well they are working together.

D. Review of Previous Research

In this Graduating paper, the researcher reviews several related studies to support this paper from the other thesis. The first research (AriscaPratiwi, 2016)
her research focuses on the Effectiveness of Using Think Talk Write Technique and Pictures to Improve Students’ Writing Skill. She use think talk write technique and pictures to make students’ overcome the problems easier.

The second research, (Istifarini Rosyah, 2017) her research focuses on “the use of picture and group investigation strategy to improve writing skills”. Using picture and group investigation strategy significant can improve students’ writing ability.

Based on the previous researches above, the writer is interested to use other learning strategy. Where the method is cooperative learning, the model of the cooperative learning is “learning togeteher” strategy. She will apply cooperative learning to improve students’ writing skills tenth grade students of SMK DiponegoroSalatiga in the academic year 2018/2019.
CHAPTER III

THE PROCEDURES OF RESEARCH

A. The Procedures of Research

The researcher used the Classroom Action Research (CAR) principle in collecting the data. There are four steps in one cycle for doing action research those are planning, acting, observing and reflecting. In this research, the researcher conducted the research into two cycles: cycle I and cycle II. Researcher collaborated with English teacher who teaches in the class of X AK-2. The activities in each cycle as follows:

1. Cycle I

The researcher used cooperative learning method, which can improve the students’ understanding in writing skills. Based on syllabus class X vocational high school, the topic is descriptive text. The procedure as below:

a. Planning

In this stage, the researcher plan what action would be done in using and applying cooperative learning method in teaching writing descriptive text. The activity in the planning was presented as below:

1) Selecting the materials with teacher’s annual program based on the syllabus.

2) Preparing material, making the lesson plan and designing the steps in doing the action.
3) Preparing teaching aids with the theme “describing animal” (example: picture with the text, a sheet of paper).

4) Preparing students’ and teachers’ observation checklist of the cycle I (to know the situation of the teaching-learning process when the technique is applied).

5) Preparing test of the cycle I.

6) Preparing the list of students’ name and scoring of cycle I. The preparation was designed in order to gain the purpose of the teaching-learning process. Students are supposed to improve their writing skills by the materials are given.

b. Acting

After the preparation finished, the researcher do teaching-learning process. In this section, the learning process is led by the teacher. In acting stage as the stage of implementation the preparation, the researcher presented as below:

1) Giving pre-posttest for students.

2) Giving the material and explain the descriptive text, generic structure, and generic feature of the descriptive text.

3) Giving the example of descriptive text with the theme “describing animal” and analyzing the identification and description of the text.
4) Explaining the materials and the implementation using cooperative learning method in writing descriptive text.

5) The students were working grouply. Students gain the material deeply. Meanwhile, the teacher helped, guided, and monitored the students.

6) Ask the students to make a descriptive text using cooperative learning method the theme “describing people” in a workgroup discussion.

7) Concluding the material and giving feedback after the lesson.

c. Observing

The researcher observes the students and teacher activity by using observation checklist.

d. Reflecting

Reflecting is a research finding analysis. At this point, the researcher reflects on, evaluates, and describes the effects of the action. This is to record what happens in observation. Reflection seeks to make sense of processes, problems and real issues in strategic action. Reflection is an evaluate aspect, it asks the researcher to weight the experience, to judge whether or not the technique can be solving the problem and to enhance students’ writing skills.

1) The researcher evaluated the activities that have been done.
2) The classroom teacher and the researcher discuss to make a reflection what will they do to repair the problems.

3) Analyzing the data from the observation checklist and students’ score of the test in the cycle I.

2. Cycle 2

The second cycle does base on the result of reflection from the cycle I. If the result from observation shows that the quality of the students was still low, it is needed another action in order to make improvement of the quality for the next cycle. The topic is different with the cycle I the topic is describing the people. The procedures are as follow:

a. Planning

In the planning phase of the second cycle, the researcher would do several activities that would be designed as below:

1) The researcher identifies the problem and makes the solution to the problems.

2) Preparing material, making the lesson plan and designing the steps in doing the action

3) Preparing and reselecting teaching aids with the theme “describing people” (example: picture, a sheet of paper).

4) Preparing students’ and teachers’ observation checklist of cycle II (to know the situation of the teaching-learning process when the technique is applied).
5) Preparing test of cycle II.

6) Preparing the list of students’ name and scoring of cycle II. The preparation was designed in order to gain the purpose of the teaching-learning process. Students are supposed to improve their writing skills by the materials are given.

b. Acting

In cycle II acting is quite similar to the cycle I acting. In this section, the learning process is led by the teacher. The activities of the cycle II acting includeds:

1) Giving pre-posttest for students.

2) Giving the material and explain the descriptive text, generic structure, and generic feature of the descriptive text.

3) Giving the example of descriptive text with the theme “describing people” and analyzed the identification and description of the text.

4) Giving more explanation about the materials and the implementation using cooperative learning method in writing descriptive text.

5) The students were working grouply. Students gained the material deeply. Meanwhile, the teacher helped, guided, and monitored the students.
6) Ask the students to make a descriptive text using cooperative learning method with the theme “describing people” in a work group discussion.

7) Concluding the material and giving feedback after the lesson.

c. Observing

The researcher observes the students and teacher activity by using observation checklist.

d. Reflecting

Reflecting is a research finding analysis. At this point, the researcher reflects on, evaluates, and describes the effects of the action. This is to record what happens in observation. Reflection seeks to make sense of processes, problems and real issues in strategic action. Reflection is an evaluate aspect it asks the researcher to weight the experience, to judge whether or not the technique can be solving the problem and to enhance students’ writing skills.

1) The researcher evaluated the activities that have been done.

2) The classroom teacher and the researcher discuss to make a reflection what will they do to repair the problems.

3) Analyzing the data from the observation checklist and students’ score of the test in cycle II.
3. The Minimal Standard of Failure

The students’ success and failure in doing the activities plan above will be assessed by referring to the criterion of the passing grade (KKM). The passing grade of English lesson in SMK DiponegoroSalatiga is 75. The teacher and the researcher expect that there are at least 60-70% of the students who pass the passing grade.
CHAPTER IV

RESEARCH FINDINGS AND DATA ANALYSIS

This chapter focused on analyzing the collected data. The researcher collected the data from the tenth grade students of SMK Diponegoro Salatiga. The researcher gave the details of the findings. This chapter is likely the main discussion of the research conducted. It displayed the finding of the collected data since in the beginning until the end of the research. The finding consists of the result of the cycle I and cycle II. The two cycles are the treatment of the implementation in using cooperative learning method to improve writing skills.

A. The Result of the Research

The research consists of two cycles, each cycle consists of planning, acting, observing, and reflecting. The whole steps of this research would be explained in the description below:

1. Data analysis in Cycle I

   a. Mean Score of Pre-test 1

   The researcher does observation on July 26th, 2018 – August 1st, 2018 with Mrs. Andi Yani as English teacher in SMK Diponegoro Salatiga. The teacher recommended the researcher to conduct the research in class X AK 2. The researcher began the research with collected information and the data from the teacher.
The researcher interviews the teacher about the technique, the student problem and score in writing. On the teacher’s information, when writing activity the students were lazy and feel bored. And the main problem is caused by lack of students’ vocabulary mastery and grammar errors.

Before apply Cooperative learning and printed text, researcher wants to know the students writing skill through pre-test on August, 2\textsuperscript{nd} 2018. The pre-test followed by 28 students from X AK 2. Based on result of pre-test, the students’ writing ability was poor.

\textit{Table 4.1.}  
\textit{Students’ score list SMK Diponegoro Salatiga in pre-test cycle 1}

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Name</th>
<th>Pre-test 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AMS</td>
<td>68</td>
</tr>
<tr>
<td>2.</td>
<td>AAR</td>
<td>66</td>
</tr>
<tr>
<td>3.</td>
<td>AAP</td>
<td>70</td>
</tr>
<tr>
<td>4.</td>
<td>AAP</td>
<td>68</td>
</tr>
<tr>
<td>5.</td>
<td>ANS</td>
<td>68</td>
</tr>
<tr>
<td>6.</td>
<td>ANH</td>
<td>68</td>
</tr>
<tr>
<td>7.</td>
<td>DW</td>
<td>69</td>
</tr>
<tr>
<td>8.</td>
<td>DMK</td>
<td>68</td>
</tr>
<tr>
<td>9.</td>
<td>FF</td>
<td>70</td>
</tr>
<tr>
<td>10.</td>
<td>GAR</td>
<td>67</td>
</tr>
<tr>
<td>11.</td>
<td>IN</td>
<td>69</td>
</tr>
<tr>
<td>12.</td>
<td>ILR</td>
<td>68</td>
</tr>
<tr>
<td>13.</td>
<td>LYP</td>
<td>67</td>
</tr>
<tr>
<td>14.</td>
<td>MS</td>
<td>70</td>
</tr>
<tr>
<td>15.</td>
<td>MA</td>
<td>71</td>
</tr>
<tr>
<td>16.</td>
<td>MFS</td>
<td>71</td>
</tr>
</tbody>
</table>
The mean of pre-test 1:

The researcher calculates Mean using SPSS statistics 25:

*Table 4.2. The description statistic of pre-test cycle 1*

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Median</th>
<th>Min.</th>
<th>Max.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test 1</td>
<td>68, 46</td>
<td>68, 00</td>
<td>63</td>
<td>75</td>
</tr>
</tbody>
</table>

So, the result of pre-test mean is 68.46. Total of pre-test 1917 and total of students are 28. From the table of pre-test score above, it can see one student passed minimum required standard is 75. From the result above, it shows that mean of pre-test was 68.46. It was not passed the minimum passing score. The students were still got low scores in writing.
There are some factors that make students get low scores and can passed the minimum required standard when doing pre-test. The first from SBPD, she got the lowest scores 63 it means that she didn’t understand about the materials of writing descriptive text, grammar errors, word order and use inappropriate vocabulary.

a. Post-test 1 and mean post test 1

Table 4.3.

Students’ score list of SMK DiponegoroSalatiga in post-test cycle 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Name</th>
<th>Post-test 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AMS</td>
<td>70</td>
</tr>
<tr>
<td>2.</td>
<td>AAR</td>
<td>74</td>
</tr>
<tr>
<td>3.</td>
<td>AAP</td>
<td>70</td>
</tr>
<tr>
<td>4.</td>
<td>AAP</td>
<td>74</td>
</tr>
<tr>
<td>5.</td>
<td>ANS</td>
<td>73</td>
</tr>
<tr>
<td>6.</td>
<td>ANH</td>
<td>70</td>
</tr>
<tr>
<td>7.</td>
<td>DW</td>
<td>75</td>
</tr>
<tr>
<td>8.</td>
<td>DMK</td>
<td>75</td>
</tr>
<tr>
<td>9.</td>
<td>FF</td>
<td>75</td>
</tr>
<tr>
<td>10.</td>
<td>GAR</td>
<td>70</td>
</tr>
<tr>
<td>11.</td>
<td>IN</td>
<td>76</td>
</tr>
<tr>
<td>12.</td>
<td>ILR</td>
<td>70</td>
</tr>
<tr>
<td>13.</td>
<td>LYP</td>
<td>74</td>
</tr>
<tr>
<td>14.</td>
<td>MS</td>
<td>72</td>
</tr>
<tr>
<td>15.</td>
<td>MA</td>
<td>74</td>
</tr>
<tr>
<td>16.</td>
<td>MFS</td>
<td>76</td>
</tr>
<tr>
<td>17.</td>
<td>MAR</td>
<td>70</td>
</tr>
<tr>
<td>18.</td>
<td>MMLN</td>
<td>70</td>
</tr>
<tr>
<td>19.</td>
<td>NNS</td>
<td>70</td>
</tr>
<tr>
<td>20.</td>
<td>NSS</td>
<td>75</td>
</tr>
<tr>
<td>21.</td>
<td>NAK</td>
<td>72</td>
</tr>
<tr>
<td>22.</td>
<td>NA</td>
<td>76</td>
</tr>
</tbody>
</table>
The mean of post-test 1

The researcher calculates the data use SPSS statistics 25

Table 4.4 descriptive statistic of post-test cycle 1

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Median</th>
<th>Min.</th>
<th>Max.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-test 1</td>
<td>72, 71</td>
<td>73, 00</td>
<td>70</td>
<td>76</td>
</tr>
</tbody>
</table>

Total of post test 2036, total of students are 28.

