IMPROVING STUDENTS’ WRITING SKILLS IN DESCRIPTIVE TEXT USING “CARD SORT” AT THE SEVENTH GRADE STUDENTS OF MTs N 1 PURWOREJO IN THE ACADEMIC YEAR 2019/2020

A GRADUATING PAPER

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

By:
ANNISA CAHYALINA
NIM.23030150005

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA
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SALATIGA
2019
STATEMENT OF ORIGINALITY AND PUBLICATION'S WILLINGNESS

For myself who got signature below:

Name : Annisa Cahyalina
Student Number : 23030150005
Program : English Education Department
Faculty : Teacher Training and Education Faculty

The researcher fully declares that this graduating paper was made by the writer herself and it is not contained the materials written or has been published by other people and other people ideas. The materials and ideas from the other people in this graduating paper were cited scientifically. The writer is pleased if this graduating paper to be published at e-respository IAIN Salatiga.

Salatiga, September 2nd 2019
The researcher

[Signature]
Annisa Cahyalina
23030150005
DECLARATION

In the name of Allah,

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

This declaration is written with the full concern of the writer.

Salatiga, September 2nd 2019
Researcher
Annisa Cahyalina
23030150005
Salatiga, September 3rd 2019

Hammam, Ph.D.

The Attentive Counselor’s Note

Annisa Cahyalina

To the Dean of Teacher Training
and Education Faculty

Assalamu’alaihkm Wr. Wb.

After reading and correcting Annisa Cahyalina’s graduating paper entitled IMPROVING STUDENTS’ WRITING SKILLS IN DESCRIPTIVE TEXT USING “CARD SORT” AT THE SEVENTH GRADE STUDENTS OF MTs N 1 PURWOREJO IN THE ACADEMIC YEAR 2019/2020. 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.

Wassalamu’alaihkm Wr. Wb.

Counselor

Hammam, Ph.D.

NIP.197306102000031001
A GRADUATING PAPER
IMPROVING STUDENTS’ WRITING SKILLS IN DESCRIPTIVE TEXT USING “CARD SORT” AT THE SEVENTH GRADE STUDENTS OF MTs N 1 PURWOREJO IN THE ACADEMIC YEAR 2019/2020

WRITTEN BY:
Annisa Cahyalina
NIM 23030150005

has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on September 10th, 2019, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English Education.

Board of examiners
Head: Noor Maliha, S.Pd., M.Hum., Ph.D.
Secretary: Hammam, M.Pd., Ph.D.
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Second examiner: Dra. Widyastuti, M.Pd.

Salatiga, September 10th, 2019
Dean

NIP 196806131994031004
MOTTO

“All Izz Well.”
-Shaan, Sonu Nigam, and Swanand Kirkire (3 Idiots)-

“Learn from Yesterday, Live for Today, Hope for Tomorrow.
The Important Thing is Not to Stop Questioning.”
-Albert Einstein-
DEDICATION

This graduating paper is dedicated to:

1. My beloved parents, my father (Saeful Rochman) and my mother (Siti Aisyah), who always love and support me. You are my everything.
2. My beloved little brother (M. Luthfi Anwar). Thankyou for everything,
3. My big family that supported for my education and finishing this graduating paper.
ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,
Assalamu’alaikum Wr. Wb.

Alhamdulillahi rabbil’alamin, all praise be to Allah SWT, the Most Gracious and the Most Merciful who always bless and help the writer so the writer can finish the graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth. However, this paper will not be accomplished without support, advices, help and encouragement from several people and institution. Hence, the writer would like to express special thanks to:

1. Mr. Prof. Dr. Zakiyuddin, M.Ag., the Rector of Institute of Islamic Studies (IAIN) of Salatiga.
2. Mr. Prof. Dr. Mansur, M.Ag., the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga.
3. Mr. Norwanto, Ph.D., the Head of English Education Department.
4. Mr. Hammam, Ph.D., the counselor of this paper, who gives great attention, suggestion and guidance for this paper from beginning until the end.
5. My beloved father (Saeful Rochman) and my beloved mother (Siti Aisyah).
7. My beloved family (Bukek Atun, Paklek Slamet, Mohak Dina).

8. My beloved partner (Puma AK).

9. My beloved friends (Siti Rif'atrus Sa'adah and Luluk Putri Nugraheni).

10. The big family of MTs N 1 Purworejo, especially the Headmaster H.

   Malik, S.Pd. M.Pd.I thank you for permitting me to do the research, and

   Abah Makmun, S.E., S.Pd., S.Pd.I as my teacher and English teacher,

   thank you for guidance during research.

11. My friends, who fought together during graduating paper (Nur

   Wahyuningsih and Rizka Alfi Nur Aini).

12. My friends in TBI 2015, especially TBI A.

13. My friends in IAIN Salatiga that I can not mention one by one.

14. All of my friends who support me, encourage me, and pray for me.

15. All of lecturers and staff of State Institute for Islamic Studies (IAIN) of

   Salatiga.

Salatiga, September 2nd 2019

Annisa Cahyalina
NIM.23030150005
ABSTRACT


The objectives of this research is to find out the improvement and to find out the significant of using Card Sort to improve writing skills in descriptive text at seventh grade students of MTs N 1 Purworejo in the academic year 2019/2020.

The method of this research was classroom action research. It was conducted in two cycles and each cycle contains four steps. They were planning, action, observation, and reflection. The technique of collecting data was interview, observation, pre-test, post-test, and documentation. The researcher took the role as an observer who observed everything in the learning process that consists of teacher activity and students activity.

Based on the result of this research could be concluded that the implementation of Card Sort could improve students’ writing skills in descriptive text of seventh grade students of the MTs N 1 Purworejo in the academic year 2019/2020. It can seen from the students’ writing skills in descriptive text improve significantly. In the cycle 1 T-test is 1.56 and cycle 2 is 4.65, it means that T-test in cycle 2 higher than T-table is 2.04. The improvement of the cycle 1 is 59.38% and cycle 2 is 100%. The passing grade was 75 and the target of who reach passing grade was 85%. The target of cycle 2 was achieved. The data show that T-test of cycle 1 and cycle 2 > T-table, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

Key Words: Writing Skills; Descriptive Text; Card Sort.
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CHAPTER I
INTRODUCTION

A. Background of the Research

Writing is an English skill which is used to communicate some information in written form. Writing skills is very important for students in every education institution. Through writing skills students are able to express their feelings, ideas or thought in written form, so that other can understand his thought through this written or text. According to Harmer (2007: 112), “writing is used as an aide-mémoire or practice tool to help students practice and work with language they have been studying”. However, not many students can write easily. Sometimes they forget of grammar or do not know the vocabulary that should used to write correctly. According to Richards and Renandya (2002: 303), “There is no doubt that writing is the most difficult skill for L2 learners to master”.

Writing is one way to evaluate students’ skill. Writing well and correctly can be done when people know the vocabulary and apply the arrangement of grammar to become a sentence or text. There are many types of texts that must be learned students especially in junior high school. Each text has different social functions, generic structures and language features too. One of the texts studied in seventh grade of junior high school is Descriptive Text. Teaching writing descriptive text in junior high school must use the appropriate media and methods. Many factors make interesting learning even boring. The teachers who have taught
since the KTSP curriculum, they still teach a lot using the teacher center approach and minimalist use of media.

There are some problems found in MTs N 1 Purworejo. From an interview with the teacher on Tuesday, June 18th, 2019, the problems of teachers writing in MTs N 1 Purworejo were: The anxiety of the students, the method and media, and the motivation. This causes students did not to be confident in writing. Sometimes the learned style that the teacher teaches was not suitable for the student’s learning style. The teacher still applied the teacher center approach, and the last, the teacher taught without a method or brought a suitable media. Especially in writing, the problems above made students rarely write.

Thus, the researcher tried to conduct research to improve students' writing skills in descriptive texts using a method. The method of the study, the researcher uses Card Sort. Ratnasari (2017: 3) stated that “Card sort is a method of active learning”. In other words, card sort is a method of learning with card as a medium. The existence of a media card gives understanding and makes it easier for the students to remember material.

Based on the explanation above, the researcher does a research entitled “IMPROVING STUDENTS’ WRITING SKILLS IN DESCRIPTIVE TEXT USING “CARD SORT” AT THE SEVENTH GRADE STUDENTS OF MTs N 1 PURWOREJO IN THE ACADEMIC YEAR 2019/2020”.
B. Problems of the Research

Based on the background of the research above, the statements of the research as follows:

1. How is the implementation of using card sort method in improving the students’ writing skills?
2. How significant is the contribution of card sort to improve writing skills at seventh grade students of MTs N 1 Purworejo?

C. Objectives of the Research

Based on the research questions above, the objectives of the study as follows:

1. To find out the implementation of using card sort method in improving the students’ writing skills.
2. To find out the significant contribution of card sort to improve writing skills at seventh grade students of MTs N 1 Purworejo.

D. Significances of the Research

The result of the research is expected to be used theoretically and practically stated in the following:

1. Theoretical Benefits
The results of this research are expected to be a reference for other researchers and teachers in conducting the learning process using the same method.
2. **Practical Benefits**

The research strategy can be used by the school, the teacher, the students, researcher, and other researchers who interested with *card sort*.

a. For the Teachers

This research can be used by teachers to develop the learning process with new methods and match the material. So that it creates a pleasant learning atmosphere and getsa good feedback from students.

b. For the Students

The students can write easily using the *card sort* method. They can write by step well and have fun in the learning process.

c. For the Researcher

The finding or the result of the study can be used as a starting point in improving researcher’s teaching skills and uses the suitable method and media in teaching writing.

d. For the Other Researchers

The researcher expected that the result of this study can be used as references for other researchers. From this study will offer some benefits and helps them in solving their problem. The researcher hopes this study can motivate them to do other study and this study can be used as one of the references in doing a research on teaching English.
E. Hypothesis and Success Indicator

According to Sugiyono (2016: 64), “Hypothesis is a temporary answer to the research problem formulation, in which the formulation of the research problem has been stated in the form of a question”.

According to the opinion above the hypothesis is said to be a temporary answer because the answers given are still based on the relevant theory not based on the facts of data collection. It means that the hypothesis is a theoretical answer to the research problems.

The hypothesis of this research was prepared as a temporary answer to the research problem previously. Hypothesis of this research is if use card sort can improve the students in writing texts. The teacher and the researcher expect that there are improvements in students’ writing skills especially in descriptive text by using card sort.

The success indicator of this research is referred to as the criteria of the passing grade (KKM). The passing grade of English lesson in MTs N 1 Purworejo is 75. The teacher and the researcher expect that there are at least 85% of students who pass the passing grade.

F. Research Methodology

1. Research Design

In this research the researcher used a case study Classroom Action Research. Quoted by Costello (2003: 4-5) from GTCW (2002a: 15) stated “Action research is a term used to describe professionals studying their own
practice in order to improve it”. Meanwhile Costello (2003: 5) said that “Action research is referred to variously as a term, process, enquiry, approach, flexible spiral process and as cyclic. It has a practical, problem-solving emphasis”. According to Hopkins (2008: 47), “Action research combines a substantive act with a research procedure; it is action disciplined by enquiry, a personal attempt at understanding while engaged in a process of improvement and reform”. In addition, Khasinah (2013: 108) assumed:

“Action research is a process in which educators examine their own practice systematically and carefully using the techniques of research. Participants design a research question, collect data throughout the year, analyze what they have learned, and write about their findings. Observations, interviews, surveys and journals are typical data methods that participants use to investigate their questions”.

The design of the activities to be carried out in this research is based on the opinions of Kemmis and Mc Taggart (1988: 14). They state that the research is started by planning for action. Then the plan is implemented as an action in the classroom and the action is then observed. The reflection is done to analyze the data obtained during the action.

Based on the statements above, classroom action research is carried out with a cycle and is designed in four steps. For example, a classroom action research has two cycles, then each cycle there are 4 steps.

This research used a classroom action research that consists of planning, action, observation, and reflection. It is conducted in two cycles, each cycle comprises two meetings. Cycle one is to observe the students’ skill in writing by card sort. After finding the result of cycle one, the researcher
will continue to the second cycle to improving the prior cycle. The following diagram displays a model of an action research cycle:

Figure 1.1 Classroom Action Research Model (Khasinah, 2013: 110)

a. Planning

At this step, the researcher offered new methods to improve writing skills. This method was a card sort method. The action is based on the lesson plan applied in the class. The researcher prepared the material to be taught in class, made a lesson plan, observation sheet so that the observed class was carried out well, the media used in learning, test instruments, etc.

b. Action

In this step, the researcher would implement action research and do some actions. The teachers’ taught according to the lesson plan and explain how to use card sort which can improve students' writing skills. In order to this goal to be achieved, the teacher must create an interesting
learning atmosphere in the classroom. In this case, the teacher acts as a controller and supervisor of student activities.

c. Observation

In this step, the teacher had an active role. The teacher was not only participant in the research but also as observers. The researcher observed everything that happens in the classroom, both the participation of the teacher and the students. The activity of students in learning in improving the skills of writing descriptive text can be directly observed by researchers through training activities, group work, and test results.

d. Reflection

After doing and seeing the results of the observation, the researcher did an evaluation at the end of the cycle. Evaluation is important to find out what problems occur in the first cycle and then improve in the next cycle.

The description of activities in each cycle is explained as follows: Figure 1.2 ‘Action Research Spiral’ (Kemmis and McTaggart, 1988:14)
2. Research Subject

a. Setting of Place

The researcher was conducted in MTs N 1 Purworejo. MTs N 1 Purworejo is one of the islamic junior high schools in Purworejo Regency. The Identity of MTs N 1 Purworejo as follows:

1) School Name : MTs N 1 Purworejo
2) NSM : 121133060001
3) NPSN : 20363625
4) School Status : The Government
5) Address : Jl. Keseneng Purworejo
6) Headmaster : H. Malik, S.Pd., M.Pd.I.
7) Number of Teachers and Employees : 67
8) Number of Students : 873

MTs N 1 Purworejo under the institution of the ministry of religion. MTs N 1 Purworejo used to be PGAN 4 Years later changed to MTs N Purworejo based on KMA No. 16 1978. Then, there will be a reorganization of Islamic School then in 2017 the name of MTs N Purworejo changed to MTs N 1 Purworejo based on KMA No. 810 2017.

This school has the facilities and infrastructure, it consist of the classrooms, the headmaster room, the teachers room, the administrative room, computer laboratory, science laboratory, library, consulting room, health care unit, auditorium, mosque, toilets, and canteens.
b. **Subject of the Research**

Research object in this classroom action research is the seventh grade students of MTs N 1 Purworejo in the academic year of 2019/2020.

**Table 1.1 List of the Students’ Name of Class 7D of MTs N 1 Purworejo in the Academic Year 2019/2020**

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Name</th>
<th>Sex</th>
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<tbody>
<tr>
<td>1.</td>
<td>A D</td>
<td>Male</td>
</tr>
<tr>
<td>2.</td>
<td>A I W</td>
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</tr>
<tr>
<td>3.</td>
<td>A B A</td>
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</tr>
<tr>
<td>4.</td>
<td>A P</td>
<td>Male</td>
</tr>
<tr>
<td>5.</td>
<td>A L</td>
<td>Female</td>
</tr>
<tr>
<td>6.</td>
<td>A A D</td>
<td>Female</td>
</tr>
<tr>
<td>7.</td>
<td>A A</td>
<td>Female</td>
</tr>
<tr>
<td>8.</td>
<td>B A P</td>
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</tr>
<tr>
<td>9.</td>
<td>D Y</td>
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<tr>
<td>10.</td>
<td>D N P</td>
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</tr>
<tr>
<td>11.</td>
<td>D R S</td>
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<td>12.</td>
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<tr>
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<td>8.</td>
<td>August, 14\textsuperscript{th} 2019</td>
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</tbody>
</table>

### 3. Steps of the Research

In carrying out this research, the researcher conducted several steps summarized in the research schedule. The schedule is held in June 2019 until August 2019. Following is the schedule of the research:

**Table 1.2 Research Schedule**

### 4. Techniques of Data Collection

The researcher conducts data collection in the following ways:

a. Interview

Ratnasari (2017: 37) writes the opinion of Koshy (2005: 92) which says that the main purpose of interviews is to collect more responses into a number of data.