- Mean of pre-test = 68.46
- Mean of post-test = 72.71

Mean of pre-test ≤ than post-test.

There is improvement of students’ writing using cooperative learning and printed text between pre-test 1 and post-test 1. From the result above, it show that the mean of post-test 72.71 there is improvement but it is not passed the minimum passing grade.

In this post-test session I cycle 1, there are improvements on students’ writing scores than pre-test scores. Its show by good level,
there are nine students who passed the minimum passing grade. On the pre-test, before the teacher began the lesson use Cooperative learning and printed text there is just one student at proficient level.

The result of post-test shows the improvement students score. The students got good level and passed the minimum passing grade are DW, DMK, FF, IN, MFS, NSS, NA, and SA. On the pre-test just one student who passing grades is PW. Three students got good level too, but they are did not pass the minimum passing grade.

b. Standard Deviation of Cycle 1

*Table 4.5 students’ score pre-test and post-test cycle 1*

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Name</th>
<th>Post-test (x)</th>
<th>Pre-test (y)</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AMS</td>
<td>68</td>
<td>70</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>AAR</td>
<td>66</td>
<td>74</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>3.</td>
<td>AAP</td>
<td>70</td>
<td>70</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>AAP</td>
<td>68</td>
<td>74</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>5.</td>
<td>ANS</td>
<td>68</td>
<td>73</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>6.</td>
<td>ANH</td>
<td>68</td>
<td>70</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>7.</td>
<td>DW</td>
<td>69</td>
<td>75</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>8.</td>
<td>DMK</td>
<td>68</td>
<td>75</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>9.</td>
<td>FF;</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>10.</td>
<td>GAR</td>
<td>67</td>
<td>70</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>11.</td>
<td>IN</td>
<td>69</td>
<td>76</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>12.</td>
<td>ILR</td>
<td>68</td>
<td>70</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>13.</td>
<td>LYP</td>
<td>67</td>
<td>74</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>14.</td>
<td>MS</td>
<td>70</td>
<td>72</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>15.</td>
<td>MA</td>
<td>71</td>
<td>74</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>16.</td>
<td>MFS</td>
<td>71</td>
<td>76</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>17.</td>
<td>MAR</td>
<td>68</td>
<td>70</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>18.</td>
<td>MMLN</td>
<td>69</td>
<td>70</td>
<td>9</td>
<td>81</td>
</tr>
</tbody>
</table>
Based on the table above, there is a student got high improvement, its 11 scores improvement she is NA. NA got scores from 65 became 76. It means NA passed the minimum scores 75 on post-test cycle 1.

There is no one student which the pre-test and post-test result is not got improvement or the result score is same. She is AAP who get same score.

From the data above, the researcher calculate t-test pre-test and post-test of cycle 1 use SPSS statistics 25:

Table 4.6 Paired Sample Test Cycle 1

<table>
<thead>
<tr>
<th>Pair (x)</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. error mean</th>
<th>95% Confidence interval of the Difference</th>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-4.250</td>
<td>3.273</td>
<td>.619</td>
<td>-5.519</td>
<td>-2.981</td>
<td>-6,871</td>
<td>27</td>
<td>.000</td>
</tr>
</tbody>
</table>

Total | 1917 | 2036 | 169 | 1295 |
1) T-test cycle 1 is 6.871

2) Consult with t-table (a=0.050)

   With df= 27 the value of t-table with level significant is 2.052.

3) Comparing t-test with t-table

   From the result above, ascertainable that the t-test value is -
   6.871 ≥ t-table value 2.052. Because sig 2 tail ≤ 0.05. So, the alternative
   hypothesis (Ha) was acceptable and null Hypothesis (Ho) was rejected.
   It means that there is significant different between pre-test and post-test.

2. Data analysis in Cycle 2

   a. The mean of pre-test 2

   Table 4.7. Students' score of pre-test cycle 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Students' Name</th>
<th>Pre-test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AMS</td>
<td>70</td>
</tr>
<tr>
<td>2.</td>
<td>AAR</td>
<td>72</td>
</tr>
<tr>
<td>3.</td>
<td>AAP</td>
<td>67</td>
</tr>
<tr>
<td>4.</td>
<td>AAP</td>
<td>72</td>
</tr>
<tr>
<td>5.</td>
<td>ANS</td>
<td>77</td>
</tr>
<tr>
<td>6.</td>
<td>ANH</td>
<td>71</td>
</tr>
<tr>
<td>7.</td>
<td>DW</td>
<td>71</td>
</tr>
<tr>
<td>8.</td>
<td>DMK</td>
<td>72</td>
</tr>
<tr>
<td>9.</td>
<td>FF</td>
<td>69</td>
</tr>
<tr>
<td>10.</td>
<td>GAR</td>
<td>70</td>
</tr>
<tr>
<td>11.</td>
<td>IN</td>
<td>81</td>
</tr>
<tr>
<td>12.</td>
<td>ILR</td>
<td>70</td>
</tr>
<tr>
<td>13.</td>
<td>LYP</td>
<td>81</td>
</tr>
<tr>
<td>14.</td>
<td>MS</td>
<td>67</td>
</tr>
</tbody>
</table>
The mean of pre-test 2:

The researcher calculates the data use SPSS statistics 25.

*Table 4.8 descriptive statistic of pre-test cycle 2*

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Median</th>
<th>Min.</th>
<th>Max.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test 2</td>
<td>72.89</td>
<td>72.00</td>
<td>62</td>
<td>81</td>
</tr>
</tbody>
</table>

The result of pre-test mean is 72.89. Total of pre-test is 2036 and is total students is 28. From the result above, its shows that the mean of pre-test was 72.89 it was not passed the minimum passing score. There are many students was still got low score in
writing. There are four students got very good level, fourteen got good level, and ten students got average level.

The students got highest level are IN, LYP, MFS, and MMLN. There are fourteen students who got good level and seven students got average level. From the explanation above there are eight students who get passed the minimum standard deviation they are ANS, IN, LYP, MFS, MMLN, MA, NNS and PSW.

b. The mean of post-test 2

*Table 4.9 students' score of post-test cycle 2*

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Name</th>
<th>Post-test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AMS</td>
<td>85</td>
</tr>
<tr>
<td>2.</td>
<td>AAR</td>
<td>77</td>
</tr>
<tr>
<td>3.</td>
<td>AAP</td>
<td>89</td>
</tr>
<tr>
<td>4.</td>
<td>AAP</td>
<td>77</td>
</tr>
<tr>
<td>5.</td>
<td>ANS</td>
<td>81</td>
</tr>
<tr>
<td>6.</td>
<td>ANH</td>
<td>78</td>
</tr>
<tr>
<td>7.</td>
<td>DW</td>
<td>85</td>
</tr>
<tr>
<td>8.</td>
<td>DMK</td>
<td>77</td>
</tr>
<tr>
<td>9.</td>
<td>FF</td>
<td>82</td>
</tr>
<tr>
<td>10.</td>
<td>GAR</td>
<td>77</td>
</tr>
<tr>
<td>11.</td>
<td>IN</td>
<td>83</td>
</tr>
<tr>
<td>12.</td>
<td>ILR</td>
<td>86</td>
</tr>
<tr>
<td>13.</td>
<td>LYP</td>
<td>85</td>
</tr>
<tr>
<td>14.</td>
<td>MS</td>
<td>84</td>
</tr>
<tr>
<td>15.</td>
<td>MA</td>
<td>86</td>
</tr>
<tr>
<td>16.</td>
<td>MFS</td>
<td>85</td>
</tr>
<tr>
<td>17.</td>
<td>MAR</td>
<td>84</td>
</tr>
<tr>
<td>18.</td>
<td>MMLN</td>
<td>83</td>
</tr>
<tr>
<td>19.</td>
<td>NNS</td>
<td>85</td>
</tr>
<tr>
<td>20.</td>
<td>NSS</td>
<td>78</td>
</tr>
<tr>
<td>21.</td>
<td>NAK</td>
<td>78</td>
</tr>
<tr>
<td>22.</td>
<td>NA</td>
<td>87</td>
</tr>
</tbody>
</table>
The mean of post–test 2;

The researcher calculates the data use SPSS statistics 25.

**Table 4.10. Descriptive statistic of post-test cycle 2**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Median</th>
<th>Min.</th>
<th>Max.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-test 2</td>
<td>82.21</td>
<td>83.50</td>
<td>77</td>
<td>89</td>
</tr>
</tbody>
</table>

The result of post-test mean is 82.21. Total of post-test 2296 and total, of students are 28.

- Mean of pre-test 2 = 72.89
- Mean of post-test 2 = 82.21

Mean of pre-test ≤ post-test

There is improvement of students writing through Cooperative leaning and printed text between pre-test 2 and post-test 2. The average was 82.21. Therefore, there are eighteen students got very good level and ten students got good level.

c. Standard Deviation of Cycle 2
Table 4.11. Students’ score of pre-test and post-test cycle 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Name</th>
<th>Pre-test 2 (x)</th>
<th>Post-test 2 (y)</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AMS</td>
<td>70</td>
<td>85</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>2</td>
<td>AAR</td>
<td>72</td>
<td>77</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>AAP</td>
<td>67</td>
<td>89</td>
<td>22</td>
<td>484</td>
</tr>
<tr>
<td>4</td>
<td>AAP</td>
<td>72</td>
<td>77</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>ANS</td>
<td>77</td>
<td>81</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>6</td>
<td>ANH</td>
<td>71</td>
<td>78</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>7</td>
<td>DW</td>
<td>71</td>
<td>85</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>8</td>
<td>DMK</td>
<td>72</td>
<td>77</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>9</td>
<td>FF</td>
<td>69</td>
<td>82</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>10</td>
<td>GAR</td>
<td>70</td>
<td>77</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>11</td>
<td>IN</td>
<td>81</td>
<td>83</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>ILR</td>
<td>70</td>
<td>86</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>13</td>
<td>LYP</td>
<td>81</td>
<td>85</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>14</td>
<td>MS</td>
<td>67</td>
<td>84</td>
<td>17</td>
<td>289</td>
</tr>
<tr>
<td>15</td>
<td>MA</td>
<td>77</td>
<td>86</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>16</td>
<td>MFS</td>
<td>81</td>
<td>85</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>MAR</td>
<td>71</td>
<td>84</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>18</td>
<td>MMLN</td>
<td>81</td>
<td>83</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>19</td>
<td>NNS</td>
<td>76</td>
<td>85</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>20</td>
<td>NSS</td>
<td>72</td>
<td>78</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>21</td>
<td>NAK</td>
<td>72</td>
<td>78</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>22</td>
<td>NA</td>
<td>72</td>
<td>87</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>23</td>
<td>NA</td>
<td>72</td>
<td>79</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>24</td>
<td>PSW</td>
<td>76</td>
<td>85</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>25</td>
<td>RBT</td>
<td>62</td>
<td>77</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>26</td>
<td>SBPD</td>
<td>71</td>
<td>79</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>27</td>
<td>SA</td>
<td>72</td>
<td>85</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>28</td>
<td>WS</td>
<td>71</td>
<td>85</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>2041</strong></td>
<td><strong>2296</strong></td>
<td><strong>256</strong></td>
<td>3060</td>
</tr>
</tbody>
</table>

The result of pre-test showed that there are all of students got score passed the minimum competence criteria. It
is significant than the result of pre-test of this cycle only eight students was passed the minimum competence criteria.