In this research, the researcher interviewed the English teacher of seventh grade of MTs N 1 Purworejo to find out the condition or the problem of the students before carrying out the research. According to
the interview with the English teacher of seventh grade of MTs N 1 Purworejo, there were some problems. The most of students in the seventh grade are limited knowledge that supports their writing skills, lack of knowledge of vocabulary, and lack of motivation from the surrounding environment. It makes the students lzy to practice writing.

b. Observation

Observation plays an important role in the classroom action research. according to Kothari (2004: 96) argued that the observation method is the most commonly used method especially in studies relating to behavioral sciences.

In this research, the observation used to know how the teacher teaches his students in writing descriptive text without using a method and using a *card sort* method to improve the ability of writing descriptive text. The researcher observed the learning process using the observation checklist. There were two types of observation checklists observed, namely the teacher and the students. The teacher observation checklist is bellowed:

**Table 1.3 Teacher’s Observation Checklist**

(Mardziyah, 2019: 15)

<table>
<thead>
<tr>
<th>No.</th>
<th>Teacher’s Activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Greeting students before the lesson begins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Praying before the lesson begins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Checking the student’s attendance first</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Asking the student’s condition and their readiness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Giving stimulation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Telling the purposes of learning
7. Asking the related material to the students
8. Reminding previous material
9. Giving an explanation of the material
10. Giving opportunity for asking questions and suggestions
11. Clarifying and explaining the students’ questions
12. Guiding the students’ activity
13. Giving feedbacks after the lesson
14. Helping students to conclude the lesson
15. Informing the next materials for next meeting
16. Giving motivations for students
17. Praying and closing the lesson

While the students’ attendance list can be seen in the table below:

**Table 1.4 Students Attendance List**

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Name</th>
<th>Cycle I Pre-test</th>
<th>Cycle II Pre-test</th>
<th>Cycle I Post-test</th>
<th>Cycle II Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>A I W</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>A B A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>A P</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>A L</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>A A D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>A A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>B A P</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>D Y</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>D N P</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>D R S</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>F D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>K L</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>K R</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>M Q</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>M R N</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>M G S N</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>M J</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>M K A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>M N N</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>M R R</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Rukmana (2019: 29) said that to monitor the students’ activity in the class, the researcher uses students’ observation sheet too. The table of students’ observation sheet can be seen below:

**Table 1.5 Students’ Observation Sheet**

(Rukmana, 2019: 29)

<table>
<thead>
<tr>
<th>No.</th>
<th>Student’s Activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students felt enthusiastic to follow the lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Students gave attention to the teacher’s explanation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students were active during the learning process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students applied <em>card sort</em> well</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Students understood the teacher’s explanation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Students did the evaluation well</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c. Test

Brown (2004: 3) says that test is a method of measuring a person’s ability, knowledge, or performance in a given domain. In this research, the researcher collected data by giving the students a test consisting of pre-tests and post-tests. The researcher used pre-test to know how far the ability of students to write descriptive text before using the *card sort* method. While the post-test was used by researchers to determine the
increase in students' ability to write descriptive texts after using the card sort method.

d. Documentation

Every activity which has documentation can be explained what and why the activity is carried out with a document. In this research, the researcher took several photos during learning activities in the classroom.

5. Techniques of Data Analysis

The researcher analyzed the data using qualitative and quantitative technique. They are as follows:

a. Qualitative Technique

The qualitative data of this research consist of interview, observation, and documentation. Those are used to analyze data by descriptive technique. It describes the process and the result of students' improvement in writing skills in the descriptive text using card sort.

b. Quantitative Technique

The researcher used this technique to know whether there is a significant improvement or not between pre-test and post-test of the students' writing skills in descriptive text. The scores of tests can be counted using the formula of Mean as follows (Sudijono, 2010: 80)

1) Mean

The formula is:

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

\( M \) = Mean of the students’ score
\[ \sum X = \text{the sum of the students’ score} \]
\[ N = \text{the total number of students} \]

2) Mean of Difference

The formula is:
\[ MD = \frac{\sum D}{N} \]

MD = Mean of difference
\[ \sum D = \text{Total of difference between pre-test and post-test} \]
\[ N = \text{Number of the students} \]

3) SD (Standard Deviation)

The formula is:
\[ SD = \sqrt{\frac{\sum D^2}{N} + \left(\frac{\bar{D}}{N}\right)^2} \]

SD = Standard Deviation
\[ D = \text{Difference between pre-test and post-test} \]
\[ N = \text{Total number of students} \]

4) Standard Error Mean Difference

The formula is:
\[ SE_{MD} = \frac{SD}{\sqrt{N-1}} \]

SE_{MD} = \text{Standard Error Mean Difference}
\[ SD = \text{Standard Deviation} \]
\[ N = \text{Number of the Students} \]
5) T-test Calculation

T-test is formula to know the significant differences between pre-test and post-test. The formula is:

\[ T_0 = \frac{MD}{SE_{MD}} \]

To = T-test for different of pre-test and post-test

MD = Mean of difference

SE_{MD} = Standard error of mean difference

6. Research Instrument

The research instruments used will be validated by the validator to indicate that all instruments are valid and can be used in this research. There are three kinds of research instrument in this research, they are:

a. Observation Sheet

Observation sheet used to record each teacher’s actions in the cycle of learning activities and to gather information about students’ behaviors towards the actions given by the teacher. There are several aspects to observing student activities, those are: paying attention, participating to the learning process, activeness in asking questions, activeness in responding questions, and enthusiasm while doing test.

b. Written Test

Written tests given to students in this research to know how far the students’ master the subject matter before and after the application of card sort methods to improve writing skills in descriptive text. Some
aspects assessed in the written test are: organization; content; grammar; punctuation, spelling, and mechanics; and vocabulary.

c. Documentation

In this research, documentation taken in the form of photographs during the learning process.

G. Graduating Paper Outline

This research consists of five chapters. Each chapter will be discussed as follows:

Chapter I tells about introduction, which consists of background of the research, problem of the research, objectives of the research, significances of the research, hypothesis and success indicator, research methodology, and graduating paper outline. Chapter II describes about review of related literature and review of the previous study. Chapter III extends the research implementation. It discusses about description of teaching and learning process in cycle 1 and cycle 2. In each cycle both cycle 1 and cycle 2 consist of planning, action, observation, and reflection. Chapter IV presents research findings and data analysis. This chapter consist of the result of the implementation card sort method to improve students’ writing skills in descriptive text at the seventh grade students of MTs N 1 Purworejo in the academic year 2019/2020. Chapter V is closure which consists of conclusion and suggestion. The last parts are references, appendices and curriculum vitae.
A. Review of Related Literature

1. Writing Text

   a. Definition of Writing

   Writing is one of the abilities in English. Not only in English, but writing is also a process of sharing information, ideas or thoughts in written form. Writing is considered as one of the difficult abilities for most students. That's because students must produce a sentence or text using English correctly and in accordance with the order of tenses grammatically. As follow is the definition of writing by some experts:

   "Writing is more complex than speech .... writing has longer clauses and more subordination" (Brown, 2000: 305). Writing is a productive skill that means it involves producing language than receiving it (Spratt et al., 2005: 26).

   According to Harmer (2004: 31), “writing is a way to produce language and express ideas, feelings, and opinions”. Furthermore, he states that writing is a process that what is the people write is often heavily influenced by the constrains of genres, and then these elements have to be presented by in learning activities.

   In the context of communication, writing has an important role as well as speaking. In education, learning to write becomes an important
subject for students because it can help them express their ideas and feelings and then present on paper.

b. Writing Process

Writing gives students the opportunity to think more than when they have to try conversation spontaneously. This allows a writing process to reduce errors. The writing process is very important. As explained by Harmer (2004: 4) that the writing process is the steps to produce a writing. Harmer (2004: 4-5) also explained that the writing process consisted of four main elements, as follows:

1) Planning

Planning what will be written and how the plan will run with a small note or certain symbols is the first step when writing. In writing, the writers must pay attention to three main issues when making a plan, namely:

a) The purpose of writing,

b) The audience or the readers, and

c) The content of writing.

The three main issues above are none other than to adjust the language, content, and sequence to be written.

2) Drafting

The writers should make a systematic concept when writing. Thus it can develop the ideas easily.
3) Editing (reflecting and revising)

The writers will reread what they wrote in the draft to see where it is lacking and where more, so they will do the editing process before producing the writing.

4) Final version

The last process in writing is the writer must edited they draft before the writing is ready and the fix is sent to the audience.

c. **Teaching Writing**

Writing is one of the abilities in English that must be mastered by students. Therefore, students can learn the writing skills early. There are many reasons for getting students to write, both in and outside class (Harmer, 2007: 112). It is also worth remembering that most exams, whether they are testing foreign language abilities or other skills, often rely on the students’ writing proficiency in order to measure their knowledge. Training students to write thus demands the care and attention of language teachers (Harmer, 2004: 4)

However, training students is not always communicative, there will be many problems faced by the teachers, ranging from controlling the class to the intervention of the teachers to help students one by one (Harmer, 2001: 249). Making the students as good writers is not easy, especially for the teachers. A teacher when teaching writing skills must create a conductive class by designing the suitable learning method.
Thus, it is expected that in teaching students writing skills can create the students who are creative and critical.

d. Writing Strategies

Based on Harmer (2004: 11), in a long time, teaching writing only focuses on what the content of the writing is not about the process of writing. The teacher must consider several strategies below to understand the student’s writing process, namely:

1) The way the teacher gets students to plan

Planning what to write is the first step students must do. When the students make a plan, the teacher can help them by telling what, how, and for whom the writing is (Harmer, 2004: 11).

2) The way the teacher encourage the students to draft, reflect, and revise

Collaborative writing is one way of developing students’ drafts, reflections, and written revisions. They will respond to each other and advise each other to produce good writing (Harmer, 2004: 12).

3) The way the teacher respond to their students’ writing

The teacher can correct one by one the results of the student’s writing to find out their response and give the right advice. (Harmer, 2004: 12)
e. Aspects of Writing

In the writing process, the students must pay attention to five aspects of writing to produce good and correct writing. Based on Harris (1969: 68-69), the five aspects of writing are follows:

1) Content
   The contents of writing refer to the contents of the subject matter, the main idea. The contents of the paragraph of writing must convey the unity of the main idea so that the reader understands the purpose of the writing (Harris, 1969: 68).

2) Organization
   The content of writing must be related to relationships and transitions that explain the ideas clearly conveyed (Harris, 1969: 68).

3) Grammar
   The writing must be in accordance with the rules of grammatical and syntactic grammar based on the tenses and timetable (Harris, 1969: 68).

4) Style
   The writing must pay attention to the selection of the lexical item structure to give certain points to the writing (Harris, 1969: 69).

5) Mechanic
   Writing must use a good spelling, punctuation, and tidy and clean writing (Harris, 1969: 69).
According to the aspects for writing the correct one above, the teacher will evaluate the writing of the students with score in the writing assessment. An analytical scale for assessing the composition of writing according to Jacobs et al.’s cited on Weigle (2002: 116) is presented below:

**Table 2.1 Table of Assessment Writing Rubric**

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspect</th>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Content</td>
<td>Excellent to very good</td>
<td>30-27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good to average</td>
<td>26-22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fair to poor</td>
<td>21-17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very poor</td>
<td>16-13</td>
</tr>
<tr>
<td>2.</td>
<td>Organization</td>
<td>Excellent to very good</td>
<td>20-18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good to average</td>
<td>17-14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fair to poor</td>
<td>13-10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very poor</td>
<td>9-7</td>
</tr>
<tr>
<td>3.</td>
<td>Vocabulary</td>
<td>Excellent to very good</td>
<td>20-18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good to average</td>
<td>17-14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fair to poor</td>
<td>13-10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very poor</td>
<td>9-7</td>
</tr>
<tr>
<td>4.</td>
<td>Language Use</td>
<td>Excellent to very good</td>
<td>25-22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good to average</td>
<td>21-18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fair to poor</td>
<td>17-11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very poor</td>
<td>10-5</td>
</tr>
<tr>
<td>5.</td>
<td>Mechanics</td>
<td>Excellent to very good</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good to average</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fair to poor</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very poor</td>
<td>2</td>
</tr>
</tbody>
</table>
From the explanation above, to assess students’ writing skills used assessment criteria as follows:

Table 2.2 Criteria of Scoring

<table>
<thead>
<tr>
<th>Total Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 – 100</td>
<td>Excellent</td>
</tr>
<tr>
<td>81 – 90</td>
<td>Very Good</td>
</tr>
<tr>
<td>71 – 80</td>
<td>Good</td>
</tr>
<tr>
<td>61 – 70</td>
<td>Fair</td>
</tr>
<tr>
<td>51 – 60</td>
<td>Poor</td>
</tr>
<tr>
<td>41 – 50</td>
<td>Very Poor</td>
</tr>
</tbody>
</table>

2. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is one of the texts students must learn in junior high school based on the Indonesian education curriculum. Descriptive text is a text that describes something specifically, so the readers can imagine about the object is being described.

Gerot and Wignell (1994: 208) say that “a descriptive text is the text to describe a particular person, place or thing”. The other definition is by Priyana et.al. (2008: 39), “the descriptive text describes the characteristics of a specific thing, for example, a specific person, animal, or object”.

b. Purpose of Descriptive Text

Based on what is written in wikipedia, description is used in all forms of writing to create a real imagine of a person, place, object or event e.g. to:
1) Describe a special place and explain why it is special.

2) Describe the most important person in your life.

c. **Generic Structure and Language Features of Descriptive Text**

   According to Mukarto (2007: 140-141), the generic structures of the descriptive text are:

1) Identification

   Identification is introduction of something that described.

2) Description

   Description is described of the thing specifically.

   Descriptive text use relational verbs “to be” or “has/have”.

   Examples:

   1) Vina Idamatusilmi is a student of Brawijaya University.

   2) She has very beautiful attitude.

   The sentence above is an example of a simple present tense.

   a) Nouns

      - The topic of description, example: a classroom

      - The parts of the classroom, example: doors, windows, tables, etc.

   b) Adjectives

      The characteristic of the topic and the part is used adjectives word. For example: big, clean, dirty, etc.

   c) Language focus

      - Verb be : is, am, are
- Verb have : have, has
- Verb do : do, does

d) Noun phrases

The combination of adjectives and nouns are become noun phrases. For example: small and dirty classroom.

d. Example of Descriptive Text

My Best Friend, Ernesto

Identification
My best friend is Ernesto and he is my classmate. We go to school together. Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher.

Description
He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him.

Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient. He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend.
e. Writing Descriptive Text

Quoted in Andriyani (2017: 28-29), there are several steps in teaching writing descriptive text, as follows:

1) BKOF (Building Knowledge of the Field)

Preparing the students to take classes, review material, and introduce new material is the goal of this step.

2) Modeling

Introducing new text giving examples of text is the purpose of this step. The teachers will at the same time explain social function, generic structure, and language feature of the text.

3) Join Construction

The teacher guides the students to create new texts in groups.

4) Independent Construction

The teacher trains the students to make new texts individually.

3. Card Sort

a. Definition of Card Sort

*Card sort* is one of the active learning methods. According to Silberman (1996: 103), “*Card sort* method is a collaborative activity that can be used to teach concepts, classification characteristics, facts about objects, or review information”. It means that *card sort* is creates an
active learning process to help students more understand of the material that is teaching.

Mauer & Warfel (2002: 2) said that “Card sorting ‘involves [the] sorting [of] a series of cards, each labeled with a piece of content or functionality, into groups that make sense or participant”. While Spencer (2004: 2), “Card sorting is a great, reliable, inexpensive method for finding patterns in how users’ mental model”.

In addition, Spencer (2009: 6-7) assumed:

Card sorting is best understood not as a collaborative method for creating navigation, but rather as a tool that helps us understand the people we are designing for. The method is fairly straightforward. You give people a set of cards (often paper index cards) that have example contents written on them. You ask people to sort the cards into piles according to what’s similar and describe the groups they make (this is called an open card sort, as illustrated in Figure 2.1). Or you can give people a set of content cards plus a set of categories and ask them to sort the cards into the predetermined categories (this is called a closed card sort, as illustrated in Figure 2.2)

Figure 2.1 An Open Card Sort
b. Steps to Use Card Sort Method

Based on Silberman (2005: 167) some steps of implementing Card Sort as follows:

1) Give each participant an index card that contains information or an example that fits into one or more categories

2) Ask participants to mill around the room and find others whose cards fit the same category.

3) Have participants with same-category cards present themselves to the rest of group.

4) As each category is presented, make any teaching points you think are important.

c. Advantages and Disadvantages of Using Card Sort Method

Spencer (2004: 2), card sorting has both advantages and disadvantages. The advantages of the method are:

1) Simple – Card sorts are easy for the organizer and the participants.
2) Cheap – Typically the cost is a stack of 3x5 index cards, sticky notes, a pen or printing labels, and your time.

3) Quick to execute – You can perform several sorts in a short period of time.

4) Established – The technique has been used for over 10 years, by many designers.

The disadvantages of the method are:

1) Does not consider users’ tasks – Card sorting is an inherently content-centric technique.

2) Results may vary – The card sort may provide fairly consistent results between participants, or may vary widely.

3) Analysis can be time consuming – The sorting is quick, but the analysis of the data can be difficult and time consuming.

d. Types of Card Sort

According to Spencer (2009: 14), there are two types of card sort:

1) Opened Card Sort

   You give cards with content ideas to people to group however it makes sense to them.

2) Closed Card Sort

   You give people cards, and also a set of predetermined categories to put the cards into.
B. Review of the Previous Studies

In order to improve the understanding of this research, the writer takes review from some journal and previous studies to support this research. The first is a paper by Subroto and Andriyani (2018). This paper is aimed at knowing the effectiveness of the card sort method in teaching EFL writing. The results show that there was effectiveness of the card sort method in teaching EFL writing according to the sig 0.000 < 0.05. It showed based on the result of the statistic calculation, the result of the pre-test of the experimental class was 49 and the control class was 54 while the result of post-test was 70 for the experimental class and 64 for the control class. The $t_{\text{count}}$ was 4.881 with significant level 0.05.

The second paper conducted by Mita (2018) entitled. This paper is aimed at explaining how to use card sort technique in writing conditional sentences. The results show that the card sort technique creates the enjoyment in writing process, learning with card sort technique is the collaborative activity, and last, the use of card sort as a medium is important and useful, the teacher should provide some interesting materials to motivate the students in the learning process.

Moreover, the other research was conducted by Ratnasari (2017). This research is aimed to improve the students’ reading comprehension through Card Sort and Discussion. The results show that the students’ reading comprehension improves significantly. It can be seen from the number of students who reach standardized score of cycle 1 and cycle 2. The standardized score is 67. In cycle 1, the percentage for pre-test is 13.89% and post-test 83.33%. In cycle 2, the percentage for pre-test is 94.44% and post-test is 100%. The T-calculation results
show that the T-calculation of cycle 1 and cycle 2 is higher than the T-table. In cycle 1 is 11.228 and cycle 2 is 3.53. It means that there is significant improvement of students’ reading comprehension by applying card sort and discussion in the academic year of 2017/2018.

From the explanation some of the previous studies above, the researcher interested in conducting research on teaching writing using a kind of card. The researcher will use the same method, namely the card sort method and the material use is descriptive text. The difference between the previous research and this research are the researcher focuses more on the ability to write descriptive texts and uses classroom action research on seventh grade students of MTs N 1 Purworejo.
CHAPTER III
RESEARCH IMPLEMENTATION

H. Description of Teaching and Learning Process in Cycle 1

The researcher uses card sort method in teaching descriptive text to improve students’ writing skills. The procedures are stated as follow:

1. Planning

   In this planning step, the activities carried out are:

   a. Preparing the English syllabus.

      During the pre-research observation, the researcher asked the English syllabus of the English teacher at MTs N 1 Purworejo.

   b. Making a lesson plan for the cycle 1, materials, and designing activities carried out in action.

      The researcher makes lesson plan and designs activities in the classroom with the material to be delivered.

   c. Preparing learning media in the class (stiky notes, hvs, etc.).

      The researcher makes the media needed in the card sort method.

   d. Preparing an observation sheet for cycle 1.

      The researcher makes observation sheets for the teacher and the students during cycle 1.

   e. Preparing students’ attendance list and scoring list.

      Eventhough it has been prepared, the researcher makes her own attendance as well as an assessment sheet for students.
f. Preparing two tests; pre-test and post-test and then preparing the worksheet for the students.

The researcher makes pre-test and post-test and work sheets for students.

g. Preparing the camera to take documentation.

2. Action

In this stage, the learning process is carried out by the teacher:

a. Giving pre-test to the students to describe about animal.

b. Explaining the students about descriptive text (social function, generic structure, and language features).

c. Providing some pictures related with the material.

d. Guiding the students to identify the picture based on the name, character, etc.

e. Explaining the students what is card sort.

f. Teaching descriptive text using card sort method.

g. Each student is given a piece of card that contains information about the category or characteristics of an object, animal, place, etc.

h. Lead students to find friends with the same categories or characteristics.

i. Classify students who have the same category or characteristics to describe the results in written form.

j. Guiding the students to identify the difficulties in writing descriptive text.

k. Discussing the results of the presentation.

l. Allowing students to ask questions about descriptive text.

m. Giving exercise and feedback.
n. Helping the students to get the main of the lesson.

3. Observation

In this observation, the researcher was as observer. The things observed are:

a. Observing the teacher activities.
   The researcher observes whether the teacher’s activities are in accordance with lesson plan or not.

b. Observing the teacher students attention.
   The researcher checks student attendance and student activity during the learning process.

4. Reflection

   a. Analyzing the data of this cycle.
   b. The teacher and the researcher will discuss the result of this cycle.
   c. Make a conclusion of the cycle 1.

I. Description of Teaching and Learning Process in Cycle 2

   The cycle 2 will be done according to the result of reflection from the cycle 1. If the result from the observation shows that the quality from students still low, it is needed the other action in order to make enhancement of the quality for the next cycle. Cycle 2 procedure is the same as cycle 1, i.e.:

1. Planning

   In this planning step, the activities carried out are:

   a. Preparing the English syllabus.
During the pre-research observation, the researcher asked the English syllabus of the English teacher at MTs N 1 Purworejo.

b. Making a lesson plan for the cycle 2, materials, and designing activities carried out in action.

The researcher makes lesson plan and designs activities in the classroom with the material to be delivered.

c. Preparing learning media in the class (stiky notes, hvs, etc.).

The researcher makes the media needed in the card sort method.

d. Preparing an observation sheet for cycle 2.

The researcher makes observation sheets for the teacher and the students during cycle 2.

e. Preparing students’ attendance list and scoring list.

Eventhough it has been prepared, the researcher makes her own attendance as well as an assessment sheet for students.

f. Preparing two tests; pre-test and post-test and then preparing the worksheet for the students.

The researcher makes pre-test and post-test and work sheets for students.

g. Preparing the camera to take documentation.

2. Action

In this stage, the learning process is carried out by the teacher:

a. Giving descriptive pre-test.

b. The teacher asked to the students what is their difficulties and problems in the previous lesson.
c. The teacher giving feedback.

d. The teacher re-explaining about *card sort* method.

e. Giving a post-test.

f. Giving motivation for the students.

3. Observation

In this observation, the researcher was as observer. The things observed are:

a. Observing the teacher activities.
   
   The researcher observes whether the teacher’s activities are in accordance with lesson plan or not.

b. Observing the teacher students attention.

   The researcher checks student attendance and student activity during the learning process.

4. Reflection

a. Analysing the data of this cycle.

b. The teacher and the researcher will discuss the result of this cycle.

c. Make a conclusion of the cycle 2.
A. Research Finding

The research consists of two cycle’s, each cycle consists of planning, implementation of action, observation, and reflection. All steps of this research would be explained in the description below:

1. Cycle 1

a. Planning

Before doing the research, the researcher prepared the instrument of the research as follows:

1) English Syllabus of Junior High School

The use of English syllabus is a guidance to arrange the lesson plan. After the researcher read the English syllabus of the seventh grade students MTs N 1 Purworejo, the researcher made a syllabus specifically for this research. The syllabus can be seen on the appendices page.

2) Lesson Plan

The researcher made a lesson plan according to the syllabus and designed the steps in doing action. The lesson plan is used as guidance for the teachers’ activity in the class. After making the lesson plan of the research and designing activities, the researcher
submitted to the teacher who will teach. The lesson plan can be seen after the syllabus of this research on the appendices page.

3) Material

The teacher used book *Practice Your English Competence* for SMP/MTs Class VII and internet as source of materials and test instruments.

4) Teaching Aid

The researcher made some instruments, such as students’ worksheet, example of descriptive text, and board marker.

5) Observations Checklist for Cycle I

The researcher used the observational checklist to know the condition of teaching learning in the class, both teacher and students.

6) Prepared Test Instrument

There are two kinds of test. First test is pre-test and the second is post-test. Pre-test was a test that was given to the students before the teaching learning was started and post-test was a test that was given to the students after the treatment (teaching learning process).

7) Prepared the camera to take the pictures (the situation of the students in teaching learning process).

b. Implementation of Action

The cycle 1 was done on 1st and 7th August 2019. The cycle 1 was held on in three parts; pre-test was conducted on the first day while treatment and post-test was conducted on the second day.
The first day of cycle 1 was giving pre-test for students’ which is conducted on Thursday, 1st August 2019. The teacher and the researcher entered the class at 12.30 p.m. The teacher greeted the students in the class by saying “Assalamu’alaikum warahmatullaahi wabarakaatuh”. All of the students answered the greeting and the teacher began the class by reciting Al Fatihah which is followed the students before start the lesson and the teacher asked their condition that day by “How are you today?”, the students answered, “I am fine, and you?”, the teacher answered “I am fine, Alhamdulillaah”. After the teacher opened the lesson, the teacher introduced the researcher and got to know the purpose of the researcher come in the class. Then the researcher prepared the pre-test and at the same time the teacher checked the students’ attendance and all the students attended (32 students).

After that, the researcher gave the pre-test in the class. The researcher also gave instruction how the students to do the pre-test. The theme of the material was Descriptive Text. The researcher gave pre-test for 40 minutes. The researcher and the teacher went round the class to check the students’ work. The pre-test consist of 10 fill in the blank and essay. Because the bell has rang, so there is no feedback between the teacher and students. The students submitted their work sheets to the researcher.

The second day of this cycle was treatment. The teacher gave the treatment for the students on Wednesday, 7th August 2019. The
teacher and the researcher entered the class at 07.00 a.m. According to the habit of MTs N 1 Purworejo that every morning all of the class before starting the lesson they should read of Al Qur’an first and Fashalatan. In the class, the researcher observed the students’ and the teachers’ activities during teaching learning process. The researcher had a partner which helped her to take documentation.

Before the lesson began, the teacher greeted and asked the students condition then he led the students to reciting Al Fatihah. After that, the teacher checked students’ attendance lists. While the researcher observed the students’ and the teachers’ use observational checklist during the lesson.

In the class, the teacher used mixed language, English and Indonesia to explain the material. The teacher started the lesson by giving a picture to the students that related to the material. It was used to help the students remember about the material. Some students tried mention and answer about name and characters on the picture. After that the teacher told to the students about the material, that was Descriptive Text.

The teacher gave explanation about learning method by using card sort. After that, he gave the steps of card sort. Firstly, the teacher explained that they will learn about Descriptive Text by using card sort. Secondly, he asked the students to used closed method in card sort. The teacher explained how to sorting card by using close method. Then, he gave example with giving the students a set categories and index cards
about a theme. After that, he asked the students to sorting the card according categories to index cards correctly. It used to make the students understood in sorting the cards easier.

Thirdly, the teacher prepared a set cards and index cards in the hvs. The cards related descriptive text such as generic structure, language features by adjectives as characteristics. It used to help the students understanding the material easily.

Then, the teacher divided the students into six groups by random. After the students’ joined with each groups, the researcher gave a set categories and index cards in the HVS paper to each group. Meanwhile the teacher asked the students to sorting card of a set category into index cards correctly. They were so active to choose correct cards and guess what animals are based on the categories card. Some of students who did not join to work with their group, they were just silent.

After they sorted the card, the teacher gave the students example of descriptive text. The teacher asked the students to write the descriptive text based on animal in the cards and asked difficulties. Most of the students asked the teacher and the researcher about vocabularies that they did not know. Then, the teacher asked each group to present their work and explain it. After that, the teacher and the students discussed about the correct answer and guessed the animal which is based on categories cards. The teacher also gave feedback and explained about Descriptive Text. The students paid attention about the material. While the teacher
and the students discussed, the researcher collected students’ group work. The last part of this cycle was giving post-test. After the teacher gave treatment, the researcher gave post-test to the students. Before the lesson closed, the students submitted their work. Then teacher closed the meeting by “Assalamu’alaikum warahmatullaahi wabarakaatuh”.

c. Observation

In the cycle 1, the researcher used two observational checklists for the teacher and the students. The result of the teacher’s observational checklist is as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Teacher’s Activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Greeting students before the lesson begins</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Praying before the lesson begins</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Checking the student’s attendance first</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Asking the student’s condition and their readiness</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Giving stimulation</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Telling the purposes of learning</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Asking the related material to the students</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Reminding previous material</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Giving an explanation of the material</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Giving opportunity for asking questions and suggestions</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Clarifying and explaining the students’ questions</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Guiding the students’ activity</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Giving feedbacks after the lesson</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Helping students to conclude the lesson</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Informing the next materials for next meeting</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Giving motivations for students</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>
According to the observation checklist above, the teacher gave stimulation like try to guess animals with body gestures practiced by the teacher in front of the class. He also gave motivation “Don’t be afraid of being wrong to answer and to argue”. Then, the teacher conveyed the learning goal to the students like “At the end of the lesson, you are expected to write descriptive text easily”. The teacher explained that card sort as the method of the lesson. He explained the steps of card sort and gave example how to sorting card. After that, the teacher explained the definition of Descriptive Text and gave example of the text and last the students wrote a descriptive text by using card sort.

The learning steps according to the K13 which is consist of Observing, Questioning, Exploring, Associating, and Communicating. The resulted of the students’ attendance list was explained as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Name</th>
<th>Cycle I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pre-test</td>
</tr>
<tr>
<td>1.</td>
<td>A D</td>
<td>√</td>
</tr>
<tr>
<td>2.</td>
<td>A I W</td>
<td>√</td>
</tr>
<tr>
<td>3.</td>
<td>A B A</td>
<td>√</td>
</tr>
<tr>
<td>4.</td>
<td>A P</td>
<td>√</td>
</tr>
<tr>
<td>5.</td>
<td>A L</td>
<td>√</td>
</tr>
<tr>
<td>6.</td>
<td>A A D</td>
<td>√</td>
</tr>
<tr>
<td>7.</td>
<td>A A</td>
<td>√</td>
</tr>
<tr>
<td>8.</td>
<td>B A P</td>
<td>√</td>
</tr>
<tr>
<td>9.</td>
<td>D Y</td>
<td>√</td>
</tr>
<tr>
<td>10.</td>
<td>D N P</td>
<td>√</td>
</tr>
</tbody>
</table>
Meanwhile, the result of the students’ observational checklist was
below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Student’s Activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students felt enthusiastic to follow the lesson</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Students gave attention to the teacher’s explanation</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Students were active during the learning process</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Students applied <em>card sort</em> well</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Students understood the teacher’s explanation</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Students did the evaluation well</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.3 Students’ Observational Checklist
Based on the students’ observational checklist above, there were still many students who did not understand what the descriptive text is in English only less than 10 students understood it correctly. However, the students were very active in sorting cards according to their categories and they were enthusiastic in the learning process because of the media or methods used by the teacher. In the end of the lesson, the students did the post-test well.

Next step, to know a significant improvement in writing descriptive text, the researcher analyzed the result using T-test calculation from the result of the pre-test and post-test. The results of both of the test can be seen below:

Table 4.4 Students’ Result of Pre-test and Post-test Cycle 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Name</th>
<th>Cycle I</th>
<th>Pre-test (X)</th>
<th>Post-test (Y)</th>
<th>D</th>
<th>D^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A D</td>
<td></td>
<td>95</td>
<td>85</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>2.</td>
<td>A I W</td>
<td></td>
<td>65</td>
<td>75</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>3.</td>
<td>A B A</td>
<td></td>
<td>100</td>
<td>95</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>4.</td>
<td>A P</td>
<td></td>
<td>75</td>
<td>75</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5.</td>
<td>A L</td>
<td></td>
<td>100</td>
<td>90</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>6.</td>
<td>A A D</td>
<td></td>
<td>50</td>
<td>70</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>7.</td>
<td>A A</td>
<td></td>
<td>65</td>
<td>85</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>8.</td>
<td>B A P</td>
<td></td>
<td>78</td>
<td>75</td>
<td>-3</td>
<td>9</td>
</tr>
<tr>
<td>9.</td>
<td>D Y</td>
<td></td>
<td>85</td>
<td>87</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>10.</td>
<td>D N P</td>
<td></td>
<td>75</td>
<td>75</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11.</td>
<td>D R S</td>
<td></td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>12.</td>
<td>F D</td>
<td></td>
<td>75</td>
<td>75</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13.</td>
<td>K L</td>
<td></td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14.</td>
<td>K R</td>
<td></td>
<td>55</td>
<td>75</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>15.</td>
<td>M Q</td>
<td></td>
<td>50</td>
<td>75</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>16.</td>
<td>M R N</td>
<td></td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
</tbody>
</table>
From the data above, the researcher calculated the score of the pre-test and post-test to find the presentation of the students who had reached passing grade score (KKM) that the passing grade score value is 75.