Based on the table, the high deviation is 22 and lower deviation is 2. The student got highest deviation from pre-test to post-test is AAP. On pretest she got 67 score and on the post-test she got she got 89 score. During did the test, she look enjoy and seriously.

There are 2 students which pre-test and post-test result is got the lowest improvement or the result is 2. She is IN and he is MLMN. From the test answer, they are lowest in vocabulary, grammar errors, punctuation and rather don’t understand the generic structure of the text.

From data above, the researcher calculate SD pre-test and post-test cycle 2 below:

*Table 4.12. Paired sample T-test cycle 2*

<table>
<thead>
<tr>
<th>Pair 1</th>
<th>(x)</th>
<th>9,321</th>
<th>5,416</th>
<th>1,024</th>
<th>-11,422</th>
<th>-7,221</th>
<th>-9,106</th>
<th>27</th>
<th>.000</th>
</tr>
</thead>
</table>

1) T-test cycle 2 is 9.106
2) Consult with t-table (a=0.050)

With df= 27 value of t-table with level significant 2.052.

3) Comparing the result data above, ascertainable that the cycle 2 t-test value 9.106 and t-table value 2.052. Because sig 2 tail ≤ 0.05. So the alternative Hypothesis (Ho) was accepted and null Hypothesis (Ho) was rejected. It means that there is significant difference between pre-test and post-test.

B. Discussion

1. Cycle 1

   I was conducted on August, 2\textsuperscript{nd} 2018 followed by 28 students as participants. In this activity, the teaching learning process was conducted by teacher as a collaborator and the researcher as the observer during the teaching learning process.

   a. Planning

      The researcher prepare several instruments, they are follow:

      a) Lesson plan

         The researcher used it as a guide to managing time and activities during teaching and learning process in the class.

      b) Observation checklist

         The use of observation checklist is to know the students’ and teacher’s activities during the learning teaching process.

      c) Material
The material of descriptive text consists of the meaning, purpose, generic structure, example, and language feature.

d) Pre-test and post-test

The researcher used pre-test and post-test in this action.

b. Acting

The cycle I was done on August, 2th 2018. The teacher is Mrs. AndiYani (called Andin) and the researcher rolled as an observer.

The teacher and researcher entered the class at 08.30 in class AK-2. The teacher started the class by greeted.

Teacher : Assalamualaikum, good morning students?

Students : Wa’alaikumsalam, wr.wb. Good morning mom.

Teacher : How are you today?

Students : I’m fine to thank you, and you?

Teacher : I’m very well too, thanks you.

Teacher checked the students’ attendance list. After checked the attendance list, teacher reviewed about the last lesson. The teacher asked the students to defined about descriptive text, some students answer correctly some silent. Teacher gave handout to students then the teacher explain
about descriptive text (definition, grammar, language, generic structure and so on). The teacher asked students to identify adjective words according to the example and applied it in sentences and then arranged the sentence to be correct paragraph. Then, asked students to write in the front of the class.

After explain about descriptive text the teacher gave test for cycle I (pre-test). The teacher gave a task for students. Students doing pre-test about describing “animal” for 25 minutes students did individually. The time is up. Assignments are collected to the teacher. Teacher gave reflection to the students according to the problems about.

And then, teacher asked students to do a post-test. Before the post test, students were asked to be in groups (3 up to 4) students. Then the teacher gave handout and exercise for every group to discuss descriptive material and examples. After that students who understand material are more asked to explain to their friends about things that other students do not know. When students don't know students may ask the teacher, and the teacher explains.

The teacher gives a post-test question, the students are asked in groups to discuss the questions. After that the students
shared to each other what he did not know about his friend. If in one group no one can answer, students can ask the teacher. After a group discussion the students were asked to make descriptive text. Students do the test for 25 minutes. And teacher did the reflection for 5 minutes.

c. Observing

The researcher observed the teacher and students activity using checklists in the teaching learning process. Checklist was purposed to know how far the situations, enthusiasm, evaluate, and monitored the class during teaching learning process activity.

Table 4.13
*Form the result of students’ observation checklist cycle 1*

<table>
<thead>
<tr>
<th>No.</th>
<th>The students’ activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paying attention</td>
<td>√</td>
<td></td>
<td>All of students pay attention</td>
</tr>
<tr>
<td>2</td>
<td>Asking question</td>
<td>√</td>
<td></td>
<td>Same students ask the material about</td>
</tr>
<tr>
<td>3</td>
<td>Responding to question</td>
<td>√</td>
<td></td>
<td>There were students answer teacher questions</td>
</tr>
<tr>
<td>4</td>
<td>Accomplishing task</td>
<td>√</td>
<td></td>
<td>All of students did the task</td>
</tr>
<tr>
<td>5</td>
<td>Being enthusiasm in application</td>
<td>√</td>
<td></td>
<td>They felt enjoy the application of cooperative</td>
</tr>
<tr>
<td>No.</td>
<td>The teacher’s activity</td>
<td>Yes</td>
<td>No</td>
<td>Description</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------</td>
<td>-----</td>
<td>----</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Preparing the material</td>
<td>√</td>
<td></td>
<td>The teacher prepared the lesson plan and material well</td>
</tr>
<tr>
<td>2.</td>
<td>Greeting students before the lesson begin</td>
<td>√</td>
<td></td>
<td>The teacher greeted the students and students answered the greeting</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checking students’ attendance</td>
<td>√</td>
<td></td>
<td>The teacher called the students one by one</td>
</tr>
<tr>
<td>4.</td>
<td>Giving motivation</td>
<td>√</td>
<td></td>
<td>The teacher giving motivation in the last time of meeting</td>
</tr>
<tr>
<td>5.</td>
<td>Reminding previous material</td>
<td>√</td>
<td></td>
<td>The teacher immediately explain the previous material</td>
</tr>
<tr>
<td>6.</td>
<td>Giving the explanation of the material</td>
<td>√</td>
<td></td>
<td>The teacher explained the material, she use mix language in Indonesian and English</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Using cooperative technique to teach writing</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching learning process use cooperative (teacher asked students workgroup)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Giving opportunity for asking the question</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher always give opportunity after she explained</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Help the students difficulties</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher helped students to solve the difficulties</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Giving feedback after the lesson</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher gave feedback to the result of the learning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

d. Reflecting

The reflecting that was done by researcher about the activity during the teaching learning process. In this cycle there were many students faced the problems such as grammar errors, vocabulary, punctuations, the laziness and feel bored in learning teaching process. Another problem is there were
students still unfocused and difficulties to about the generic structure of the text.

In this cycle the result mean score of post-test are higher than pre-test but the mean score still too low. In the cycle I shows that the pre-test score is 68.46 and post-test score is 72.71. It is still low and many of them did not passed from minimum passing grade so the researcher and teacher decide to continue the next treatment to fix the problems.

2. Cycle 2

Cycle II was conducted on August 6th 2018. This cycle followed by 28 students. As in previous cycle that the researcher as the observer and the teacher who conducted teaching learning process.

a. Planning

The researcher with the teacher begun by identified the problem and the alternative to solve the problem, the researcher arranged and improved the lesson plan based on the teaching material. The researcher prepared the teaching aids and research instrument.

b. Acting

In cycle II, the action done on August, 6th 2018. The steps of this cycle were same as before. The class was start at 08.00 in class X AK 2 of SMK DiponegoroSalatiga. Teacher and researcher entered the class; teacher started by greeted the students.
Teacher : "Assalamu'aikumwarahmatullahi wabarakatu".

Students : "Wa'alaikumsalamwarahmatullahi wabarakatuh"

The response of students to the teacher’s greeting. The teacher continuous the greeting

Teacher : “Good morning students how are you today?”

Students : “I’m fine thank you, and you?” students’ said.

Teacher : “I’m fine too, thank you.

The teacher checked the attendance list after check the attendance list the teacher review the last material. The teacher asked students about the use of adjective in descriptive text. All of students were very enthusiastic to answer the teacher’s questions.

Pre-test cycle 2:

The teacher gave them a test 1 about “poeple” then gave them time for 30 minuts and did it individually. 25 minutes the time was up. Then the students collected the test to the teacher. Teacher did the reflection for 5 minutes.

Post-test cycle 2:

The teacher asked students to identify the questions about. Students looked seriously did the task. And then the teacher asked students to identify with their group mates. The group members still same with their group members before. Class situation was conducive.
Some students still consulted to their dictionary when they found difficulty in vocabulary. The other students asked their friend when they found out difficulty in vocabulary and grammar.

After the students finished the task, the teacher asked to the students to submit the task.

c. Observing

To know how far the situations, enthusiasm, evaluate, and monitored the class during teaching learning process activities. The researcher observed the teacher and students activity using checklists in the teaching learning process.

Table 4.15
Form the result of students’ observation checklist cycle 2

<table>
<thead>
<tr>
<th>No.</th>
<th>The students’ activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paying attention</td>
<td>√</td>
<td></td>
<td>All of students pay attention</td>
</tr>
<tr>
<td>2.</td>
<td>Asking question</td>
<td>√</td>
<td></td>
<td>Same students ask the material about</td>
</tr>
<tr>
<td>3.</td>
<td>Responding to question</td>
<td>√</td>
<td></td>
<td>There were students answer teacher questions</td>
</tr>
<tr>
<td>4.</td>
<td>Accomplishing task</td>
<td>√</td>
<td></td>
<td>All of students did the task</td>
</tr>
<tr>
<td>5.</td>
<td>Being enthusiasm in application cooperative learning</td>
<td>√</td>
<td></td>
<td>They felt enjoy the application of cooperative learning</td>
</tr>
</tbody>
</table>
Table 4.16
Form the result of teacher’s observation checklist cycle 2

<table>
<thead>
<tr>
<th>No.</th>
<th>The teacher’s activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Preparing the material</td>
<td>√</td>
<td></td>
<td>The teacher prepared the lesson plan and material well</td>
</tr>
<tr>
<td>2.</td>
<td>Greeting students before the lesson begin</td>
<td>√</td>
<td></td>
<td>The teacher greeted the students and students answered the greeting</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checking students’ attendance</td>
<td>√</td>
<td></td>
<td>The teacher called the students one by one</td>
</tr>
<tr>
<td>4.</td>
<td>Giving motivation</td>
<td>√</td>
<td></td>
<td>The teacher giving motivation in the last time of meeting</td>
</tr>
<tr>
<td>5.</td>
<td>Reminding previous material</td>
<td>√</td>
<td></td>
<td>The teacher immediately explain the previous material</td>
</tr>
<tr>
<td>6.</td>
<td>Giving the explanation of the material</td>
<td>√</td>
<td></td>
<td>The teacher explained the material, she use mix language in Indonesian and English</td>
</tr>
</tbody>
</table>
d. Reflecting

The reflecting that was done by the researcher and the teacher about the activity during the learning process in cycle II. The students were enthusiastic and focused on the teaching learning process.