Table 4.5 Passing Grade Score of Pre-test in Cycle 1

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;75</td>
<td>13</td>
<td>40.63%</td>
</tr>
<tr>
<td>75</td>
<td>9</td>
<td>28.12%</td>
</tr>
<tr>
<td>&lt;75</td>
<td>10</td>
<td>31.25%</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

The researcher expected the students who could reach passing grade score (KKM) should be at least 85%. There were 40.63% who reached passing grade score in pre-test cycle 1. Consequently, the presentation of pre-test achievement in cycle 1 was not achieved.
Table 4.6 Passing Grade Score of Post-test in Cycle 1

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;75</td>
<td>19</td>
<td>59.38%</td>
</tr>
<tr>
<td>75</td>
<td>9</td>
<td>28.12%</td>
</tr>
<tr>
<td>&lt;75</td>
<td>4</td>
<td>12.50%</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Based on the finding data of pre-test and post-test in cycle 1, the researcher concluded that there was improvement from the pre-test to post-test. The presentation of the students who reached passing grade score in the post-test of cycle 1 were 59.38%. Although there had been a significant increase between pre-test and post-test of cycle 1 but it still had not reached the target expected, so the researcher conducted the cycle 2.

1) The Calculation of the Mean

a) Mean of Pre-test 1

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

\[ M = \frac{2412}{32} \]

\[ M = 75.37 \]

b) Mean of Post-test 1

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

\[ M = \frac{2573}{32} \]
M = 80.40
i. Mean of pre-test 1 = 75.37
ii. Mean of post-test 1 = 80.40
iii. Mean of post-test 1 > pre-test 1

From the result above, there is an improvement of writing skill between pre-test 1 and post-test 1.

2) Calculation of the Mean of Difference

$$MD = \frac{\sum D}{N}$$

$$MD = \frac{101}{32}$$

$$MD = 3.15$$

3) Calculation of Standard Deviation

$$SD = \sqrt{\frac{\sum D^2}{N} + \left(\frac{\sum D}{N}\right)^2}$$

$$SD = \sqrt{135.65 - (3.15)^2}$$

$$SD = \sqrt{135.65 - 9.9225}$$

$$SD = \sqrt{125.7275}$$

$$SD = 11.2128275$$

4) Standard Error for the Mean Difference

$$SE_{MD} = \frac{SD}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{11.2128275}{\sqrt{31}}$$

$$SE_{MD} = \frac{11.2128275}{\sqrt{31}}$$
$$SE_{MD} = \frac{11.2128275}{5.56}$$

$$SE_{MD} = 2.02$$

5) Calculation of T-test

$$T_0 = \frac{MD}{SE_{MD}}$$

$$T_0 = \frac{3.15}{2.02}$$

$$T_0 = 1.56$$

i. T-test = 1.56

ii. T-table = 2.04

iii. T-test < T-table = 1.56 > 2.04

Based on the result above, it shows that the T-test is 1.56 and T-table with N-1 is 2.04. The significant level is 5%. The value of the T-test is lower than the value of the T-table. So, the alternative hypothesis (Ha) was rejected and the null hypothesis (Ho) was accepted.

d. Reflection

Based on the analysis of cycle 1, the researcher could conclude that the using Card Sort as method in the seventh class was not effective yet. The researcher found some problems in cycle 1. Many students still lacked of vocabulary, many students did not write the vocabulary in their book, and many students were more active and paid attention of the teacher instruction but did not understand. In the action, they also confused to sorting card according to the category cards in the index.
cards. It causes there was some students’ who still had not achieved the passing grade score.

The passing grade was 75 and 59.38% students passed the score. Because there was some students’ who had not reached the passing grade score the target was not expected by the researcher to be 85% so the researcher decided to do the next cycle, it was cycle 2.

2. Cycle 2

a. Planning

Before doing the research, the researcher prepared the instrument of the research as follows:

1. English Syllabus of Junior High School

The use of English syllabus is a guidance to arrange the lesson plan. After the researcher read the English syllabus of the seventh grade students MTs N 1 Purworejo, the researcher made a syllabus specifically for this research. The syllabus can be seen on the appendices page.

2. Lesson Plan

The researcher made a lesson plan according to the syllabus and designed the steps in doing action. The lesson plan is used as guidance for the teachers’ activity in the class. After made the lesson plan of the research and designed activities, the researcher submitted to the teacher who will teach. The lesson plan can be seen after the syllabus of this research on the appendices page.
3. Material

The teacher used book *Practice Your English Competence* for SMP/MTs Class VII and internet as source of materials and test instruments.

4. Teaching Aid

The researcher made some instruments, such as students’ worksheet, example of descriptive text, and board marker.

5. Observations Checklist for Cycle 2

The researcher used the observational checklist to know the condition of teaching learning in the class, both teacher and students.

6. Prepared Test Instrument

There are two kinds of test. First test is pre-test and the second is post-test. Pre-test was a test that was given to the students before the teaching learning was started and post-test was a test that was given to the students after the treatment (teaching learning process).

7. Prepared the camera to take the pictures (the situation of the students in teaching learning process).

b. Implementation of Action

The cycle 2 was conducted on August, 8th 2019 and August, 14th 2019. There were three parts of this cycle, that is the pre-test was conducted on Thursday, 8th August 2019 and the treatment and the post-test was conducted on Wednesday, 14th August 2019.
The first day of cycle 2 was giving pre-test for students’ which is conducted on Thursday, 8th August 2019. The teacher and the researcher entered the class at 12.30 p.m. The teacher greeted the students in the class by saying “Assalamu’alaikum warahmatullaahi wabarakaatu”. All of the students answered the greeting and the teacher began the class by reciting Al Fatiha which is followed the students before started the lesson and the teacher asked their condition that day by “How are you today?”, the students answered, “I am fine, and you?”, the teacher answered “I am fine, Alhamdulillaah”.

After that, the researcher gave the pre-test in the class. The researcher also gave instruction how to do the pre-test. The theme of the material was same with cycle 1, Descriptive Text. Then, the researcher shared the worksheets to the students. The teacher and the researcher went around the class to check the students’ work, but the teacher more often leave the class as a researcher who controlled students during the pre-test. The students’ who done the pre-test, their collected the worksheets.

The second day of this cycle was treatment. The teacher gave the treatment for the students on Wednesday, 14th August 2019. The teacher and the researcher entered the class at 07.45 a.m. In the class, the researcher observed the students’ and the teachers’ activities during teaching learning process.
Before the lesson began, the teacher greeted and asked the students condition then he led the students to reciting *Al Fatihah*. After that, the teacher checked students’ attendance lists. While the researcher observed the students’ and the teachers’ use observational checklist during the lesson. In the class, the teacher used mixed language, English and Indonesia to explain the material. The teacher started the lesson by giving a picture to the students that related to the material. He asked some question to the students as stimulation and reviewd the previous lesson. Some students could answer what the teacher asked. Then, he teacher explained again about generic structure and language features of Descriptive Text and he gave an example of Descriptive Text in the whiteboard. Finally, most of the students understood the explanation. The teacher gave the opportunity to make question about the material and he gave feedback.

The teacher gave explanation about learning method by using card sort. After that, he gave the steps of card sort. Firstly, the teacher explained that they will learn about Descriptive Text by using card sort. Secondly, he asked the students to used closed method in card sort. The teacher explained how to sorting card by using close method. Then, he gave example with giving the students a set categories and index cards about a theme. After that, he asked the students to sorting the card according categories to index cards correctly. It used to make the students understood in sorting the cards easier.
Thirdly, the teacher prepared a set cards and index cards in the HVS paper. The cards related descriptive text such as generic structure, language features by adjectives as characteristics. It used to help the students understanding the material easily.

Then, the teacher divided the students into six groups by random. After the students joined with each groups, the researcher gave a set categories and index cards in the HVS paper to each group. Meanwhile the teacher asked the students to sorting card of a set category card into index cards correctly. They were so active to choose correct cards and guess what animals are based on the categories card. Some of students who did not join to work with their group, they were just silent.

After they sorted the card, the teacher gave the students example of descriptive text. The teacher asked the students to write the descriptive text based on animal in the cards and asked difficulties. Most of the students asked the teacher and the researcher about vocabularies that they did not know. Then, the teacher asked each group to present their work and explain it. After that, the teacher and the students discussed about the correct answer and guessed the animal which is based on categories cards. The teacher also gave feedback and explained about Descriptive Text. The students paid attention about the material. While the teacher and the students discussed, the researcher collected students’ group work. The last part of this cycle was giving post-test. After the teacher gave
treatment, the researcher gave post-test to the students. Before the lesson closed, the students submitted their work. Then teacher closed the meeting by “Assalamu’alaikum warahmatullaahi wabarakaatuh”.

c. Observation

In the cycle 2, the researcher also used two observational checklists. The result of the teacher’s observational checklist is as follows:

Table 4.7 Teacher’s Observational Checklist of Cycle 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Teacher’s Activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Greeting students before the lesson begins</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Praying before the lesson begins</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Checking the student’s attendance first</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Asking the student’s condition and their readiness</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Giving stimulation</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Telling the purposes of learning</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Asking the related material to the students</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Reminding previous material</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Giving an explanation of the material</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Giving opportunity for asking questions and suggestions</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Clarifying and explaining the students’ questions</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Guiding the students’ activity</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Giving feedbacks after the lesson</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Helping students to conclude the lesson</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Informing the next materials for next meeting</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Giving motivations for students</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Praying and closing the lesson</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
In this cycle, the teacher can managed classroom effectively because he divided time of card sort and explanation the material well and the students more understood than before. The teacher reviewed about language features and example of descriptive text. The learning steps according to the K13 which is consist of Observing, Questioning, Exploring, Associating, and Communicating. The resulted of the students’ attendance list was explained as follows:

Table 4.8 Students Attendance List

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Name</th>
<th>Cycle 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>1.</td>
<td>A D</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>A I W</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>A B A</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>A P</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>A L</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>A A D</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>A A</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>B A P</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>D Y</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>D N P</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>D R S</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>F D</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>K L</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>K R</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>M Q</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>M R N</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>M G S N</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>M J</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>M K A</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>M N N</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>M R R</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
Meanwhile, the result of the students’ observational checklist was below:

**Table 4.9 Students’ Observational Checklist**

<table>
<thead>
<tr>
<th>No.</th>
<th>Student’s Activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students felt enthusiastic to follow the lesson</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Students gave attention to the teacher’s explanation</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Students were active during the learning process</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Students applied <em>card sort</em> well</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Students understood the teacher’s explanation</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Students did the evaluation well</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Based on the students’ observational checklist above, the researcher concluded that the students had been active in the class. The students more enthusiastic the learning process than before and they asked more about new vocabularies that they did not know then wrote it in the book. In the end of the lesson, the students did the post-test well.
After that, to know a significant improvement in writing descriptive text, the researcher analyzed the result using T-test calculation from the result of the pre-test and post-test.

The results of both of the test can be seen below:

**Table 4.10 Students’ Result of Pre-test and Post-test Cycle 2**

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Name</th>
<th>Cycle 2</th>
<th>Pre-test (X)</th>
<th>Post-test (Y)</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A D</td>
<td></td>
<td>75</td>
<td>90</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>2.</td>
<td>A I W</td>
<td></td>
<td>69</td>
<td>80</td>
<td>11</td>
<td>121</td>
</tr>
<tr>
<td>3.</td>
<td>A B A</td>
<td></td>
<td>96</td>
<td>82</td>
<td>-14</td>
<td>196</td>
</tr>
<tr>
<td>4.</td>
<td>A P</td>
<td></td>
<td>56</td>
<td>97</td>
<td>41</td>
<td>1681</td>
</tr>
<tr>
<td>5.</td>
<td>A L</td>
<td></td>
<td>80</td>
<td>97</td>
<td>17</td>
<td>289</td>
</tr>
<tr>
<td>6.</td>
<td>A A D</td>
<td></td>
<td>62</td>
<td>80</td>
<td>18</td>
<td>324</td>
</tr>
<tr>
<td>7.</td>
<td>A A</td>
<td></td>
<td>70</td>
<td>85</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>8.</td>
<td>B A P</td>
<td></td>
<td>85</td>
<td>90</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>9.</td>
<td>D Y</td>
<td></td>
<td>71</td>
<td>90</td>
<td>19</td>
<td>361</td>
</tr>
<tr>
<td>10.</td>
<td>D N P</td>
<td></td>
<td>72</td>
<td>80</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>11.</td>
<td>D R S</td>
<td></td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>12.</td>
<td>F D</td>
<td></td>
<td>95</td>
<td>85</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>13.</td>
<td>K L</td>
<td></td>
<td>65</td>
<td>80</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>14.</td>
<td>K R</td>
<td></td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>15.</td>
<td>M Q</td>
<td></td>
<td>70</td>
<td>82</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>16.</td>
<td>M R N</td>
<td></td>
<td>90</td>
<td>85</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>17.</td>
<td>M G S N</td>
<td></td>
<td>68</td>
<td>80</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>18.</td>
<td>M J</td>
<td></td>
<td>60</td>
<td>97</td>
<td>37</td>
<td>1369</td>
</tr>
<tr>
<td>19.</td>
<td>M K A</td>
<td></td>
<td>90</td>
<td>80</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>20.</td>
<td>M N N</td>
<td></td>
<td>68</td>
<td>82</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>21.</td>
<td>M R R</td>
<td></td>
<td>82</td>
<td>97</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>22.</td>
<td>N N Z</td>
<td></td>
<td>65</td>
<td>80</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>23.</td>
<td>N A</td>
<td></td>
<td>93</td>
<td>82</td>
<td>-11</td>
<td>121</td>
</tr>
<tr>
<td>24.</td>
<td>N ‘A</td>
<td></td>
<td>95</td>
<td>97</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>25.</td>
<td>N Y</td>
<td></td>
<td>78</td>
<td>82</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>26.</td>
<td>P S</td>
<td></td>
<td>92</td>
<td>80</td>
<td>-12</td>
<td>144</td>
</tr>
<tr>
<td>27.</td>
<td>R A</td>
<td></td>
<td>74</td>
<td>90</td>
<td>16</td>
<td>256</td>
</tr>
</tbody>
</table>
From the data above, the researcher calculated the score of the pre-test and post-test to find the presentation of the students who had reached passing grade score (KKM) that the passing grade score value is 75.

**Table 4.11 Passing Grade Score of Pre-test in Cycle 2**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;75</td>
<td>12</td>
<td>37.50%</td>
</tr>
<tr>
<td>75</td>
<td>1</td>
<td>3.13%</td>
</tr>
<tr>
<td>&lt;75</td>
<td>19</td>
<td>59.37%</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

The researcher expected the students who could reach passing grade score (KKM) should be at least 85%. There were 37.50% who reached passing grade score in pre-test cycle 2. Consequently, the presentation of pre-test achievement in cycle 2 was not achieved.

**Table 4.12 Passing Grade Score of Post-test Cycle 2**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;75</td>
<td>32</td>
<td>100%</td>
</tr>
<tr>
<td>75</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>&lt;75</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on the finding data of pre-test and post-test in cycle 2, the researcher concluded that there was improvement from the pre-test to
post-test. The presentation of the students who reached passing grade score in the post-test of cycle 2 was 100%, while the data of pre-test were 37.50%. There was an improvement as many as 62.50%. It means that the expectation was successfully achieved. Therefore, the researcher did not conduct the next cycle

1) The Calculation of the Mean

a) Mean of Pre-test 2

\[ M = \frac{\Sigma X}{N} \]

\[ M = \frac{2386}{32} \]

\[ M = 74.56 \]

b) Mean of Post-test 2

\[ M = \frac{\Sigma Y}{N} \]

\[ M = \frac{2732}{32} \]

\[ M = 85.37 \]

i. Mean of pre-test 2 = 74.56
ii. Mean of post-test 2 = 85.37
iii. Mean of post-test 2 > pre-test 2

From the result above, there is an improvement of writing skill between pre-test 2 and post-test 2.

2) Calculation of the Mean of Difference

\[ MD = \frac{\Sigma D}{N} \]
MD = $\frac{356}{32}$

MD = 11.12

6) Calculation of Standard Deviation

$$SD = \sqrt{\frac{\sum D^2}{N} + \left(\frac{\sum D}{N}\right)^2}$$

$$SD = \sqrt{300.75 - (11.12)^2}$$

$$SD = \sqrt{300.75 - 123.65}$$

$$SD = \sqrt{177.10}$$

SD = 13.30

7) Standard Error for the Mean Difference

$$SE_{MD} = \frac{SD}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{13.30}{\sqrt{32-1}}$$

$$SE_{MD} = \frac{13.30}{\sqrt{31}}$$

$$SE_{MD} = \frac{13.30}{5.56}$$

$$SE_{MD} = 2.39$$

8) Calculation of T-test

$$T_0 = \frac{MD}{SE_{MD}}$$

$$T_0 = \frac{11.12}{2.39}$$

$$T_0 = 4.65$$

i. T-test = 4.65

ii. T-table = 2.04
iii. T-test > T-table = 4.65 > 2.04

From the data above, it shows that the T-test is 4.65 and T-table with N-1 is 2.04. The significant level is 5%. The value of the T-test is higher than the value of the T-table. So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. Therefore, the researcher’s conclude that the result of the cycle 2 is really significant. Finally, the researcher had successfully conducted this research. It means that using Card Sort can improve the students’ writing skills in Descriptive Text at seventh grade students of MTs N 1 Purworejo in the academic year 2019/2020.

d. Reflection

Based on the findings of cycle 2, the researcher could conclude that the improvement of the students’ writing skills in Descriptive Text increase significantly than the result of cycle 1. The students’ writing skills increased by Card Sort. The students seriously paid attention and active in the lesson, such as asking question, responding question, and doing their work cooperatively in the group. The result of cycle 2 showed that the mean pre-test was 74.56 and the mean of post-test was 85.37.

The value of the passing grade was 75. The students’ answer in the post-test of the cycle 2 was better. In the post-test of the cycle 2 there are 100% who get the score higher than the passing grade score. It means that there was an enhancement of using Card Sort in writing Descriptive Text at seventh grade students of MTs N 1 Purworejo in the academic
year 2019/2020. Finally, the teacher and the researcher stop the cycle because 100% of the students have already passed the passing grade.

B. Discussion

According to the result of analysis in cycle 1 and cycle 2, there was a significant improvement on the students’ writing descriptive text. The researcher would like to show the improvement in the table below:

**Table 4.13 Students’ Writing Descriptive Text Improvement**

<table>
<thead>
<tr>
<th>No.</th>
<th>Analysis</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean of pre-test</td>
<td>75.37</td>
<td>74.56</td>
</tr>
<tr>
<td></td>
<td>Mean of post-test</td>
<td>80.40</td>
<td>85.37</td>
</tr>
<tr>
<td>2.</td>
<td>T-test calculation</td>
<td>1.56</td>
<td>4.65</td>
</tr>
<tr>
<td>3.</td>
<td>T-table N-1</td>
<td>2.04</td>
<td>2.04</td>
</tr>
<tr>
<td>4.</td>
<td>T-test – T-table</td>
<td>1.56 &lt; 2.04</td>
<td>4.65 &gt; 2.04</td>
</tr>
</tbody>
</table>

According to the table above, it could be seen that the T-test from cycle 1 was lower than T-table. In the cycle 1, the mean of post-test 80.40 was higher than the mean of pre-test 75.37. The T-test calculation showed that T-table was 2.04 while T-test was 1.56. In the cycle 2, the mean of post-test 85.37 was higher than the mean of pre-test 74.56. The T-test calculation showed that T-table was 2.04 while T-test was 4.65. The data showed both post-tests were higher than pre-tests, while the result of the T-test in cycle 1 was lower and cycle 2 was higher than T-table.

Based on the result of the test, there was significance influence between the result of the pre-test before and after teaching by using Card Sort. It meant
that the improvement of the students’ writing descriptive increases significantly. Finally, the researcher concluded that the use of *Card Sort* in the teaching writing descriptive can help the students to improve their ability.
A. Conclusion

After conducting the research of teaching writing in Descriptive Text to improve the students’ writing skills through Card Sort, the researcher concludes that:

1. The implementation of Card Sort can be done effectively. After using Card Sort the students more enthusiast and active in the learning process. This is shown by the number of students who ask and guess what is presented by friends. In the cycle 1 less than 10 students who ask and respond to learning process. While the cycle 2, almost half of the students actively ask and respond to the learning process. Then, the researcher analyzes that the students’ writing descriptive text can improve from the cycle 1 to the cycle 2. The passing grade score value is 75. In the cycle 1, the mean of post-test is 80.40 higher than the pre-test 75.37. The students who reached the passing grade score in the post-test is 59.38% higher than the pre-test. It has reached the target expected by researchers. While in the cycle 2, the mean of post-test is 95.15 higher than the pre-test 80.46 and the students who reached the passing grade score in the post-test is 100%. In cycle 1, the implementation of Card Sort not successful, but in the cycle 2 the implementation of Card Sort was successful.
2. The result of the analysis showed that T-test was 4.65 and T-table at 5% level of significant was 2.04. It means that the value of T-test was higher than T-table, so there was any significant difference on the students’ writing descriptive text before and after being taught by using Card Sort of the seventh grade at MTs N 1 Purworejo. So, the alternative hypothesis is accepted and the null hypothesis is rejected.

B. Suggestion

Based on finding in this research, the researcher would give some suggest as follows:

1. For the English Teacher

   From the result, it can support the English teachers to apply this method in teaching writing, they must use the appropriate method, and they must prepare the material well and create a pleasant atmosphere in the class so students can enjoy and be interested.

2. For the Students

   From the result, it can motivate the students to improve their writing skills. The students must not be afraid and shy of ask or make mistakes in writing. The students also have to practice writing, especially to make sentence with the correct grammar.

3. For the Other Researcher

   The researcher suggests the other researcher to see the research finding. So, it can be a reference for the other researchers who are interested to teach writing skills especially in descriptive text.
REFERENCES


https://en.wikipedia.org/wiki/Text_types


APPENDICES
INTERVIEW SHEET WITH EACHER

1. Bagaimana sikap siswa dalam pembelajaran Bahasa Inggris di kelas terutama pada writing skills? (What is the attitude of students in learning English in class especially in writing skills?)

   **Answer**: Sikap siswa itu bermacam-macam. Ada yang hiperaktif, kooperatif, responsif, bahkan apatis. Motivasi atau kemampuan tidak ada yang mendukung keterampilan menulis. Jadi sikap siswa heterogen. (The attitude of students varies. Some are hyperactive, cooperative, responsive, even apathetic. Motivation or ability does not support writing skills. So the attitude of heterogeneous students).

2. Dianggap skill paling sulit, apa penyebabnya dan kendala mengajarnya yang Abah alami? (Considered the most difficult skill, what causes it and the teaching constraints?)

   **Answer**: Writing sebenarnya tidak sulit, karena writing menyangkut proses reproduksi dan produktif. Biasanya tidak ada pengetahuan, kurang kosakata, talenta. Gaya belajarnya yang tidak sesuai dengan guru yang mengajar. (Writing is actually not difficult, because writing involves the process of reproduction and productive. Usually there is no knowledge, lack of vocabulary, talents. Learning style that is not appropriate with the teacher who teaches).

3. Media dan metode apa yang biasa digunakan dalam mengajar writing? (What media and methods are commonly used in teaching writing?)

   **Answer**: Media masih seadanya, hanya dengan textbook. Kalau metode masih dengan metode ceramah. Di akhir kelas biasanya saya sampaikan motivasi, manfaat apa Bahasa Inggris di kehidupan kemudian diberi gambaran nyata. (Media is still limited, only with a textbook. If the method is still with the teacher center. At the end of the class I usually convey my motivation, what are the benefits of English in life and then be given a real picture.)
TRANSCRIPT VIDEO

CYCLE 1
Pre-test, 1 Agustus 2019

Teacher : “Assalamu’alaikum wa rahmatullaahi wa barakaatuh.”
Students : “Wa’alaikumsalam wa rahmatullaahi wa barakaatuh.”
Teacher : “Al Fatihah. (Membaca Al Fatihah bersama)
       How are you today?”
Students : “I’m fine, and you?”
Teacher : “I’m fine, Alhamdulillah. Silakan Mbak Lina kenalan dulu.”
Researcher : “Mau kenalan lagi nggak?”
Students : “Kenalan, Bu.”
Researcher : “OK. Let me introduce myself. My name is Annisa Cahyalina. You can call me Miss. Lina or Mbak Lina. I come from Purworejo and I study in IAIN Salatiga.”
       (Perkenalkan, nama saya Annisa Cahyalina. Kalian bisa panggil saya Miss Lina atau Mbak Lina. Saya asli Purworejo dan saya kuliah di IAIN Salatiga).

Student 1 : “Purworejo-nya mana, Bu?”
Researcher : “Sama seperti Pak Makmun, Bayangan LARIS Kutoarjo. Actually I graduated from here too.”
       (Saya lulus dari sini juga, saya alumni MTs)

Student 2 : “Tahun berapa, Bu?”

Students : “Kenapa 7D, Bu?”

Students : “Nihil, Bu.”
Researcher : (Membagikan worksheet pre-test cycle 1)
Students : “Bu, ini maksudnya gimana?”
Sudah dapat semua?”
Students : “Sudah, Bu.”
Selanjutnya, untuk Task 1, silakan dipilih kosakata yang sesuai untuk mengisi titik-titik tersebut. Kalian tinggal memilih yang ada di dalam kotak. Jika tidak tahu artinya, bisa tanya saya atau lebih baik kalian membuka kamus yang dibawa.”
Student 3 : “Yang belakang disuruh apa, Bu?”
Researcher : “Iya, sabar. Untuk Task 1 ada yang belum paham?”
Students 4 : “Boleh pakai pensil, Bu?”
Researcher : “Boleh. Ada lagi?
Kalau tidak saya jelaskan yang Task 2. Sesuai perintahnya, Select an object around you, then describe the object you selected (min 5 setences)! Pilih object yang ada di sekitarmu kemudian deskripsikan, gambarkan bagaimana objek itu. 5 kalimat saja, boleh lebih. Paham?”
Students 5 : “Boleh hewan peliharaan, Bu?”
Researcher : “Iya, boleh.”

Kemudian siswa mengerjakan pre-tes. Hampir semua siswa bertanya kepada peneliti mengenai kosakata yang mereka tidak tahu dan tidak ada di dalam kamus. Sampai bel pulang berbunyi, siswa mengumpulkan pre-tes mereka jadi tidak ada pembahasan mengenai kesulitan yang siswa alami selama mengerjakan pre-tes.

**Post-test, 7 Agustus 2019**

Teacher : “Assalamu’alaikum wa rahmatullaahi wa barakaatuh.”
Students : “Wa’alaikumsalam wa rahmatullaahi wa barakaatuh.”

Dilanjutkan membaca Al Fatihah dan tadarus Al Quran sesuai ketentuan kegiatan Madrasah. Selanjutnya untuk kelas 7D berdasar keterangan wali kelas hafalan bacaan shalat.

Teacher : “For in this class is fashalatan first. It makes me confuse (membuat saya bingung) so I ask to your tearcher (wali kelas) that is it right for this class is fashalatan. Ok, suemuanya jadi itu
tadi kesalahpahaman. Saya kira fashalatan ada jam sendiri ternyata wali kelasmu mengatur hari Rabu jam pertama membaca itu. Hari ini for class 7D your lesson is jump like an animal. (Menunjuk salah satu siswi) Do you know animal in Indonesia? “

Student1 : “Hewan.”
Teacher : “Can jump. You know jump?”
Student 2 : “Lompat.”
Teacher : “Hewan yang bisa melompat. What is it?”
Teacher : “There are many animals that can jump, walk, run so fast. Jadi hari ini kamu akan diajak belajar melompat seperti lompatan hewan. What is the fastest animal?”

Student 3 : “Horse.”
Teacher : “Ya, maybe right horse. But there is a fastest animal.”
Student 4 : “Tiger.”
Teacher : “The family of tiger?”
Student 1 : “Cheetah.”
Teacher : “Ya. The fastest animal in the world is cheetah. Binatang paling cepat di dunia adalah cheetah. Jadi kamu pelajarannya akan diajak melompat ke ujung semester. You have pre-test, right? Sudah mendapatkan tes kemarin?

Students : “Sudah.”
Teacher : “Before that, you will using card for your study. Kamu akan menggunakan kartu-kartu untuk belajarmu.”

Guru memberikan contoh gambar hewan dengan suasana kebun binatang.
Teacher : “Anybody, what picture is it?”
Students : “Jungle.”
Teacher : “It is all the picture in the jungle. What is in the jungle? What are in the jungle? Apa yang ada di jungle itu?”
Students : “Animal.”
Teacher : “There are many animals. What kind of animal? Alright everybody. Before you make a group, I would like to know you
how well you know the name of animal?
(Menunjuk beberapa siswa untuk menebak hewan apa yang
digambar dengan Bahasa Inggris).
Jadi nanti tugas kamu tidak hanya menebak nama hewan, tetapi
juga mendeskripsikan hewan itu.”

Setelah cukup lama menjelaskan apa yang ada pada gambar, guru membagi kelas
menjadi 6 kelompok. Kemudian guru meminta peneliti untuk membantu
membagikan kartu-kartu induk dan kartu kategori kepada kelompok yang sudah
dibentuk. Suasana kelas menjadi kurang kondusif.

**Teacher** : “Semua berkumpul sesuai kelompoknya. Sebelum ada
penjelasan lebih jauh, berdasarkan clue atau kata yang ada di situ
kira-kira binatang yang harus kamu diskusikan menurut gambar
ini (contoh gambar jungle).
Oke, anak-anak. Kamu akan menyusun sebuah teks dengan
susunan seperti ini (memberi contoh *Card Sort*). Generic
structures terus identifikasi. Identifikasi itu misalnya ‘ini adalah
seekor kera’. Lalu deskripsinya ‘kera itu binatang berkaki
empat’ dan seterunya.”

**Student 1** : “In English Sir?”
**Teacher** : “Yes, of course in English.”

Guru memberikan contoh teks deskripsi di papan tulis dan menjelaskannya.
Setelah siswa selesai menyortir kartu, mereka kembali ke tempat duduk masing-
masing. Selesai treatment yang diberikan guru, peneliti membagi lembar kerja
untuk post-test.

**CYCLE 2**

**Pre-test, 8 Agustus 2019**

**Teacher** : “Assalamu’alaikum wa rahmatullaahi wa barakaatuh.”
**Students** : “Wa’alaikumsalam wa rahmatullaahi wa barakaatuh.”
**Teacher** : “Good afternoon, students.”
**Students** : “Good afternoon.”
**Teacher** : “How are you today?”
**Students** : “I’m fine, and you?”
**Researcher** : “I’m fine, Alhamdulillah. Al Faatihah.”
Guru mereview mengenai deskriptif text dan memberi contoh sesuai bahan materi yang telah diajarkan.

Teacher : “Jadi, hari ini kita akan melakukan pre-test untuk yang kedua. Sebelumnya, who is absent today? Yang nggak masuk siapa?”

Students : “Nihil, Pak.”

Teacher : “Saya review dulu yang kemarin sebentar. What is descriptive text?”

Students : “Mendeskripsikan benda, Pak.”

Teacher : “Ya, describe something. Deskripsinya bagaimana? Detail atau umum?”

Students : “Secara detail, rinci.”

Teacher : “Baik, selanjutnya saya serahkan kepada Mbak Lina.”

Researcher : (Membagi lembar pre-test)


Students 4 : “Boleh pakai pensil, Bu?”

Researcher : “Boleh. Ada lagi?