The result of cycle 2 students passed the KKM (Minimum competence criteria). The mean of post-test II is 82.21. It is better than mean of pre-test of cycle 1. On cycle II the mean of post test; showed the significant improvement from 72.89 to 82.21 so the teacher and the observer decided to end the observation.
CHAPTER V

CLOSURE

This chapter consists of the conclusion and suggestion. After completing this research, the research provides some conclusions and suggestions of the research.

A. CONCLUSION

After conducting the research and analyzing the data, the researcher comes to several conclusions and suggested to answer the problems of the research that:

a. There is an improvement of writing skills using cooperative learning and printed text. It can be seen from students’ scores of pre-test and post-test. It is shown in the mean of students’ score of pre-test in cycle I and cycle II are and it means that writing skills using cooperative learning was low because the result showed that the standardized score (75) is higher than the mean of pre-test in cycle I (68.46) and II (72.89).

Students’ score in using cooperative learning technique and printed text in pre-testand post-test 2 is (72.71) and (82.8). The mean of post-test in cycle 2 is higher than the mean of post-test in cycle 1. It meansthat using cooperative learning method successfully was improving students’ writing skills for tenth grade of SMK Diponegoro Salatiga.
b. There is a significant influence using cooperative learning strategy and printed text. It can see from the differences score pre-test and post-test which are increased from the result of the calculation t-test. The t-test cycle 1 is (6.871) and t-test cycle 2 is (9.106) sig 2tailed is 0.000. The quantity of the research is 28, based on the research the t-table is 2.05 (df of 27 is 2.052). In cycle 1, t-test is higher than t-table. And cycle 2, t-test is higher than t-table. There is significant influence of cycle 1 and cycle 2. The researcher concluded that there is significant using cooperative learning and printed text for tenth-grade of SMK DiponegoroSalatiga in the academic year 2018/2019.

B. Suggestion

The suggestion addressed to the teacher, students, and researcher based on the research findings and discussion presented:

1. For the teacher
   The teacher can use cooperative learning and printed text in teaching learning process to improve the students writing skills as an interesting and enjoyable technique. It can motivate the students easier in writing subject.

2. For the students
   The students can apply cooperative learning technique to help the students resolve the problems their writing skills.
3. The researcher

The future researcher can also examine the effectiveness of using cooperative learning technique in the teaching learning process. And also the researcher suggest the next researcher conducted classroom action research using cooperative learning technique to improved students writing skills.
REFERENCES


Brown, Doughlas. 2004. Language Assessment; Principles and Classroom Practice: San Francisco University.


http://dictionary.cambridge.org/us/dictionary/English/print


https://awc.ashford.edu/tocw-personal-writing.html


Johnson David and Johnson Roger.1984. *A Guidebook for Cooperative Learning (a technique more effective school)*. Florida:USA.


CURRICULUM VITAE

Name : Siti Istiqomah
Student number : 113-13-119
Gender : Female
Address : Banyutowo, Rt. 11 Rw. 05 Kendal
E-mail Address : istiqositi@gmail.com
Phone : 085 712 297 134
Educational Background : Elementary School (SD): SD N 1 Banyutowo
Junior School (SMP): Mts N Kendal
Senior High School (SMA): MAN Kendal
State Institute For Islamic Studies IAIN Salatiga
LIST OF APPENDICES

1. Syllabus of tenth year of vocational/senior high school
2. Lesson plan cycle 1
3. Lesson plan cycle 2
4. Materials of descriptive text
5. Vocabulary of adjective for describing people
6. The cycle 1 (Pre-test and post-test)
7. The cycle 2 (Pre-test and post-test)
8. Students’ score
9. Interview guidance
10. Documentation
11. Letter for research permission
12. Consultation sheet of graduating paper
13. Proof of conducted research
14. Satuan Kredit Kegiatan (SKK)
SILABUS MATA PELAJARAN BAHASA INGGRIS

Satuan Pendidikan: SMK/MAK
Mata Pelajaran: Bahasa Inggris - Wajib
Kelas: X
Kompetensi Inti:
KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
KI 3: Memahami, menerapkan, menganalisis pengetahuan fakultual, konseptual, prosedural berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

<table>
<thead>
<tr>
<th>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks</th>
<th>Teks deskriptif lisan dan tulis, sederhana, tentang orang,</th>
<th>Mengamati</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Siswa memperhatikan / menonton beberapa contoh teks / film tentang penggambaran orang, tempat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kriteria penilaian:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pencapaian fungsi sosial</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Kelengka pan dan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18 JP</td>
</tr>
</tbody>
</table>
| deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya. | **Fungsi sosial**
Membanggakan, mengejek, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.
**Struktur text**
(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah.  
- Siswa menirukan contoh secara terbimbing.
- Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks

**Menanya**
- 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

**KINERJA (praktik)**
- Melakukan monolog tentang deskripsi orang, tempat

4.8. Menangkap makna dalam teks deskriptif sederhana.

<table>
<thead>
<tr>
<th>Arahterkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur</strong></td>
</tr>
<tr>
<td><strong>Mengeksplorasi</strong></td>
</tr>
<tr>
<td>- Siswa secara kelompok membaca teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat</td>
</tr>
<tr>
<td>- Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar.</td>
</tr>
<tr>
<td>- Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan</td>
</tr>
<tr>
<td>- Berkelompok, siswa menggunakan tempat wisata lain dalam konteks penyampaian informasi yang wisata, bangunan bersejarah terkenal di depan kelas / berpasangan</td>
</tr>
<tr>
<td>- Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif</td>
</tr>
</tbody>
</table>

**Observasi:**

Penilaian untuk tujuan memberi balikan. Sasaran penilaian:
- Perilaku tanggung
<table>
<thead>
<tr>
<th>Kebahasaan, secara benar dan sesuai dengan konteks.</th>
<th>Unan bersejarah terkenal dan bagianya, dan yang semuanya, wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan.</td>
<td>Mengasosiasi</td>
</tr>
<tr>
<td>Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya.</td>
<td>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.</td>
</tr>
<tr>
<td>Siswa memperoleh balikan (feedback) dari guru dan teman tentang jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi.</td>
<td>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif.</td>
</tr>
<tr>
<td>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan.</td>
<td>Ketepatan dan kesesuaian dalam proses pembelajaran dalam setiap tahapan.</td>
</tr>
<tr>
<td>Ketepatan dan kesesuaian.</td>
<td>Ketepatan dan kesesuaian.</td>
</tr>
</tbody>
</table>
sesuai dengan fungsi sosial yang hendak dicapai. 

**Unsur kebahasaan**

1. Kata bend a yang terka it dengan orang, temp at wisat a, dan bang unan berse jara h terke nal
2. Kata sifat yang terka

setiap yang dia sampaikan dalam kerja kelompok.

**Mengomunikasikan**

- Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya
- Siswa menyun ting deskripsi yang dibuat teman.
- Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikan nya di mading.
- Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai.
- Siswa membuat

**Portofolio**

- Kumpula n catatan kemajua n belajar berupa catatan atau rekaman monolog teks deskriptif.
- Kumpula n karya siswa yang menduk ung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil
| 1) | dengan orang, tempat wisata, dan bangunan bersejarah terkenal (3) Ejalan dan tulisan tangan dan cetak yang jelas dan rapi (4) Ucapan, tekanan kata, intonasi, laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. Siswa dapat menggunakan ‘learning journal’ | terbaik untuk dipublikasi
- Kumpulan hasil tes dan latihan.
- Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya

**Penilaian Diri dan Penilaian Sejawat**
- Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain

| 2) | tempat wisata, dan bangunan, dan bangunan | tempat wisata, dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. Siswa dapat menggunakan ‘learning journal’ | terbaik untuk dipublikasi
- Kumpulan hasil tes dan latihan.
- Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya

**Penilaian Diri dan Penilaian Sejawat**
- Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain

| 3) | tempat wisata, dan bangunan, dan bangunan | tempat wisata, dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. Siswa dapat menggunakan ‘learning journal’ | terbaik untuk dipublikasi
- Kumpulan hasil tes dan latihan.
- Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya

**Penilaian Diri dan Penilaian Sejawat**
- Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain
ketika mempresentasikan secara lisan.
(5) Ruju kan kata
*Topik*

Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.
Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : SMK Diponegoro Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Ganjil
Materi Pokok/ Skill : Descriptive Text/Writing
Alokasi Waktu : 2x45 menit

A. KOMPETENSI INTI

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

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.8. Menangkap makna dalam text descriptive lisan dan tulis sederhana.</td>
<td>4.9.1. Menyajikan descriptive text.</td>
</tr>
<tr>
<td></td>
<td>4.9.3. Mengungkapkan bentuk descriptive text.</td>
</tr>
</tbody>
</table>
fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

| 4.10. Menyusun teks descriptive tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks. |
| 4.10.1. Mampu membuat text descriptive sederhana berbentuk tulis. |

C. TUJUAN PEMBELAJARAN
Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

a. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada text descriptive sederhana tentang orang.

b. Merespon makna dalam text descriptive, lisan dan tulis, sederhana, tentang orang, bangunan, atau suatu tempat.
c. Menyusun text descriptive lisan dan tulis sederhana tentang orang, bangunan, atau suatu tempat.

d. Membuat text descriptive sederhana dengan unsur kebahasaan yang tepat tentang orang.

D. MATERI PEMBELAJARAN

According to Kane (200: 352) descriptive text is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. In a singular explanation descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

The generic structure of descriptive text

1. Identification
   Mengidentifikasi phenomena atau benda atau object tertentu yang mau dideskripsikan. Biasanya ini letaknya diawal paragraf.

2. Description
   Menjelasakan bagaimana bentuk dan ciri-ciri hal yang sedang dideskripsikan tersebut. Secara umum apa yang menjadi patokan penggambaran teks jenis ini adalah bagian-bagian objek (parts), kualitas objek (qualities), atau ciri-ciri dan kebiasaanya (characteristics).

Characteristic of decrptive teks :
- Descriptive text using the simple present tense.
- Descriptive text using a variety of adjectives that are describing, numbering, classifying such as tow strong legs, sharp white function.
- Text Relating descriptive use verbs to provide information about the subject, such as my mum is Really cool, it has very thick fur, and so on.
-Descriptive text using verbs thinking and feeling verbs to express the author's personal views about the subject, for example believe the police suspect is armed, I think it is a clever animal, and so on.
-Descriptive text also uses adverbs to provide additional information about the behavior or trait (adjective) are described, for example, it is extremely high.