Kalau tidak saya jelaskan yang Task 2. Sesuai perintahnya, Select an object around you, then describe the object you selected (min 5 setences)! Pilih object yang ada di sekitar kita kemudian deskripsikan, gambarkan bagaimana objek itu. 5 kalimat saja, boleh lebih. Paham?”

Students 5 : “Boleh hewan peliharaan, Bu?”

Researcher : “Iya, boleh.”

Student 6 : “Bu, pensil boleh?”

Researcher : “Iya.”

Siswa mengerjakan pre-tes hampir sampai selesai jam pelajaran. Siswa yang sudah selesai lebih dulu boleh mengumpulkan langsung kepada peneliti.
Post-test, 14 Agustus 2019


Teacher : “Assalamu’alaikum wa rahmatullaahi wa barakaaatu.”
Students : “Wa’alaikumsalam wa rahmatullaahi wa barakaaatu.”

Dilanjutkan membaca Al Fatihah

Teacher : “How are you today?”
Students : “i am fine, thanks. And you?”
Teacher : “Alhamdulillah I am fine. Hari ini kita masih menggunakan kartu-kartu ya untuk belajar kalian. Siapa yang tidak masuk?”
Students : “Tidak ada, Pak.”
Teacher : “Silakan berkelompok bersama kelompoknya kemarin. Masih ingat?”

Siswa mencari kelompoknya dan membuat suasana kelas ramai. Lalu guru memberikan contoh gambar hewan dengan suasana kebun binatang.

Teacher : “Anybody, what picture is it?”
Students : “Jungle.”
Teacher : “Ada apa saja di gambar?”
Teacher : “There are many animals. What kind of animal?

(Menunjuk beberapa siswa untuk menebak hewan apa yang digambar dengan Bahasa Inggris).

Jadi nanti tugas kamu tidak hanya menebak nama hewan, tetapi juga mendeskripsikan hewan itu sama seperti yang sebelumnya ya.”

Guru memberikan contoh teks deskripsi di papan tulis dan menjelaskannya.

**SILABUS PEMBELAJARAN**

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>PENILAIAN</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, | • **Fungsi sosial**
  Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik.  
  • **Struktur text**
  Dapat mencakup:  
  - Identifikasi (nama keseluruhan dan bagian). | - Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda yang ada yang disertai foto atau gambar yang menarik  
  - Bertanya tentang informasi yang terkait di dalam teks tersebut  
  - Menggunakan alat analisis (table atau bagan) | **KRITERIA PENILAIAN:**  
  • Tingkat ketercapaian fungsi sosial penggunaan teks.  
  • Tingkat kelengkapan dan keruntutan struktur teks deskriptif  
  • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan | 24 JP | • Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap |
<table>
<thead>
<tr>
<th>Teks Deskriptif</th>
<th>4.7 Teks Deskriptif</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Sifat yang menjadi pencirinya.</td>
<td>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</td>
</tr>
<tr>
<td>- Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan.</td>
<td>4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</td>
</tr>
<tr>
<td>• Unsur kebahasaan</td>
<td>- Sifat yang menjadi pencirinya.</td>
</tr>
<tr>
<td>- Kalimat deklaratif (positif dan negatif), dan interrogatif (Yes/No question, Wh-question), dalam simple present tense.</td>
<td>- Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan.</td>
</tr>
<tr>
<td>- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</td>
<td>• Unsur kebahasaan</td>
</tr>
<tr>
<td>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</td>
<td>- Kalimat deklaratif (positif dan negatif), dan interrogatif (Yes/No question, Wh-question), dalam simple present tense.</td>
</tr>
<tr>
<td>• Topik</td>
<td>- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</td>
</tr>
<tr>
<td>Orang, binatang, benda yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat mind-map) untuk mempelajari sistematika deskripsi yang diterapkan</td>
<td>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</td>
</tr>
<tr>
<td>tulisan tangan</td>
<td>- Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan.</td>
</tr>
<tr>
<td>• Tingkat kesesuaian format penulisan/ penyampaian</td>
<td>- Kalimat deklaratif (positif dan negatif), dan interrogatif (Yes/No question, Wh-question), dalam simple present tense.</td>
</tr>
<tr>
<td>CARA PENILAIAN:</td>
<td>- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</td>
</tr>
<tr>
<td>Kinerja (praktik)</td>
<td>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</td>
</tr>
<tr>
<td>• Melakukan monolog tentang deskripsi orang, binatang dan benda di depan kelas / berpasangan.</td>
<td>• Topik</td>
</tr>
<tr>
<td>Observasi:</td>
<td>Orang, binatang, benda yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat mind-map) untuk mempelajari sistematika deskripsi yang diterapkan</td>
</tr>
<tr>
<td>Penilaian untuk tujuan memberi balikan. Sasaran penilaian</td>
<td>tulisan tangan</td>
</tr>
<tr>
<td>• Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi</td>
<td>• Tingkat kesesuaian format penulisan/ penyampaian</td>
</tr>
<tr>
<td>• Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif</td>
<td>CARA PENILAIAN:</td>
</tr>
<tr>
<td>• Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</td>
<td>Kinerja (praktik)</td>
</tr>
<tr>
<td>Portofolio</td>
<td>Observasi:</td>
</tr>
<tr>
<td>• Kumpulan catatan kemajuan belajar siswa atau rekaman monolog teks deskriptif</td>
<td>Penilaian untuk tujuan memberi balikan. Sasaran penilaian</td>
</tr>
<tr>
<td>• Kumpulan karya siswa yang mendukung proses penulisian teks deskriptif berupa: draft, revisi, editing sampai hasil yang sesuai</td>
<td>• Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi</td>
</tr>
<tr>
<td>- Contoh peragaan dalam bentuk rekaman CD?VCD/ DVD/kaset</td>
<td>- Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif</td>
</tr>
<tr>
<td>- Contoh interaksi tertulis</td>
<td>• Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</td>
</tr>
<tr>
<td>- Contoh teks tertulis</td>
<td>Portofolio</td>
</tr>
<tr>
<td>- Teks atau latihan dari buku teks Bahasa Inggris</td>
<td>• Kumpulan catatan kemajuan belajar siswa atau rekaman monolog teks deskriptif</td>
</tr>
<tr>
<td>- Teks dari buku non-teks</td>
<td>CARA PENIL AIAN:</td>
</tr>
<tr>
<td>- Sumber dari internet, seperti:</td>
<td>Kinerja (praktik)</td>
</tr>
<tr>
<td>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></td>
<td>Observasi:</td>
</tr>
<tr>
<td>- <a href="http://americanenglish.ctate.gov/files/a">http://americanenglish.ctate.gov/files/a</a> e/resource_fi les</td>
<td>Penilaian untuk tujuan memberi balikan. Sasaran penilaian</td>
</tr>
<tr>
<td>- <a href="http://learningenglish.britishcouncil.org/en">http://learningenglish.britishcouncil.org/en</a></td>
<td>Portofolio</td>
</tr>
<tr>
<td>- Contoh teks tertulis</td>
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<tr>
<td>- Contoh interaksi tertulis</td>
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<tr>
<td>- Teks dari buku non-teks</td>
<td>- <a href="http://learningenglish.britishcouncil.org/en">http://learningenglish.britishcouncil.org/en</a></td>
</tr>
<tr>
<td>dalam KI.</td>
<td>terbaik untuk dipublikasi</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Kumpulan hasil tes dan latihan</td>
<td><strong>Penilaian Diri</strong></td>
</tr>
<tr>
<td>Jurnal belajar</td>
<td></td>
</tr>
</tbody>
</table>

Purworejo, 7 Agustus 2019

Mengetahui,

Guru Mata Pelajaran

Ma’mun, S.E., S.Pd., S.Pd.I.
NIP.196509072005011001

Peneliti

Annisa Cahyalina
NIM.23030150005
1. A descriptive text is a text that describes a particular person, place, or thing.

2. A descriptive text consists of:
   a. **Identification**: this part identifies the thing/person being described.
   b. **Description**: this part describes parts, qualities, and characteristics.

3. An example of a descriptive text:
   **Identification** - *identifies the person being described.*

   I live with my Dad.

   **Description** - *describes the characteristics.*

   My Dad is big. He has spiky black hair and a moustache. My Dad has big dark eyes. His hobby is playing football. My Dad is a great football player. He runs very fast. I love my Dad.

4. A descriptive text usually uses simple present tense and adjectives.

   e.g.: - *I live* with my Dad.

   - *My Dad is a great* football player.

5. Vocabulary List:

   Adjectives – fat, curly, old, clean, dirty, happy.

   Verb – eat, read, sing, drink, run, sleep.
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MTs Negeri 1 Purworejo
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII/1
Materi Pokok : Descriptive Text
Alokasi Waktu : 2 x 40 menit

A. KOMPETENSI INTI

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
B. KOMPETENSI DASAR

3. 7.1 : Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.7 : Teks Deskriptif

4.7.2 : Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

3.7.1 Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis sangat pendek dan sederhana, sesuai dengan konteks penggunaannya dengan tepat dan benar.

4.7.2.1 Siswa dapat menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks penggunaannya.

4.12.2 Siswa dapat membuat teks deskriptif tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
D. TUJUAN PEMBELAJARAN

1. Siswa mampu menyimpulkan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif dengan tepat dan benar.
2. Siswa mampu membuat teks deskriptif pendek dan sederhana secara benar dan tepat sesuai fungsi sosial, struktur teks, dan unsur kebahasaan dengan tepat dan benar.

E. MATERI PEMBELAJARAN

Teks deskriptif tentang orang, binatang, dan benda sangat pendek dan sederhana.

1. Fungsi Sosial
   Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik.

2. Struktur Teks
   Dapat mencakup:
   a. Identifikasi (nama keseluruhan dan bagian).
   b. Sifat yang menjadi pencirinya.
   c. Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan.

3. Unsur Kebahasaan
   a. Kalimat deklaratif (positif dan negatif), dan interogatif (Yes/No question; Wh-question), dalam simple present tense.
   b. Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
   c. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
4. Topik

Orang, binatang, benda yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI.

Panjang teks kurang lebih 5 kalimat.

Bahan Materi diambil dari Buku Mandiri Practise Your English Competencefor SMP/MTs Class VII tahun 2009.

6. A descriptive text is a text that describes a particular person, place, or thing.

7. A descriptive text consists of:

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   d. **Description**: this part describes parts, qualities, and characteristics.

8. An example of a descriptive text:

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   He runs very fast. I love my Dad.

9. A descriptive text usually uses simple present tense and adjectives.

   e.g. : - *I live* with my Dad.

   - My Dad is a *great* football player.
10. Vocabulary List:

Adjectives – fat, curly, old, clean, dirty, happy.

Verb – eat, read, sing, drink, run, sleep.

F. PENDEKATAN / METODE PEMBELAJARAN

1. Pendekatan Pembelajaran : Scientific Approach

*Scientific approach* adalah pendekatan pembelajaran kurikulum 2013 dengan tujuan mengembangkan 3 ranah, yaitu ranah kognitif, ranah afektif, dan ranah psikomotorik. Berdasarkan 3 ranah tersebut dijelaskan dengan 5M yang ada di strategi pembelajaran.

2. Metode Pembelajaran : *Card Sort Method*

Langkah-langkah metode *card sort* menurut Silberman (2005: 167), yaitu:

a. Guru memberi siswa kartu indeks yang berisi informasi tentang suatu kategori.

b. Guru meminta siswa untuk berkeliling kelas mencari teman dengan kartu yang sama kategorinya.

c. Guru meminta siswa dengan kategori yang sama untuk mempresentasikan berdasarkan kartu yang mereka susun dalam teks deskriptif.

3. Strategi Pembelajaran :

<table>
<thead>
<tr>
<th>Kegiatan Guru</th>
<th>Kegiatan Siswa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pemberian stimulus</td>
<td>Mengamati</td>
</tr>
<tr>
<td>Identifikasi masalah</td>
<td>Menanya</td>
</tr>
</tbody>
</table>
Pengumpulan data | Mengumpulkan informasi
---|---
Pembuktian | Menalar/mengasosiasikan
Menarik kesimpulan/penutup | Mengkomunikasikan

G. MEDIA, ALAT, BAHAN, DAN SUMBER BELAJAR

1. Media : Card (stiky notes/picture), kertas manila/hvs, white board, boardmarker.


   b. Buku Teks Wajib Bahasa Inggris When English Rings a Bell Kelas VII

H. KEGIATAN PEMBELAJARAN

<table>
<thead>
<tr>
<th>Kegiatan Pendahulun</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Guru menyiapkan kelas agar lebih kondusif untuk memulai proses KBM.</td>
<td>15 menit</td>
</tr>
<tr>
<td></td>
<td>• Guru membuka pelajaran dengan mengucapkan salam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memulai kelas dengan membaca doa</td>
<td></td>
</tr>
<tr>
<td>Kegiatan Inti</td>
<td>Mengamati</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
<td></td>
</tr>
</tbody>
</table>
| • Guru menyapa dan menanyakan kabar siswa dengan bahasa Inggris.  
• Guru memeriksa kehadiran siswa.  
• Guru mengajukan pertanyaan untuk mengaitkan pengetahuan yang sudah dimiliki siswa dengan materi yang akan dipelajari.  
• Guru menyampaikan tujuan pembelajaran.  | • Guru menampilkan sebuah gambar tentang suasana kebun binatang.  
• Siswa mengidentifikasi gambar tersebut dengan mendeskripsikan apa saja yang terdapat dalam gambar dengan bahasa Inggris.  
• Guru membantu mengingatkan pengalaman siswa yang berhubungan dengan materi yang akan diajarkan untuk mempermudah siswa memahami materi yang akan dipelajari. |

**Menanya**

• Guru menjelaskan tentang *card sort* sebagai metode pelajaran.  
• Guru menjelaskan langkah-langkah *card sort*.  

60 menit
• Guru membagi siswa menjadi 6 kelompok dan memberikan card sort terdiri dari satu set kategori dan dua set kartu induk yang berkaitan dengan materi pembelajaran.
• Siswa mempresentasikan hasil diskusi.
• Guru memberi feedback.
• Guru memberi materi teks deskriptif.
• Siswa membaca teks deskriptif.
• Dengan bimbingan guru, siswa menanyakankosakata yang sulit di dalam teks deskriptif.
• Guru meminta siswa menulis kosakata di buku masing-masing.
• Guru memberikan pertanyaan yang merujuk pada materi pembelajaran.
• Siswa menanyakan hal-hal yang belum diketahui tentang teks deskriptif berkaitan dengan fungsi sosial, struktur teks, dan unsur kebahasaan.
• Guru memberikan feedback.

Mengumpulkan Informasi

• Guru bersama siswa mendiskusikan apa saja yang telah ditemukan dalam materi.
- Guru membimbing siswa untuk memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif.

**Mengasosiasi**
- Siswa diminta berdiskusi untuk mengidentifikasi dan menyusun teks deskriptif berdasar kartu induk dan kartu karakteristik secara berkelompok.
- Siswa mengerjakan soal terkait teks deskriptif secara berkelompok.

**Mengkomunikasikan**
- Siswa mempresentasikan hasil diskusi.
- Siswa memperoleh *feedback* dari guru dan teman sekelas.
- Guru membantu siswa untuk menyimpulkan poin utama dari pelajaran.

<table>
<thead>
<tr>
<th>Kegiatan Penutup</th>
<th>15 menit</th>
</tr>
</thead>
</table>
| - Guru menginstruksikan siswa untuk menyimpulkan materi yang telah dipelajari.  
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.  
- Guru memberi motivasi belajar kepada siswa.  
- Guru dan siswa mengucapkan salam penutup. |
I. PENILAIAN

1. Teknik Penilaian : Tes tertulis

2. Bentuk Instrumen : Membuat teks deskriptif dan melengkapi teks

3. Instrumen Penilaian : Terlampir
   a. Pre-test : Lampiran 1
   b. Post-test : Lampiran 2

J. PEDOMAN PENILAIAN

1. Task 1, complete the text using the available words.
   - Ada 10 kosakata yang kosong, tiap nomor yang benar bernilai 10.
   - Nilai maksimal 100

2. Task 2 dan post-test, write a descriptive text.

Rubrik Penilaian Menulis


<table>
<thead>
<tr>
<th>No.</th>
<th>Aspect</th>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Content</td>
<td>Excellent to very good</td>
<td>30-27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good to average</td>
<td>26-22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fair to poor</td>
<td>21-17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very poor</td>
<td>16-13</td>
</tr>
<tr>
<td>2.</td>
<td>Organization</td>
<td>Excellent to very good</td>
<td>20-18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good to average</td>
<td>17-14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fair to poor</td>
<td>13-10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very poor</td>
<td>9-7</td>
</tr>
<tr>
<td>3.</td>
<td>Vocabulary</td>
<td>Excellent to very good</td>
<td>20-18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good to average</td>
<td>17-14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fair to poor</td>
<td>13-10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very poor</td>
<td>9-7</td>
</tr>
</tbody>
</table>
5. **Language Use**

<table>
<thead>
<tr>
<th>Level</th>
<th>Score Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent to very good</td>
<td>25-22</td>
<td>25</td>
</tr>
<tr>
<td>Good to average</td>
<td>21-18</td>
<td>21</td>
</tr>
<tr>
<td>Fair to poor</td>
<td>17-11</td>
<td>17</td>
</tr>
<tr>
<td>Very poor</td>
<td>10-5</td>
<td>10</td>
</tr>
</tbody>
</table>

6. **Mechanics**

<table>
<thead>
<tr>
<th>Level</th>
<th>Score Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent to very good</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Good to average</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Fair to poor</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Very poor</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Skor maksimal = 100  
Skor minimal = 34  
Nilai siswa = Skor Perolehan

**Nilai Pre Test**

Nilai Siswa = \( \frac{(Total \ Skor \ Task \ 1 + Total \ Skor \ Task \ 2)}{2} \)

**Nilai Post Test**

Nilai diambil berdasar rubrik penilaian  
Nilai Siswa = Total Skor Perolehan

**K. LAMPIRAN**

1. Lampiran Pre-test (Task 1 dan Task 2)  
2. Lampiran Post-test

Purworejo, 7 Agustus 2019

Mengetahui,  
Guru Mata Pelajaran  
Peneliti

Ma’mun, S.E., S.Pd., S.Pd.I  
NIP.196509072005011001  
Annisa Cahyalina  
NIM.23030150005
Lampiran 1

Pre-test Student Work Sheet

Nama: 
Class: 
Absent: 

Task 1

Complete the text below using the available words!

Proud of Indonesia

Indonesia is a ... (1) country. It is between two continents, Asia and Australia, and between two oceans, the Pacific Ocean and the Indian Ocean. It is the ... (2) archipelago in the world. There are more than seventeen thousand islands in Indonesia. We have a lot of .. (3). The big ones are Papua, Kalimantan, Sumatera, Sulawesi, and Java. Of the five islands, Java is the ... (4), but it is the most ... (5) one. We can find people from around Indonesia in Java.

Indonesia is on the ... (6). It is a tropical country. The sun shines brightly everyday, so it is mostly hot. It has two ... (7), the rainy season, and the dry season. There are many seas in Indonesia, the Java Sea, the Bali Sea, the Arafuru Sea, the Timor Sea, and many others. We also have many ... (8), like the Sunda Strait, between Java and Sumatera, the Lombok Strait between Bali and Lombok, and many others.

Indonesia also has many mountains. Many of them are still active and can ... (9) any time. We call them volcanoes, like Sinabung and Marapi in Sumatera, Merapi in Java, and Lokon in South Sulawesi. When they erupt they ... (10) very hot lava from inside the earth.

Sumber: Buku Teks Wajib Bahasa Inggris When English Rings a Bell for SMP/MTs Kelas VII Tahun 2016
a. Equator  b. Seasons  c. Bring out  d. Big  e. Erupt  
f. Smallest  g. Straits  h. Islands  i. Largest  j. Populated

Task 2
Select an object around you, then describe the object you selected (min 5 sentences)!

..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
Answer Key

1. Big
2. Largest
3. Islands
4. Smallest
5. Populated
6. Equator
7. Seasons
8. Straits
9. Erupt
10. Bring out
Lampiran 2

Post-test Student Work Sheet

Name : 
Class : 
Absent Number : 

Instructions:
1. Fulfill your personal information!
2. See anything around of you (person, place, or thing)!
3. Choose an object that makes you interested in!
4. Make a descriptive text based on an object that you choose (use in simple present tense)!

.................................................................................................................................
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.................................................................................................................................
.................................................................................................................................
## Teacher’s Observational Checklist of Cycle 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Teacher’s Activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Greeting students before the lesson begins</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Praying before the lesson begins</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Checking the student’s attendance first</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Asking the student’s condition and their readiness</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Giving stimulation</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Telling the purposes of learning</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Asking the related material to the students</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Reminding previous material</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Giving an explanation of the material</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Giving opportunity for asking questions and suggestions</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Clarifying and explaining the students’ questions</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Guiding the students’ activity</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Giving feedbacks after the lesson</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Helping students to conclude the lesson</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Informing the next materials for next meeting</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Giving motivations for students</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Praying and closing the lesson</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

## Students’ Observational Checklist

<table>
<thead>
<tr>
<th>No.</th>
<th>Student’s Activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students felt enthusiastic to follow the lesson</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Students gave attention to the teacher’s explanation</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Students were active during the learning process</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Students applied <em>card sort</em> well</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Students understood the teacher’s explanation</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Students did the evaluation well</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
Proud of Indonesia

Indonesia is a (1) country. It is between two continents, Asia and Australia, and between two oceans, the Pacific Ocean and the Indian Ocean. It is the (2) archipelago in the world. There are more than seventeen thousand islands in Indonesia. We have a lot of (3). The big ones are Papua, Kalimantan, Sumatera, Sulawesi, and Java. Of the five islands, Java is the (4), but it is the (5) one. We can find people from around Indonesia in Java.

Indonesia is on the (6). It is a tropical country. The sun shines brightly everyday, so it is mostly hot. It has two (7), the rainy season, and the dry season. There are many seas in Indonesia, the Java Sea, the Bali Sea, the Arafuru Sea, the Timor Sea, and many others. We also have many (8), like the Sunda Strait, between Java and Sumatera, the Lombok Strait between Bali and Lombok, and many others.

Indonesia also has many mountains. Many of them are still active and can (9) any time. We call them volcanoes, like Sinabung and Marapi in Sumatera, Merapi in Java, and Lokon in South Sulawesi. When they erupt they (10) very hot lava from inside the earth.

Sumber: Buku Teks Wajib Bahasa Inggris When English Rings a Bell for SMP/MTs Kelas VII Tahun 2016
Task 2

Select an object around you, then describe the object you selected (min 5 sentences):

My lovely cat

I have a cat in my house, the cat is called... I like call him... Molly. He is an adorable cat, my cat is cute. His body is fat; he has black and white fur.

I really love to cuddle him because his fur feels soft. Every morning my mother gives a fish. Sometimes he usually scratches out my arm when I play with him. He is an active animal, he likes to run around the house. He likes to chase everyone in my house. When the feet feel tired, sleepy, he usually sleeps on the sofa in the living room or sometimes under the table.

"Molly" often goes out to find food at night, and sometimes he brings a mouse on his mouth. Then he eats the mouse in the of my house for himself.
Pre-test Student Work Sheet

Nama : SW
Class : VII D
Absent : 3

Task 1

Complete the text below using the available words!

Indonesia is a big (1) country. It is between two continents, Asia and Australia, and between two oceans, the Pacific Ocean and the Indian Ocean. It is the (2) archipelago in the world. There are more than seventeen thousand islands in Indonesia. We have a lot of (3). The big ones are Papua, Kalimantan, Sumatera, Sulawesi, and Java. Of the five islands, Java is the (4), but it is the most (5) one. We can find people from around Indonesia in Java.

Indonesia is on the (6). It is a tropical country. The sun shines brightly everyday, so it is mostly hot. It has two (7), the rainy season, and the dry season. There are many seas in Indonesia, the Java Sea, the Bali Sea, the Arafuru Sea, the Timor Sea, and many others. We also have many (8), like the Sunda Strait, between Java and Sumatera, the Lombok Strait between Bali and Lombok, and many others.

Indonesia also has many mountains. Many of them are still active and can spout (9) any time. We call them volcanoes, like Sinabung and Marapi in Sumatera, Merapi in Java, and Lokon in South Sulawesi. When they erupt they (10) very hot lava from inside the earth.

Sumber : Buku Teks Wajib Bahasa Inggris When English Rings a Bell for SMP/MTs Kelas VII Tahun 2016
| a. Equator | f. Smallest  |
| b. Seasons | g. Straits  |
| c. Bring out | h. Islands  |
| d. Big | i. Largest  |
| e. Erupt | j. Populated |

**Task 2**

Select an object around you, then describe the object you selected (min 5 sentences).

- Here are what we will do.
- First, each one of us will prepare a good piece of paper.
- Second, we will handwrite to copy the text on the paper.
- Third, we will add a picture or some decoration to make it look interesting. We will write down our identity at the bottom, on the right hand corner.
Pre-test Student Work Sheet

Nama : N/A
Class : VII D
Absent : 24

Task 1

Complete the text below using the available words!

Proud of Indonesia

Indonesia is a D (1) country. It is between two continents, Asia and Australia, and between two oceans, the Pacific Ocean and the Indian Ocean. It is the J (2) archipelago in the world. There are more than seventeen thousand islands in Indonesia. We have a lot of H (3). The big ones are Papua, Kalimantan, Sumatera, Sulawesi, and Java. Of the five islands, Java is the F (4), but it is the most J (5) one. We can find people from around Indonesia in Java.

Indonesia is on the A (6). It is a tropical country. The sun shines brightly everyday, so it is mostly hot. It has two B (7), the rainy season, and the dry season. There are many seas in Indonesia, the Java Sea, the Bali Sea, the Arafuru Sea, the Timor Sea, and many others. We also have many C (8), like the Sunda Strait, between Java and Sumatera, the Lombok Strait between Bali and Lombok, and many others.

Indonesia also has many mountains. Many of them are still active and can E (9) any time. We call them volcanoes, like Sinabung and Marapi in Sumatera, Merapi in Java, and Lokon in South Sulawesi. When they erupt they C (10) very hot lava from inside the earth.

Sumber : Buku Teks Wajib Bahasa Inggris When English Rings a Bell for SMP/MTs Kelas VII Tahun 2016
Task 2

Select an object around you, then describe the object you selected (min 5 sentences).

Blackboard. In my classroom there is a large blackboard. The blackboard is located in front of the class. My blackboard is black. The size is 180x240 cm. To write it using white chalk, it can also be colorful chalk.
Name: UL
Class: VII D
Absent Number: 032

Instructions:
1. Fulfill your personal information!
2. See anything around you (person, place or thing)?
3. Choose an object that makes you interested in!
4. Make a descriptive text based on an object that you choose (use in simple present tense)

My friend

I have a friend. Her name is Bailey. She has a pretty face. She is a beautiful and cute classmate. Her eyebrows are small. Her hobby is singing. Her sound is very melodious. She is my friend.
lampiran 2

post-test student work sheet

name: ny
class: vi
absent number: 025

instructions:
1. fulfill your personal information!
2. see anything around of you (person, place or thing)!
3. choose an object that makes you interested in!
4. make a descriptive text based on an object that you choose (use in simple present tense)!

"my friend"

i have a friend. her name is amin laila sari. she
live in karang rejo, kutoarjo. she has tall body and
meagre. her hobby is reading. she very smart, and
she very beautiful.
Lampiran 2

Post-test Student Work Sheet

Name: Aliw
Class: VII D
Absent Number: 2

Instructions:
1. Fulfill your personal information!
2. See anything around of you (person, place or thing)!
3. Choose an object that makes you interested in!
4. Make a descriptive text based on an object that you choose (use in simple present tense)!

My Friend

My Friend is Ali Fauzul Irfan. He is from Kecamatan Baner, he in Pekacangan. He have a brown colour, his hair is curly. His body is thin, his hobby is tennis and fishing.
Lampiran 2

Post-test Student Work Sheet

Name : NA
Class : VII D
Absent Number : 24

Instructions:
1. Fulfill your personal information!
2. See anything around of you (person, place or thing)!
3. Choose an object that makes you interested in!
4. Make a descriptive text based on an object that you choose (use in simple present tense)!

My friend

I have a friend. Her name is Nur Aisyah. She usually call Aisyah. She live in Ponggol Jurong. She has zodiac Taurus. She is respectful, smart, friendly, and very beautiful.
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MTs Negeri 1 Purworejo
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII/1
Materi Pokok : Descriptive Text
Alokasi Waktu : 2 x 40 menit

A. KOMPETENSI INTI

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
B. KOMPETENSI DASAR

3. 7.1 : Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.7 : Teks Deskriptif

4.7.2 : Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

3.7.1 Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis sangat pendek dan sederhana, sesuai dengan konteks penggunaannya dengan tepat dan benar.

4.7.2.1 Siswa dapat menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks penggunaannya.

4.12.2 Siswa dapat membuat teks deskriptif tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
D. TUJUAN PEMBELAJARAN

1. Siswa mampu menyimpulkan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif dengan tepat dan benar.

2. Siswa mampu membuat teks deskriptif pendek dan sederhana secara benar dan tepat sesuai fungsi sosial, struktur teks, dan unsur kebahasaan dengan tepat dan benar.

E. MATERI PEMBELAJARAN

Teks deskriptif tentang orang, binatang, dan benda sangat pendek dan sederhana.

1. Fungsi Sosial

Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik.

2. Struktur Teks

Dapat mencakup:

a. Identifikasi (nama keseluruhan dan bagian).

b. Sifat yang menjadi pencirinya.

c. Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan.

3. Unsur Kebahasaan

a. Kalimat deklaratif (positif dan negatif), dan interogatif (Yes/No question; Wh-question), dalam simple present tense.

b. Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.

c. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
4. Topik

Orang, binatang, benda yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI.

Panjang teks kurang lebih 5 kalimat.

Bahan Materi diambil dari Buku Mandiri Practise Your English Competence for SMP/MTs Class VII tahun 2009.

1. A descriptive text is a text that describes a particular person, place, or thing.

2. A descriptive text consists of:

   a. **Identification**: this part identifies the thing/person being described.

   b. **Description**: this part describes parts, qualities, and characteristics.

3. An example of a descriptive text:

   **Identification** - *identifies the person being described.*

   I live with my Dad.

   **Description** – *describes the characteristics.*

   My Dad is big. He has spiky black hair and a moustache. My Dad has big dark eyes. His hobby is playing football. My Dad is a great football player.

   He runs very fast. I love my Dad.

4. A descriptive text usually uses simple present tense and adjectives.

   e.g. : - I *live* with my Dad.

   - My Dad is a *great* football player.
5. Vocabulary List:

Adjectives – fat, curly, old, clean, dirty, happy.

Verb – eat, read, sing, drink, run, sleep.

F. PENDEKATAN / METODE PEMBELAJARAN

1. Pendekatan Pembelajaran : Scientific Approach

*Scientific approach* adalah pendekatan pembelajaran kurikulum 2013 dengan tujuan mengembangkan 3 ranah, yaitu ranah kognitif, ranah afektif, dan ranah psikomotorik. Berdasarkan 3 ranah tersebut dijelaskan dengan 5M yang ada di strategi pembelajaran.

2. Metode Pembelajaran : *Card Sort Method*

Langkah-langkah metode *card sort* menurut Silberman (2005: 167), yaitu:

a. Guru memberi siswa kartu indeks yang berisi informasi tentang suatu kategori.

b. Guru meminta siswa untuk berkeliling kelas mencari teman dengan kartu yang sama kategorinya.

c. Guru meminta siswa dengan kategori yang sama untuk mempresentasikan berdasarkan kartu yang mereka susun dalam teks deskriptif.