Example of description text:

I live with my mother. She is the best woman I have ever known. She is not tall but not short, and she has long straight hair. Its color is brown. Her eyes are like honey and. She has bright skin. It is light brown. I her thirties, her weight was 50 kg.

My mother is a very good person. Everybody admits that she is lovely, friendly, and patient. She loves her family very much. She loves me more than anything.

I love my mother. She makes me go home earlier. She cooks delicious food. I never eat at a restaurant, because my mother always prepares the meal.

https://freeenglishcourse.info/what-is-descriptive-text/

E. METODE PEMBELAJARAN

Metode yang digunakan adalah Cooperative Learning

F. ALAT DAN SUMBER PENGAJARAN

Media:

- Soal-soal latihan

Alat:

- Papan tulis/white board
- Board maker

Sumber Pembelajaran:
• Internet
• Buku

G. LANGKAH-LANGKAH PEMBELAJARAN

<table>
<thead>
<tr>
<th>KEGIATAN</th>
<th>DESKRIPSI KEGIATAN</th>
</tr>
</thead>
</table>
| Pendahuluan | 1. Guru memberi salam;
          | 2. Guru memeriksa kehadiran siswa;
          | 3. Guru memberi motivasi belajar siswa secara kontekstual
          |   sesuai manfaat dan aplikasi materi ajar dalam kehidupan
          |   sehari-hari;
          | 4. Guru mengajukan pertanyaan antara pengetahuan sebelumnya
          |   dengan materi yang akan dipelajari;
          | 5. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar
          |   yang akan dicapai;
| Inti      | Mengamati           |
|          | - Siswa menyimak berbagai contoh text descriptive tentang
          |   orang/ tempat/ benda yang diberikan guru
          | - Siswa mengamati fungsi sosial, struktur dan unsur
          |   kebahasaannya |
- Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari text descriptive.

Menanya(questioning)
- Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam text descriptive.

Mengeksplorasi
- Siswa berpasangan mencari beberapa text descriptive dari berbagai sumber.
- Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks
- Siswa membacakan text descriptive kepada teman dengan menggunakan unsur kebahasaan yang tepat
- Siswa berlatih menysun kalimat-kalimat yang diberikan menjadi text descriptive.
- Siswa secara berkelompok menuliskan /menyalin text descriptive lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut
<table>
<thead>
<tr>
<th>Menganalisis</th>
<th>Mengkomunikasikan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dengan bimbingan guru, peserta didik berdiskusi dengan kelompok untuk memahami text descriptive dan menentukan struktur teksnya;</td>
<td>Peserta didik memperoleh balikan <em>(feedback)</em> dari guru dan temannya tentang setiap yang diasampaikan dalam diskusi.</td>
</tr>
<tr>
<td>Peserta didik memperoleh balikan dari guru dan teman tentang hasil diskusi;</td>
<td>Peserta didik diminta menjawab pertanyaan text descriptive;</td>
</tr>
<tr>
<td>Peserta didik diminta menjawab pertanyaan text descriptive;</td>
<td>Pesertadidik membuat text descriptive berdasarkan topik yang telah ditentukan.</td>
</tr>
<tr>
<td>Pesertadidik membuat text descriptive berdasarkan topik yang telah ditentukan.</td>
<td>Dengan bimbingan guru, peserta didik memeriksa hasil kerja peserta didik</td>
</tr>
<tr>
<td>Peserta didik mengungkapkan hal-hal yang sulit dan mudah dilakukan saat mengerjakan text descriptive.</td>
<td>Peserta didik mengungkapkan hal-hal yang sulit dan mudah dilakukan saat mengerjakan text descriptive.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Penutup</th>
<th>1. Guru dan peserta didik melakukan reflexi terhadap kegiatan pembelajaran dan manfaat-manfaatnya;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran;</td>
</tr>
<tr>
<td></td>
<td>3. Guru menyampaikan informasi tentang rencana kegiatan</td>
</tr>
</tbody>
</table>
pembelajaran untuk pertemuan berikutnya;

H. PENILAIAN
a. Teknik Penilaian:
   - Form: Written test
   - Technique: Writing a descriptive text
   - Aspects: Content, organization, language use, vocabulary, mechanic.

   Elements of writing Score:
   1. The content mastery 25%
   2. The organization mastery 25%
   3. The vocabulary mastery 20%
   4. The grammar mastery 25%
   5. The mechanic mastery 5%
   Total of score 100%

b. Prosedur Penilaian:

Penilaian:

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicator</th>
<th>Teknik</th>
<th>Bentuk</th>
<th>Contoh</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Membuat teks sederhana berbentuk descriptive.</td>
<td>Unjuk kerja</td>
<td>Menulis</td>
<td><em>Terlampir</em></td>
</tr>
</tbody>
</table>
I. INSTRUMENT PENILAIAN

Animal: A kangaroo
Lives: Australia, New Zealand
Sleeps: during the day
Eats: leaves
It has: small eyes, small ears, short front legs, two strong back legs, long powerful tail, and a pouch for babies
Length: 30-160 cm
Weight: up to 90 kg
Jumps: 10-12 m
Duration of life: 15-20 years

Directions:
1. Make a group consist of 3-4 students!
2. Choose one animal you want to describe!
3. Describe the poeple according to the information!
## J. RUBRIC PENILAIAN

Writing Scoring Rubric (adapted from Jacobs, 1981).

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Level</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Exellent-Very Good</td>
<td>30-27</td>
<td>Relevant to the topic, give the detail information, and match the purpose of descriptive text.</td>
</tr>
<tr>
<td></td>
<td>Good-Average</td>
<td>26-22</td>
<td>Mstly relevant to the topic, lacks of detail</td>
</tr>
<tr>
<td></td>
<td>Fair-Poor</td>
<td>21-17</td>
<td>Inadequate development of the topic, almost match to the purpose of descriptive text.</td>
</tr>
<tr>
<td></td>
<td>Very Poor</td>
<td>16-13</td>
<td>Does not relate to the topic, does not match the purpose.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Exellent-Very Good</td>
<td>20-18</td>
<td>Fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive.</td>
</tr>
<tr>
<td></td>
<td>Good-Average</td>
<td>17-14</td>
<td>Loosely organized, limited support, logical but incomplete sequencing.</td>
</tr>
<tr>
<td></td>
<td>Fair-Poor</td>
<td>13-10</td>
<td>Non-fluent, ideas confused or unconnected, lacks logical development and sequencing.</td>
</tr>
<tr>
<td></td>
<td>Very Poor</td>
<td>9-7</td>
<td>Does not communicate, no organization, not enough to evaluate</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Exellent-Very Good</td>
<td>20-18</td>
<td>Use effective word or word choice or word usage, word form mastery.</td>
</tr>
<tr>
<td></td>
<td>Good-Average</td>
<td>17-14</td>
<td>Occasional errors of word form, choice, usage, but meaning not</td>
</tr>
<tr>
<td>Language Use</td>
<td>Excellen-Very Good</td>
<td>25-22</td>
<td>Few errors of agreement, tense and word order</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------</td>
<td>-------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Good-Average</td>
<td></td>
<td>21-18</td>
<td>Several errors of agreement, tense, and word order.</td>
</tr>
<tr>
<td>Fair-Poor</td>
<td></td>
<td>17-11</td>
<td>Frequent errors and meaning obscured</td>
</tr>
<tr>
<td>Very Poor</td>
<td></td>
<td>10-5</td>
<td>Dominated by errors, does not communicate, not enough to evaluate.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Excellen-Very Good</td>
<td>5</td>
<td>Exemplary mechanism, may have minor errors in punctuation, capitalization, and spelling, need little or no editing</td>
</tr>
<tr>
<td>Good-Average</td>
<td></td>
<td>4</td>
<td>Adequate mechanism, have some errors in punctuation, capitalization, and spelling, need editing, but does not impede reability.</td>
</tr>
<tr>
<td>Fair-Poor</td>
<td></td>
<td>3</td>
<td>Limited mechanism, content, errors of punctuation, capitalization, and spelling, impedes reability</td>
</tr>
<tr>
<td>Very Poor</td>
<td></td>
<td>2</td>
<td>Inadequate mechanism, errors and consistent errors in punctuation, capitalization, and spelling, impedes, understanding or communication.</td>
</tr>
</tbody>
</table>
Salatiga, 2 Agustus 2018

Mengetahui,

Guru mata pelajaran

[Signature]

Andi Yani, Amd.

Peneliti

[Signature]

Siti istiqomah
Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : SMK Diponegoro Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Ganjil
Materi Pokok/ Skill : Descriptive Text/Writing
Alokasi Waktu : 2x45 menit

K. KOMPETENSI INTI

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

L. KOMPETENSI Dasar DAN INDIKATOR PENCAPAIAN KOMPETENSI

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.8. Menangkap makna dalam text descriptive lisan dan tulis sederhana.</td>
<td>4.11.1. Menyajikan descriptive text.</td>
</tr>
<tr>
<td>4.11. Menyunting text descriptive lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur</td>
<td>4.11.2. Membuat teks tulis descriptive text sesuai dengan fungsi, struktur, dan unsure kebahasaan yang tepat.</td>
</tr>
<tr>
<td></td>
<td>4.11.3. Mengungkapkan bentuk descriptive text.</td>
</tr>
</tbody>
</table>
### M. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

e. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada text descriptive sederhana tentang orang.

f. Merespon makna dalam text descriptive, lisan dan tulis, sederhana, tentang orang, bangunan, atau suatu tempat.

g. Menyusun text descriptive lisan dan tulis sederhana tentang orang, bangunan, atau suatu tempat.

| teks, dan unsur kebahasaan yang benar dan sesuai konteks. | 4.12. Menyusun teks descriptive tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks. | 4.12.1. Mampu membuat text descriptive sederhana berbentuk tulis. |
h. **Membuat text descriptive sederhana dengan unsur kebahasaan yang tepat tentang orang.**

**N. MATERI PEMEBELAJARAN**

According to Kane (200: 352) descriptive text is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. In a singular explanation descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

The generic structure of descriptive text

3. **Identification**
   - Mengidentifikasi fenomena atau benda atau object tertentu yang mau dideskripsikan. Biasanya ini letaknya di awal paragraf.

4. **Description**
   - Menjelasakan bagaimana bentuk dan ciri-ciri hal yang sedang dideskripsikan. Secara umum apa yang menjadi patokan penggambaran teks jenis ini adalah bagian-bagian objek (parts), kualitas objek (qualities), atau ciri-ciri dan kebiasaanya (characteristics).

**Characteristic of descriptive teks:**

- Descriptive text using the simple present tense.
- Descriptive text using a variety of adjectives that are describing, numbering, classifying such as tow strong legs, sharp white function.
- Text Relating descriptive use verbs to provide information about the subject, such as my mum is Really cool, it has very thick fur, and so on.
- Descriptive text using verbs thinking and feeling verbs to express the author's personal views about the subject, for example belive the police suspect is aarmed, I think it is a clever animal, and so on.
Descriptive text also uses adverbs to provide additional information about the behavior or trait (adjective) are described, for example, it is extremely high.

Example of description text:

I live with my mother. She is the best woman I have ever known. She is not tall but not short, and she has long straight hair. Its color is brown. Her eyes are like honey and. She has bright skin. It is light brown. I her thirties, her weight was 50 kg.

My mother is a very good person. Everybody admits that she is lovely, friendly, and patient. She loves her family very much. She loves me more than anything.

I love my mother. She makes me go home earlier. She cooks delicious food. I never eat at a restaurant, because my mother always prepares the meal.

https://freeenglishcourse.info/what-is-descriptive-text/

O. METODE PEMBELAJARAN
Metode yang digunakan adalah Cooperative Learning

P. ALAT DAN SUMBER PENGAJARAN
Media:

- Soal-soal latihan

Alat:

- Papan tulis/white board
- Board maker

Sumber Pembelajaran:

- Internet
- Buku
# Q. LANGKAH-LANGKAH PEMBELAJARAN

<table>
<thead>
<tr>
<th>KEGIATAN</th>
<th>DESKRIPSI KEGIATAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>7. Guru memberi salam;</td>
</tr>
<tr>
<td></td>
<td>8. Guru memeriksa kehadiran siswa;</td>
</tr>
<tr>
<td></td>
<td>9. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;</td>
</tr>
<tr>
<td></td>
<td>10. Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;</td>
</tr>
<tr>
<td></td>
<td>11. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;</td>
</tr>
<tr>
<td>Inti</td>
<td>Mengamati</td>
</tr>
<tr>
<td></td>
<td>- Siswa menyimak berbagai contoh text descriptive tentang orang/tempat/benda yang diberikan guru</td>
</tr>
<tr>
<td></td>
<td>- Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</td>
</tr>
<tr>
<td></td>
<td>- Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari text descriptive.</td>
</tr>
<tr>
<td>Menanya (questioning)</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td></td>
</tr>
<tr>
<td>• Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam text descriptive.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mengeksplorasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Siswa berpasangan mencari beberapa text descriptive dari berbagai sumber.</td>
</tr>
<tr>
<td>• Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks</td>
</tr>
<tr>
<td>• Siswa membacakan text descriptive kepada teman dengan menggunakan unsur kebahasaan yang tepat</td>
</tr>
<tr>
<td>• Siswa berlatih menysun kalimat-kalimat yang diberikan menjadi text descriptive.</td>
</tr>
<tr>
<td>• Siswa secara berkelompok menuliskan /menyalin text descriptive lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Menganalisis</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dengan bimbingan guru, peserta didik berdiskusi dengan</td>
</tr>
</tbody>
</table>
| Penutup | kelompok untuk memahami text descriptive dan menentukan struktur teksnya;  
| • Peserta didik memperoleh balikan (*feedback*) dari guru dan temannya tentang setiap yang diasampaikan dalam diskusi.  
| **Mengkomunikasikan**  
| • Peserta didik memperoleh balikan dari guru dan teman tentang hasil diskusi;  
| • Peserta didik diminta menjawab pertanyaan text descriptive;  
| • Peserta didik membuat text descriptive berdasarkan topik yang telah ditentukan.  
| • Dengan bimbingan guru, peserta didik memeriksa hasil kerja peserta didik  
| • Peserta didik mengungkapkan hal-hal yang sulit dan mudah dilakukan saat mengerjakan text descriptive.  
| 5. Guru dan peserta didik melakukan reflexi terhadap kegiatan pembelajaran dan manfaat-manfaatnya;  
| 6. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran;  
| 7. Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya;  
R. PENILAIAN

a. Teknik Penilaian:

- Form: Written test
- Technique: Writing a descriptive text
- Aspects: Content, organization, language use, vocabulary, mechanic.

Elements of writing Score:
6. The content mastery : 30%
7. The organization mastery : 20%
8. The vocabulary mastery : 20%
9. The grammar mastery : 25%
10. The mechanic mastery : 5%
Total of score : 100%

b. Prosedur Penilaian:

Penilaian:

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicator</th>
<th>Teknik</th>
<th>Bentuk</th>
<th>Contoh</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Membua teks sederhana berbentuk descriptive.</td>
<td>Unjuk kerja</td>
<td>Menulis</td>
<td>Terlampir</td>
</tr>
</tbody>
</table>
S. INSTRUMENT PENILAIAN

Directions:
4. Make a group consist of 3-4 students!
5. Choose one people you want to describe!
6. Describe the people according to the information!

T. RUBRIC PENILAIAN

Writing Scoring Rubric (adapted from Jacobs, 1981).

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Level</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Excellent-Very Good</td>
<td>30-27</td>
<td>Relevant to the topic, give the detail information, and match the purpose of descriptive text.</td>
</tr>
<tr>
<td></td>
<td>Good-Average</td>
<td>26-22</td>
<td>Mostly relevant to the topic, lacks of detail</td>
</tr>
<tr>
<td></td>
<td>Fair-Poor</td>
<td>21-17</td>
<td>Inadequate development of the topic, almost match to the purpose of descriptive text.</td>
</tr>
<tr>
<td></td>
<td>Very Poor</td>
<td>16-13</td>
<td>Does not relate to the topic, does not match the purpose.</td>
</tr>
<tr>
<td>Organization</td>
<td>Excellent-Very Good</td>
<td>20-18</td>
<td>Fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive.</td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>17-14</td>
<td>Loosely organized, limited support,</td>
</tr>
<tr>
<td>Level</td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>Logical but incomplete sequencing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fair –Poor</strong></td>
<td>13-10 Non-fluent, ideas confused or unconnected, lacks logical development and sequencing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Very Poor</strong></td>
<td>9-7 Does not communicate, no organization, not enough to evaluate</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td><strong>Excellent—Very Good</strong> 20-18 Use effective word or word choice or word usage, word form mastery.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Good—Average</strong></td>
<td>17-14 Occasional errors of word form, choice, usage, but meaning not obscured.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fair –Poor</strong></td>
<td>13-10 Frequent errors of word form, choice, usage and meaning obscured or confurred.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Very Poor</strong></td>
<td>9-7 Essentially translation, little knowledge of English, not enough to evaluate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language Use</strong></td>
<td><strong>Excellent—Very Good</strong> 25-22 Few errors of agreement, tense and word order.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Good—Average</strong></td>
<td>21-18 Several errors of agreement, tense, and word order.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fair –Poor</strong></td>
<td>17-11 Frequent errors and meaning obscured.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Very Poor</strong></td>
<td>10-5 Dominated by errors, does not communicate, not enough to evaluate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td><strong>Excellent—Very Good</strong> 5 Exemplary mechanism, may have minor errors in punctuation, capitalization, and spelling, need little or no editing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rating</td>
<td>Score</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Good-Average</td>
<td>4</td>
<td>Adequate mechanism, have some errors in punctuation, capitalization, and spelling, need editing, but does not impede reability.</td>
<td></td>
</tr>
<tr>
<td>Fair-Poor</td>
<td>3</td>
<td>Limited mechanism, content, errors of punctuation, capitalization, and spelling, impedes reability</td>
<td></td>
</tr>
<tr>
<td>Very Poor</td>
<td>2</td>
<td>Inadequate mechanism, errors and consistent errors in punctuation, capitalization, and spelling, impedes understanding or communication.</td>
<td></td>
</tr>
</tbody>
</table>

Salatiga, 6 August 2018

Mengetahui,

Guru mata pelajaran

Andi Yani, Amd.

Peneliti

Siti istigomah
**Pengertian Descriptive Text**

Descriptive text is the text to describe about thing, person, animals, place and so on. Jadi teks deskriptive text ditulis untuk mendeskripsikan benda, orang, hewan dan lain-lainnya yang dapat di deskripsikan. Deskripsi tentang orang biasanya menampilkan identitas orang tersebut serta ciri fisik, karakter, dan aktivitasnya. Deskripsi hewan biasanya tentang ciri-ciri fisik, tempat tinggal, kebiasaan dan kesukaannya. Sedangkan deskripsi tempat menerangkan letak/lokasi, bagian, ciri khusus dan hal yang menarik dari tempat tersebut.

**Tujuan Descriptive Text**

Descriptive text bertujuan untuk menggambarkan dan mengungkapkan atau mendeskripsikan ciri-ciri dari benda, orang, hewan, tempat dan lain-lainnya. Descriptive text dibuat tanpa melakukan penelitian secara detail jadi penulis hanya menulis cerita descriptive text berdasarkan apa yang ia lihat dan ia dengar.

**Generic Structure dalam descriptive text**

Dalam menulis teks deskripsi kita harus memperhatikan beberapa hal berikut ini:

1. Identification, yaitu bagian yang memperkenalkan tentang topik apa yang akan kita ceritakan dan memperkenalkan tokoh pemainnya
2. Description, yaitu bagian yang menggambarkan atau mengungkapkan tentang ciri-ciri khusus, sifat, kesenangan, kebiasaan tokohnya

**Ciri Kebahasaan dalam Descriptive text :**

1. Menggunakan simple present tense
2. Menggunakan kata sifat atau adjective
3. Menggunakan to be seperti (am, is, are)
4. Menggambarkan object atau tokohnya dengan spesifik
5. Menggunakan bahasa yang menarik

**Contoh Descriptive Text tentang IBU**

_I Do Love My Mother_

My mother is a beautiful person. Her name is Endang Pamulatsih but I usually call her “Mboo”. She is not tall neither short. I think her body is perfect. She has curly hair and black but she wears hijab now. Her color skin is brown. She has beautiful smile and she is 53 years old. My mother has a pointed nose and little eyes.
She is very kind person, patient, and loves to help people. Her job is a teacher. She teaches in Junior High School. She teaches maths, I think math so difficult but my mother be patient to teach her student. She is a busy woman but I don’t care about it, because she has full love to give her family. She is a very good wife and mother. She always takes care of her family. She likes cooking and she is a good cook. I think it’s most delicious dishes in the world. She loves sing and I think her voice is sweet. I like when she invite me to go to shopping. When other mothers who were gathered there, she never join it. Because she doesn’t like to talk about other people.

She can be a doctor for family. If I’m sick she gives medicine and always beside me to accompany until I’m well. She can be a teacher to family. She teaches me about anything. She teaches me about cooking, about the college and about love. How to choose a man who deserves to be my companion. She always listen to my story about love. If I’m broken hard she is beside me and gives me her best advice. She hugs me when I cry and used to kiss me when I fell down. When the family have a problem she always be with us to help us and gives us all her love.

She is never angry with anyone. She is really patient and she is like an angel I think. I like her smile. I hope I can see her smile until I’m old. And she also can see that I graduation, until I get married. I love her so much, her sincerity is very significant in my life. She is more important than anything. I’m very happy to have a mother like her and I’m proud of being her daughter. I do love you forever mom.
### Hair
- straight
- curly
- wavy
- spiky

### Length
- bald
- short
- shoulder length
- long

### Colors
- blonde
- red
- dark
- brown
- grey

### Styles
- ponytail
- plait/braid
- fringe/bang

### Complexion
- dark
- fair
- tanned

### Height
- tall
- short
- medium height

### Weight
- overweight
- /fat/
- chubby
- slim
- skinny

### Other
- pimple
- beard
- moustache
Directions:

1. Make a group consist of 3-4 students!
2. Choose one animal you want to describe!
3. Describe the animal according to the information!
Animal: A *kangaroo*

*Lives:* Australia, New Zealand

*Sleeps:* during the day

*Eats:* leaves

*It has:* small eyes, small ears, short front legs, two strong back legs, long powerful tail, and a pouch for babies

*Length:* 30-160 cm

*Weight:* up to 90 kg

*Duration of life:* 15-20 years

---

Animal: A *koala*

*Lives:* Australia

*Sleeps:* in the top of eucalyptus during the day

*Eats:* leaves of eucalyptus

*It has:* small eyes, big ears, big black nose, two hands, two legs, thick grey fur, small pouch and sharp claws

*Can:* climb the trees, swim

*Height:* about 75 cm

*Weight:* 5-14 kg

*Duration of life:* 12-20 years

---

Animal: A *rhino*

*Lives:* Africa

*Sleeps:* at night

*Eats:* grass

*It has:* long face, small eyes, small ears, two horns, four legs, small tail

*Height:* up to 1.7 meters

*Length:* about 2.36-3.18 meters

*Weight:* up to 800-2,000 kg

*Likes:* lie in the mud

*Duration of life:* 30-45 years
Animal: A hippopotamus  
Lives: Africa, near water  
Sleeps: in water during the day  
Eats: grass  
It has: small eyes, small ears, big mouth, four legs, and small tail  
Height: about 1.65 meters  
Length: over 3 meters  
Weight: up to 4,500 kg  
Distance: over 30 km in water  
Duration of life: up to 40 years
Directions:

1. Make a group consist of 3-4 students!
2. Choose one poeple you want to describe!
3. Describe the poeple according to the information!
<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
<th>Age</th>
<th>Marital Status</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Britney Jean Spears</td>
<td>United States</td>
<td>50</td>
<td>married</td>
<td>president</td>
</tr>
<tr>
<td>Barack Obama</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Madonna (Madonna</td>
<td>United States</td>
<td>50</td>
<td>single</td>
<td>singer and actress</td>
</tr>
<tr>
<td>Louise Ciccone)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selena Gomez</td>
<td>United States</td>
<td>19</td>
<td>single</td>
<td></td>
</tr>
</tbody>
</table>

- **Name**: Britney Jean Spears  
  **Born**: December 2, 1981  
  **Country**: born Mississippi, United States  
  **Lives**: USA

- **Name**: Barack Obama  
  **Country**: United States  
  **Age**: 50  
  **Marital Status**: married  
  **Occupation**: president

- **Name**: Madonna (Madonna Louise Ciccone)  
  **Born**: August 16, 1958  
  **Country**: born Bay City, Michigan, United States  
  **Lives**: UK, USA

- **Name**: Selena Gomez  
  **Country**: United States  
  **Age**: 19  
  **Marital Status**: single  
  **Occupation**: singer and actress
Interview for the English teacher in the Preliminary Study (Before Classroom Action Research) Pedoman wawancara dengan guru Bahasa Inggris terkait masalah pengajaran di kelas

Pewawancara : Siti Istiqomah
Narasumber : Andi Yani, Amd.
Jabatan : Guru Bahasa Inggris
Tempat : Ruang tamu SMK Diponegoro Salatiga

1. Bagaimanakah proses pembelajaran Bahasa Inggris di kelas
2. Aktifitas apa yang dilaksanakan dalam proses pembelajaran writing
3. Media apa yang anda gunakan dalam pengajaran writing
4. Skill apa yang siswa/i anda anggap paling sulit dalam proses pengajaran Bahasa Inggris
5. Kendala apakah dalam proses pengajaran writing
6. Bagaimana partisiasi siswa/i dalam proses pengajaran writing
7. Strategi apa yang anda gunakan dalam pengajaran writing
8. Apakah anda pernah mendengar teknik Cooperative Learning and Printed text
9. Apakah strategi pembelajaran writing writing menggunakan teknik Cooperative Learning and Printed text efektif diterapkan dalam pengajaran writing
10. Menurut anda, apakah teknik Cooperative Learning and Printed text dapat meningkatkan kemampuan menulis siswa

The result of interview before CAR
1) Bagaimanakah proses pembelajaran Bahasa Inggris di kelas
   Jawab: Pembelajaran kurang menarik bagi siswa

2) Aktifitas apa yang dilaksanakan dalam proses pembelajaran writing
   Jawab: Penjelasan materi, mengartikan dan membuat teks baru

3) Media apa yang anda gunakan dalam pengajaran writing
   Jawab: Printed text, papan tulis

4) Skill apa yang siswa/i anda anggap paling sulit dalam proses pengajaran Bahasa Inggris
   Jawab: Writing, speaking, listening

5) Kendala apakah dalam proses pengajaran writing
   Jawab: Siswa belum menguasai banyak vocabulary.

6) Bagaimana partisiasi siswa/i dalam proses pengajaran writing
   Jawab: Mereka cenderung pasif dan pembelajaran menjadi kurang interaktif.

7) Strategi apa yang anda gunakan dalam pengajaran writing
   Jawab: Three-step technique

8) Apakah anda pernah mendengar teknik Cooperative Learning and Printed text
   Jawab: Ya;

9) Apakah strategi pembelajaran writing writing menggunakan teknik Cooperative Learning and Printed text efektif diterapkan dalam pengajaran writing
   Jawab: Tidak selalu diterapkan.

10) Menurut anda, apakah teknik Cooperative Learning and Printed text dapat meningkatkan kemampuan menulis siswa
    Jawab: Ya, karena siswa bisa berdiskusi dengan kelompok apabila belum memahami materi sepenuhnya.

Interview for the English teacher in the Preliminary Study (Before Classroom Action Research) Pedoman wawancara dengan guru Bahasa Inggris terkait masalah pengajaran di kelas
Pewawancara : Siti Istiqomah  
Narasumber : Andi Yani, Amd.  
Jabatan : Guru Bahasa Inggris  
Tempat : Ruang tamu SMK Diponegoro Salatiga

1. Apa pendapat ibu, setelah melihat proses pembelajaran menulis descriptive dengan menggunakan Cooperative Learning and Printed text

2. Bagaimana kemampuan pemahaman menulis siswa ibu setelah menggunakan teknik Cooperative Learning and Printed text

3. Bagaimana partisipasi siswa ketika pembelajaran writing menggunakan teknik cooperative Learning and Printed Text

4. Kendala apa yang terlihat ketika belajar menggunakan teknik Cooperative learning and Printed Text

5. Menurut anda, bagaimana cara mengatasi kendala tersebut

6. Apa pendapat anda setelah melihat pembelajaran writing menggunakan Cooperative Learning and Printed text

7. Menurut anda bagaiamana kavtivitas yang dilaksanakan dalam proses pembelajaran menggunakan Cooperative Learning and Printed Text

8. Setelah mengobservasi dengan teknik Cooperative Learning and Printed text apakah teknik tersebut efektif dietrakan pada pembelajaran skill writing

9. Apakah teknik Cooperative Learning and Printed Text dapat meningkatkan kemampuan menulis siswa dalam Bahasa Inggris
The result of interview after CAR

1) Apa pendapat ibu, setelah melihat proses pembelajaran menulis descriptive dengan menggunakan Cooperative Learning and Printed text
   Jawab: Pembelajaran menjadi lebih menarik

2) Bagaimana kemampuan pemahaman menulis siswa ibu setelah menggunakan teknik Cooperative Learning and Printed text
   Jawab: Pemahaman siswa menjadi lebih baik karena berdiskusi dengan teman dalam kelompok

3) Bagaimana partisipasi siswa ketika pembelajaran writing menggunakan teknik cooperative Learning and Printed Text
   Jawab: Siswa menikmati pembelajaran

4) Kendala apa yang terlihat ketika belajar menggunakan teknik Cooperative learning and Printed Text
   Jawab: Terkadang siswa dalam berkelompok membahas hal lain diluar materi

5) Menurut anda, bagaimana cara mengatasi kendala tersebut
   Jawab: jumlah bisa diperkecil menjadi 2 siswa saja karena 4 terlalu banyak dan akhirnya siswa tidak fokus

6) Apa pendapat anda setelah melihat melihat pemebelajaran writing menggunakan Cooperative Learning and Printed Text
   Jawab: Pembelajaran menjadi lebih menarik

7) Menurut anda bagaiamana kativitas yang dilaksanakan dalam proses pembelaran menggunakan Cooperative Learning and Printed Text
   Jawab: Aktivitas berkelompok mampu membuat siswa berdiskusi dengan baik.meskipun beberapa siswa berbicara sendiri.

8) Setelah mengobservasi dengan teknik Cooperative Learning and Printed text apakah teknik tersebut efektif dietrapkan pada pembelajaran skill writing
   Jawab: Ya, lebih efektif dan membuat siswa lebih mudah memahami materi.

9) Apakah teknik Cooperative Learning and Printed Text dapat meningkatkan kemampuan menulis siswa dalam Bahasa Inggris
Jawab: Ya, hasil teks deskriptive siswa menggunakan vocabulary lebih bervariasi.

Photos of Documentation Cycle I and Cycle 2

Students doing the test

Students doing the test
Teacher explained the materials

The class situation
Students doing the test

Students doing the test
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : SITI ISTIQOMAH
NIM : 113 13 119
Dosen Pembimbing : HAMMAM, Ph.D.

Judul Skripsi pada surat penunjukan pembimbing skripsi :
IMPROVING STUDENTS' WRITING SKILLS USING COOPERATIVE LEARNING AND PRINTED TEXT (The Classroom Action Research for Vocational High School of Tenth Grade SMK Diponegoro Salatiga in the Academic Year 2018/2019)

<table>
<thead>
<tr>
<th>No.</th>
<th>Tanggal</th>
<th>Isi Konsultasi</th>
<th>Catatan Pembimbing</th>
<th>Paraf</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>5 Januari 2018</td>
<td>Proposal</td>
<td>Format &amp; grammar</td>
<td>🗿️</td>
</tr>
<tr>
<td>2.</td>
<td>26 Februari 2018</td>
<td>Proposal</td>
<td>Check problem statement</td>
<td>🗿️</td>
</tr>
<tr>
<td>3.</td>
<td>9 Maret 2018</td>
<td>Proposal</td>
<td>-</td>
<td>🗿️</td>
</tr>
<tr>
<td>4.</td>
<td>12 April 2018</td>
<td>Chapter I 8.5</td>
<td>- revisi RPP</td>
<td>🗿️</td>
</tr>
<tr>
<td>5.</td>
<td>19/04/2018</td>
<td>RPP</td>
<td>- Tatap muka</td>
<td>🗿️</td>
</tr>
<tr>
<td>6.</td>
<td>16/08/2018</td>
<td>Chapter 111</td>
<td>- Check Change pose to present format</td>
<td>🗿️</td>
</tr>
<tr>
<td>7.</td>
<td>29/08/2018</td>
<td>Chapter 11 1 5</td>
<td>- Check grammar and mistakes in passive &amp; active construction</td>
<td>🗿️</td>
</tr>
<tr>
<td>8.</td>
<td>7/3/2018</td>
<td>Chapter 11 1 5</td>
<td>- Refer Encyclopaedia with analysis &amp; problem statement</td>
<td>🗿️</td>
</tr>
<tr>
<td>9.</td>
<td>14/09/2018</td>
<td>Chapter 11 1 5</td>
<td>-</td>
<td>🗿️</td>
</tr>
</tbody>
</table>

Dosen Pembimbing: HAMMAM

Catatan:
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.

NIP: 19730610200002001
Kepada
Yth. Kepala Sekolah SMK Diponegoro Salatiga
Di Salatiga

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama : Siti Istiqomah
NIM : 113-13-119
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripsinya adalah:
IMPROVING STUDENTS' WRITING SKILLS USING COOPERATIVE LEARNING AND PRINTED TEXT (The Classroom Action Research for Vocational High School of Tenth Grade SMK Diponegoro Salatiga in the Academic Year 2018/2019)

Dosen Pembimbing : Hammam, Ph.D.
Kami mohon Bapak/ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian di SMK Diponegoro Salatiga, mulai tanggal 23 Juli 2018 sampai dengan selesai.
Demikian, atas pemberian izin Bapak/ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

[Signature]
Dekan,
[Title]

[Signature]
Ketua Dekan Bidang Akademik
[Title]

[Signature]
[Name]
[NIK]

Tembusan : 1. Mahasiswa yang bersangkutan
SURAT KETERANGAN

Nomor : 034 /SMK-D/103/PP/2018

Kepala Sekolah Menengah Kejuruan (SMK) Diponegoro Salatiga Jalan Kartini 2 Kelurahan Sidorejo
Lor Kecamatan Sidorejo Kota Salatiga dengan ini menerangkan bahwa :

Nama : Siti Istiqomah
NIM : 113-13-119
Program Studi : Tadris Bahasa Inggris (TBI)
Mahasiswa : IAIN Salatiga


Demikian surat Keterangan ini kami buat, agar dipergunakan sebagaimana mestinya.

Salatiga, 07 Agustus 2018

Kepala Sekolah

Prs. Joko Amu Sutoworo, M.PdI
Surat Keterangan

Yang bertanda tangan di bawah ini, saya Andi Yani A.Md. sebagai guru Bahasa Inggris SMK Diponegoro Salatiga menerangkan bahwa:

Nama : Siti Istiqomah
Univertas : IAIN Salatiga
Jurusan : Tadris Bahasa Inggris

Menjadi team teaching di SMK Diponegoro Salatiga sebagai kegiatan penelitian untuk menyelesaikan skripsi yang berjudul “IMPROVING STUDENTS’ WRITING SKILLS USING COOPERATIVE LEARNING AND PRINTED TEXT (The Classroom Action Research for Vocational High School of Tenth Grade SMK Diponegoro Salatiga in the Academic Year 2018/2019)”.

Demikian surat keterangan ini dibuat agar digunakan sebagai dokumen resmi.

Salatiga, 2 Agustus 2018

Mengetahui,

[Signature]

(Andi Yani A.Md.)
<table>
<thead>
<tr>
<th>No.</th>
<th>Nama</th>
<th>L/P</th>
<th>TTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Alvina Mayrani Sholihatun</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Amanda Ayu Rosalia</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Anggita Anindya Putri</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Anita Ayuk Pertiwi</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Atika Nur Saffaatunngtyas</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Aufira Nabila Hidayah</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Dila Wulanadari</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Dwi Maryatul Khsanah</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Fani Febiani</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Govita Amalia Rassi</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Irma Nurdiyanti</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Isti Laili Rosidah</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Lorenza Yuliana Putri</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Mar’atul Sholekah</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Mega Angela</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Muhamad Fredy Saputra</td>
<td>L</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Muhammad Aji Ramadhun</td>
<td>L</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Muhammad Meilana Lky Nur</td>
<td>L</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>NAMA KEGIATAN</td>
<td>PELAKSANAAN</td>
<td>SEBAGAI</td>
</tr>
<tr>
<td>-----</td>
<td>---------------</td>
<td>-------------------</td>
<td>------------</td>
</tr>
<tr>
<td>1.</td>
<td>OPAK STAIN SALATIGA 2013</td>
<td>26-27 Agustus 2013</td>
<td>Peserta</td>
</tr>
<tr>
<td></td>
<td>'REKONSTRUKSI PARADIGMA MAHASISWA YANG CERDAS, Peka DAN PEDULI'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>OPAK TARBIYAH 2013</td>
<td>29 Agustus 2013</td>
<td>Peserta</td>
</tr>
<tr>
<td></td>
<td>'MENJUNJUNG TINGGI NILAI-NILAI KEARIFAN LOKAL SEBAGAI IDENTITAS PENDIDIKAN INDONESIA'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>UPT PERPUSTAKAAN IAIN SLATIGA &quot;LIBRARY USER EDUCATION&quot;</td>
<td>16 September 2013</td>
<td>Peserta</td>
</tr>
<tr>
<td>4.</td>
<td>Seminar Nasional LPM Dinamika</td>
<td>7 Oktober 2013</td>
<td>Peserta</td>
</tr>
<tr>
<td></td>
<td>&quot;Mendetakkan Jantung Bangsadengan Jurnalisme&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Event Description</td>
<td>Date</td>
<td>Type</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>-------</td>
</tr>
<tr>
<td>5.</td>
<td>Training SIBA-SIBI Semester Gasal 2013-2014’ diselenggrakan oleh CEC-ITTAQO</td>
<td>8-9 November 2013</td>
<td>Peserta</td>
</tr>
<tr>
<td>No.</td>
<td>Event Description</td>
<td>Date</td>
<td>Type</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------------------</td>
<td>--------------------</td>
<td>----------</td>
</tr>
<tr>
<td>11</td>
<td>'PERBASIS (Perbandingan Bahasa Arab Bahasa Inggris/CEA (Comparison English Arabic)’</td>
<td>27 November 2014</td>
<td>Peserta</td>
</tr>
<tr>
<td>12</td>
<td>Diskusi Terbuka dengan tema “SOEKARNO, Apa Yang Kalian Pikirkan”</td>
<td>9 December 2014</td>
<td>Peserta</td>
</tr>
<tr>
<td>13</td>
<td>Seminar Sesorang Bahasa Jawa (SBJ) ‘Aktualisasi Dakwah dalam Membentuk Generasi yang Bertaqwa, Berilmu, dan Berakhlak Mulia’</td>
<td>7 Mei 2015</td>
<td>Peserta</td>
</tr>
<tr>
<td>14</td>
<td>Seminar Nasional “Understanding the World by Understanding the Language and the Culture”</td>
<td>4 Juni 2015</td>
<td>Peserta</td>
</tr>
<tr>
<td>15</td>
<td>SK sebagai Fasilitator OPAK IAIN Salatiga 2015 oleh DEMA IAIN Salatiga</td>
<td>10, 11, 12 dan 14 Agustus 2015</td>
<td>Fasilitator/Panitia</td>
</tr>
<tr>
<td>16</td>
<td>PARADE MONOLOG PEREMPUAN 2 TWEET HER</td>
<td>20 Agustus 2015</td>
<td>Peserta</td>
</tr>
<tr>
<td>17</td>
<td>Talkshow sukses Kuliah Bersama KAMMI Salatiga</td>
<td>16 September 2015</td>
<td>Peserta</td>
</tr>
<tr>
<td>No.</td>
<td>Event Description</td>
<td>Date</td>
<td>Type</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------</td>
<td>---------------</td>
<td>----------</td>
</tr>
<tr>
<td>18</td>
<td>PANITIA SIRKUIT PANJAT TEBING JAWA TENGAH SERI IV Di Climbing Wall IAIN Salatiga-FPTI Salatiga’</td>
<td>13-15 November 2015</td>
<td>Panitia</td>
</tr>
<tr>
<td>19</td>
<td>‘Seminar Nasional SENI MUSIK CLUB (SMC) IAIN SALATIGA ‘Musik, Islam, dan Nusantara’</td>
<td>5 Desember 2015</td>
<td>Peserta</td>
</tr>
<tr>
<td>20</td>
<td>Seminar Nasional ‘Implementasi Nilai-Nilai Pancasila sebagai Benteng dalam Menolak Gerakan Radikalisme’</td>
<td>10 Februari 2016</td>
<td>Peserta</td>
</tr>
<tr>
<td>21</td>
<td>KEPALA PUSAT KERUKUNAN UMAT BERAGAMA ‘SOSIALISASI REGULASI TERKAIT KERUKUNAN UMAT BERAGAMA KEPADA MAHASISWA’</td>
<td>30 Mei 2016</td>
<td>Peserta</td>
</tr>
<tr>
<td>22</td>
<td>IALF ‘Ice Breaking to Language Skills’</td>
<td>27 Juli 2016</td>
<td>Peserta</td>
</tr>
<tr>
<td>23</td>
<td>Seminar International “PETANI UNIKU NEGERI” dalam ragkaian kegiatan Festival Solidaritas Untuk Petani Indonesia</td>
<td>24 September 2016</td>
<td>Peserta</td>
</tr>
<tr>
<td>No.</td>
<td>Event Title</td>
<td>Date</td>
<td>Type</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------</td>
<td>---------------</td>
<td>---------</td>
</tr>
<tr>
<td>24.</td>
<td>APRESIASI KARYA SASTRA PUISI melalui acara “SABDA BERCINTA” diselenggrakan oleh Teplok Manajemen UKSW Salatiga</td>
<td>9 Desember 2016</td>
<td>Peserta</td>
</tr>
<tr>
<td>25.</td>
<td>ART and LANGUAGE 2017 “KIDUNG KATRESNAN DEWI ARIMBI”</td>
<td>26 April 2017</td>
<td>Peserta</td>
</tr>
<tr>
<td>26.</td>
<td>Kelas online Enterpreneur “WUJUDKAN IDE MENJADI INOVASI DENGAN DESIGN THINKING” oleh HPR ID PT. INDONESIAN HEALTH CENTER</td>
<td>24 September 2017</td>
<td>Peserta</td>
</tr>
<tr>
<td>27.</td>
<td>Kelas online Enterpreneur “Peluang Tenaga Kesehatan atau Perawat Bekerja di Jepang” oleh HPR ID PT. INDONESIAN HEALTH CENTER</td>
<td>28 September 2017</td>
<td>Peserta</td>
</tr>
<tr>
<td>28.</td>
<td>Kelas online Enterpreneur “MERAJUT 5jt dalam BISNIS KESEHATAN” oleh HPR ID PT. INDONESIAN HEALTH CENTER</td>
<td>04 Oktober 2017</td>
<td>Peserta</td>
</tr>
<tr>
<td>No.</td>
<td>Event Description</td>
<td>Date</td>
<td>Category</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------------------</td>
<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>30.</td>
<td>Seminar online “TIPS and TRICK Student Exchange”</td>
<td>14 Oktober 2017</td>
<td>Peserta</td>
</tr>
<tr>
<td>31.</td>
<td>Kegiatan Pelatihan Kepenulisan Online yang Diselenggarakan oleh FORBEST (Forum Barudak Ekonomi Syariah Garut)</td>
<td>20-23 November 2017</td>
<td>Peserta</td>
</tr>
<tr>
<td></td>
<td><strong>JUMLAH</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>