3. Strategi Pembelajaran :

<table>
<thead>
<tr>
<th>Kegiatan Guru</th>
<th>Kegiatan Siswa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pemberian stimulus</td>
<td>Mengamati</td>
</tr>
<tr>
<td>Identifikasi masalah</td>
<td>Menanya</td>
</tr>
<tr>
<td>Pengumpulan data</td>
<td>Mengumpulkan informasi</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Pembuktian</td>
<td>Menalar/mengasosiasii</td>
</tr>
<tr>
<td>Menarik kesimpulan/penutup</td>
<td>Mengkomunikasikan</td>
</tr>
</tbody>
</table>

G. MEDIA, ALAT, BAHAN, DAN SUMBER BELAJAR

1. Media : Card (stiky notes/picture), kertas manila/hvs, white board, boardmarker.


4. Sumber Belajar : c. Buku Teks Mandiri Practise Your English Competence for SMP/MTs Class VII
d. Buku Teks Wajib Bahasa Inggris When English Rings a Bell Kelas VII

H. KEGIATAN PEMBELAJARAN

<table>
<thead>
<tr>
<th>Kegiatan Pendahulun</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Guru menyiapkan kelas agar lebih kondusif untuk memulai proses KBM.</td>
<td>15 menit</td>
</tr>
<tr>
<td></td>
<td>• Guru membuka pelajaran dengan mengucapkan salam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memulai kelas dengan membaca doa</td>
<td></td>
</tr>
<tr>
<td>Kegiatan Inti</td>
<td>Mengamati</td>
<td>Menanya</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| - Guru menyapa dan menanyakan kabar siswa dengan bahasa Inggris.  
- Guru memeriksa kehadiran siswa.  
- Guru mengajukan pertanyaan untuk mengaitkan pengetahuan yang sudah dimiliki siswa dengan materi yang akan dipelajari.  
- Guru menyampaikan tujuan pembelajaran. | - Guru menampilkan sebuah gambar tentang suasana kebun binatang.  
- Siswa mengidentifikasi gambar tersebut dengan mendeskripsikan apa saja yang terdapat dalam gambar dengan bahasa Inggris.  
- Guru membantu mengingatkan pengalaman siswa yang berhubungan dengan materi yang akan diajarkan untuk mempermudah siswa memahami materi yang akan dipelajari. | - Guru menjelaskan tentang *card sort* sebagai metode pelajaran.  
- Guru menjelaskan langkah-langkah *card sort*. |
• Guru membagi siswa menjadi 6 kelompok dan memberikan card sort terdiri dari satu set kategori dan dua set kartu induk yang berkaitan dengan materi pembelajaran.
• Siswa mempresentasikan hasil diskusi.
• Guru memberi feedback.
• Guru memberi materi teks deskriptif.
• Siswa membaca teks deskriptif.
• Dengan bimbingan guru, siswa menanyakan kosakata yang sulit di dalam teks deskriptif.
• Guru meminta siswa menulis kosakata di buku masing-masing.
• Guru memberikan pertanyaan yang merujuk pada materi pembelajaran.
• Siswa menanyakan hal-hal yang belum diketahui tentang teks deskriptif berkaitan dengan fungsi sosial, struktur teks, dan unsur kebahasaan.
• Guru memberikan feedback.

Mengumpulkan Informasi
• Guru bersama siswa mendiskusikan apa saja yang telah ditemukan dalam materi.
• Guru membimbing siswa untuk memahami fungsi
sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif.

**Mengasosiasi**
- Siswa diminta berdiskusi untuk mengidentifikasi dan menyusun teks deskriptif berdasar kartu induk dan kartu karakteristik secara berkelompok.
- Siswa mengerjakan soal terkait teks deskriptif secara berkelompok.

**Mengkomunikasikan**
- Siswa mempresentasikan hasil diskusi.
- Siswa memperoleh *feedback* dari guru dan teman sekelas.
- Guru membantu siswa untuk menyimpulkan poin utama dari pelajaran.

<table>
<thead>
<tr>
<th>Kegiatan Penutup</th>
<th>Guru menginstruksikan siswa untuk menyimpulkan materi yang telah dipelajari.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.</td>
</tr>
<tr>
<td></td>
<td>Guru memberi motivasi belajar kepada siswa.</td>
</tr>
<tr>
<td></td>
<td>Guru dan siswa mengucapkan salam penutup.</td>
</tr>
</tbody>
</table>

15 menit
I. PENILAIAN

1. Teknik Penilaian : Tes tertulis
2. Bentuk Instrumen : Membuat teks deskriptif dan melengkapi teks
3. Instrumen Penilaian : Terlampir
   a. Pre-test : Lampiran 1
   b. Post-test : Lampiran 2

J. PEDOMAN PENILAIAN

1. Task 1, complete the text using the available words.
   - Ada 10 kosakata yang kosong, tiap nomor yang benar bernilai 10.
   - Nilai maksimal 100
2. Task 2 dan post-test, write a descriptive text.

Rubrik Penilaian Menulis

Diambil dari Weigle (2002: 116) mengutip Jacobs et.al.

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspect</th>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Content</td>
<td>Excellent to very good</td>
<td>30-27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good to average</td>
<td>26-22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fair to poor</td>
<td>21-17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very poor</td>
<td>16-13</td>
</tr>
<tr>
<td>2.</td>
<td>Organization</td>
<td>Excellent to very good</td>
<td>20-18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good to average</td>
<td>17-14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fair to poor</td>
<td>13-10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very poor</td>
<td>9-7</td>
</tr>
<tr>
<td>3.</td>
<td>Vocabulary</td>
<td>Excellent to very good</td>
<td>20-18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good to average</td>
<td>17-14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fair to poor</td>
<td>13-10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very poor</td>
<td>9-7</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>5. Language Use</th>
<th>Excellent to very good</th>
<th>25-22</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good to average</td>
<td>21-18</td>
</tr>
<tr>
<td></td>
<td>Fair to poor</td>
<td>17-11</td>
</tr>
<tr>
<td></td>
<td>Very poor</td>
<td>10-5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Mechanics</th>
<th>Excellent to very good</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good to average</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Fair to poor</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Very poor</td>
<td>2</td>
</tr>
</tbody>
</table>

Skor maksimal = 100
Skor minimal = 34
Nilai siswa = Skor Perolehan

**Nilai Pre Test**

\[
\text{Nilai Siswa} = \frac{(Total \text{ Skor Task 1} + \text{Total Skor Task 2})}{2}
\]

**Nilai Post Test**

Nilai diambil berdasar rubrik penilaian
Nilai Siswa = Total Skor Perolehan

**K. LAMPIRAN**

1. Lampiran Pre-test (Task 1 dan Task 2)
2. Lampiran Post-test

Purworejo, 14 Agustus 2019

Mengetahui,

Guru Mata Pelajaran
Ma’mun, S.E., S.Pd., S.Pd.I.
NIP.196509072005011001

Peneliti
Annisa Cahyalina
NIM.23030150005
Elephant

Elephant is a ... (1) animal and eat all almost all of the vegetations and fruits. They have almost hairless skin, ... (2) ears, four legs, and ... (3) trunk. Elephants is known as the ... (4) mammals. The elephants also have very ... (5) auditory because they have ... (6) and wide ears. By these ears, they can hear sounds from a distance about tens kilometer. At the back of the ears, they have one of the ... (7) parts of their body which is called the ... (8). In a zoo, Mahouts (elephant trainers) use their feet to steer or give ... (9) to the animal via the knuckle. Now, they are a kind of protected animals because their population remains little in their ... (10). Their population began to decline year by year.

Sumber: https://www.jagoanbahasainggris.com/2017/04/7-contoh-descriptive-text-tentang-hewan.html?m=1

<table>
<thead>
<tr>
<th>a. Sharp</th>
<th>f. Softest</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Knuckle</td>
<td>g. Commands</td>
</tr>
<tr>
<td>c. Herbivor</td>
<td>h. Wide</td>
</tr>
<tr>
<td>d. Big</td>
<td>i. Largest</td>
</tr>
<tr>
<td>e. Long</td>
<td>j. Habitat</td>
</tr>
</tbody>
</table>
Task 2
Select an object around you, then describe the object you selected (min 5 sentences)!

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........................................................................................................................................
Answer Key

1. Herbivor
2. Wide
3. Long
4. Largest
5. Sharp
6. Big
7. Softest
8. Knuckle
9. Commands
10. Habitat
Lampiran 2

Post-test Student Work Sheet

Name : 
Class : 
Absent Number : 

Instructions:
1. Fulfill your personal information!
2. See anything around of you (person, place, or thing)!
3. Choose an object that makes you interested in!
4. Make a descriptive text based on an object that you choose (use in simple present tense)!

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.............................................................................................................................
.............................................................................................................................
.............................................................................................................................
.............................................................................................................................
Teacher’s Observational Checklist of Cycle 2

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<th>No</th>
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<tbody>
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<td>Greeting students before the lesson begins</td>
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<td></td>
</tr>
<tr>
<td>2.</td>
<td>Praying before the lesson begins</td>
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<td></td>
</tr>
<tr>
<td>3.</td>
<td>Checking the student’s attendance first</td>
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<td></td>
</tr>
<tr>
<td>4.</td>
<td>Asking the student’s condition and their readiness</td>
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<td></td>
</tr>
<tr>
<td>5.</td>
<td>Giving stimulation</td>
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<td></td>
</tr>
<tr>
<td>6.</td>
<td>Telling the purposes of learning</td>
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</tr>
<tr>
<td>7.</td>
<td>Asking the related material to the students</td>
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</tr>
<tr>
<td>8.</td>
<td>Reminding previous material</td>
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<tr>
<td>9.</td>
<td>Giving an explanation of the material</td>
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<td></td>
</tr>
<tr>
<td>10.</td>
<td>Giving opportunity for asking questions and suggestions</td>
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<td></td>
</tr>
<tr>
<td>11.</td>
<td>Clarifying and explaining the students’ questions</td>
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</tr>
<tr>
<td>12.</td>
<td>Guiding the students’ activity</td>
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<tr>
<td>13.</td>
<td>Giving feedbacks after the lesson</td>
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<tr>
<td>14.</td>
<td>Helping students to conclude the lesson</td>
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<td>Informing the next materials for next meeting</td>
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<td>16.</td>
<td>Giving motivations for students</td>
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<td>17.</td>
<td>Praying and closing the lesson</td>
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Students’ Observational Checklist

<table>
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<th>No.</th>
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<tr>
<td>1.</td>
<td>Students felt enthusiastic to follow the lesson</td>
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<tr>
<td>2.</td>
<td>Students gave attention to the teacher’s explanation</td>
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<td>3.</td>
<td>Students were active during the learning process</td>
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<td>Students applied <em>card sort</em> well</td>
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<td>5.</td>
<td>Students understood the teacher’s explanation</td>
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</tr>
<tr>
<td>6.</td>
<td>Students did the evaluation well</td>
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</table>
Lampiran 1

Pre-test Student Work Sheet

Nama : N.Y
Class : VII B
Absent : 0

Task 1

Complete the text below using the available words!

**Elephant**

Elephant is a C. (1) animal and eat all almost all of the vegetations and fruits. They have almost hairless skin, 1 (2) ears, four legs, and a J (3) trunk. Elephants is known as the A (4) mammals. The elephants also have very F (5) auditory because they have S (6) and wide ears. By these ears, they can hear sounds from a distance about tens kilometer. At the back of the ears, they have one of the A (7) parts of their body which is called the K (8). In a zoo, Mahouts (elephant trainers) use their feet to steer or give J (9) to the animal via the knuckle. Now, they are a kind of protected animals because their population remains little in their S (10). Their population began to decline year by year.

Sumber : https://www.jagoanbahasainggris.com/2017/04/7-contoh-descriptive-text-tentang-hewan.html?m=1

<table>
<thead>
<tr>
<th>X</th>
<th>Sharp</th>
<th>K</th>
<th>Knuckle</th>
<th>X</th>
<th>Herbivore</th>
<th>X</th>
<th>Big</th>
<th>X</th>
<th>Long</th>
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<td>paling</td>
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<td>lebar</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>j</td>
<td>Largest</td>
<td>terbesar</td>
<td></td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>k</td>
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</tbody>
</table>
Task 2
Select an object around you, then describe the object you selected (min 5 sentences!)

*My Bunny*

I have a rabbit at home, he is very cute and adorable. He is rather fat and has white fur, clean. He also has 2 unique teeth, teeth that stand out forwards. Long, so when it comes to hearing, he is the most powerful. He has a unique habit of jumping up and down endlessly, so he doesn't lack energy, he also often eats his favorite food, carrots.
Complete the text below using the available words!

**Elephant**

Elephant is a [ ] animal and eat [ ] among all of the vegetations and fruits. They have almost hairless skin, [ ] ears, four legs, and [ ] trunk. Elephants is known as the [ ] mammals. The elephants also have very [ ] auditory because they have [ ] (b) and wide ears. By these ears, they can hear sounds from a distance about tens kilometer. At the back of the ears, they have one of the [ ] (c) parts of their body which is called the [ ] (d). In a zoo, Mahouts (elephant trainers) use their feet to steer or give [ ] (e) to the animal via the knuckle. Now, they are a kind of protected animals because their population remains little in their [ ] (f). Their population began to decline year by year.

Sumber: https://www.jagoanbahasainggris.com/2017/04/7-contoh-descriptive-text-tentang-hewan.html?m=1

| a. Sharp | f. Softest |
| b. Knuckle | g. Commands |
| c. Herbivor | h. Wide |
| d. Big | i. Largest |
| e. Long | j. Habitual |
Task 2
Select an object around you, then describe the object you selected (min 5 sentences)!

My Wristwatch

My wristwatch always helping me for see time. My wristwatch can also remind me about something using his alarm. The color of my wristwatch is black and gold. My wristwatch can also emit several colors among others are, gold, red, blue, green, and others. My wristwatch always in use in my left hand. My wristwatch is very important for me.
Name: N/A
Class: VII D
Absent Number: 24

Instructions:
1. Fulfill your personal information!
2. See anything around of you (person, place, or thing)!
3. Choose an object that makes you interested in!
4. Make a descriptive text based on an object that you choose (use in simple present tense):

My Ant

It is small. The color is black. It likes sugar.

It has four legs. And has a antenna.
Name: NY
Class: VII
Absent Number: 025

Instructions:
1. Fulfill your personal information!
2. See anything around of you (person, place, or thing)!
3. Choose an object that makes you interested in!
4. Make a descriptive text based on an object that you choose (use in simple present tense)!

"My Tiger"

A tiger is a mammal, animal, and tiger is wild.

It has four legs, two ears, a long tail, and can be cruel.

It has a beautiful animal, and its skin is spot. It has four legs, two ears, and a long tail. If it is to disturb, it can be angry.
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<th>Cycle 2</th>
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<td>√</td>
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<td>5.</td>
<td>A L</td>
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<td>A A D</td>
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<tr>
<td>7.</td>
<td>A A</td>
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<tr>
<td>8.</td>
<td>B A P</td>
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<td>D Y</td>
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<td>K R</td>
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<td>√</td>
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<td>M G S N</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
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<td>M J</td>
<td>√</td>
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</tbody>
</table>
DOCUMENTATIONS

Observation pra-research

Students’ paid attention to the teacher
Students did card sort
Card Sort

Students’ 7D MTs N 1 Purworejo
Perihal: Permohonan Persetujuan Judul dan Pembimbing Skripsi

Kepada
Yth. Ketua Jurusan Tadris Bahasa Inggris (TBI)
di Kampus 3 IAIN Salatiga

Assalamu'alaikum, Wr. Wb.

Saya yang bertanda tangan dibawah ini:

Nama : Annisa Cahyalina
NIM : 23030150005
Jurusan : TBI
Semester/Tahun Akademik : 8 / 2019
Pembimbing Akademik : Ruwandi, S. Pd., M. A.

dengan ini mengajukan permohonan untuk mendapatkan persetujuan judul dan pembimbing skripsi yang saya usulkan sebagaimana tercantum dalam Formulir Pengajuan Judul dan Pembimbing Skripsi. Sebagai bahan pertimbangan bagi ibu, bersama ini saya lampirkan:

1. Formulir Pengajuan Judul dan Pembimbing Skripsi
2. Fotocopy KRS (sampai semester terakhir)
3. Fotocopy KHS (sampai semester terakhir)
4. Referensi yang relevant dengan judul yang diajukan

Demikianlah surat permohonan ini saya sampaikan, atas pertimbangan dan persetujuannya saya ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Pemohon,

[Signature]

Annisa Cahyalina
NIM 23030150005
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Lingkar Salatiga KM.2 Telepon (0291) 6031364 Kode Pos 50716 Salatiga
Website: http://www.iam-salatiga.ac.id e-mail: tarbiyah2@iam-salatiga.ac.id

Nomor: B-01/IN.21/D1.1/PP.07.3/05/2018
Salatiga, 22 Mei 2019

Lamp. : Proposal Skripsi
Hal : Pembimbing Skripsi

Kepada
Yth. Hammam, M.Pd., Ph.D

Di Tempat

Assalamualaikum Wr. Wb.

Dalam rangka penyusunan Skripsi Mahasiswa jenjang Strata Satu, Saudara ditunjuk sebagai Dosen Pembimbing mahasiswa.
Nama : Annisa Cahyalina
NIM : 230301500065
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : IMPROVING STUDENTS’ WRITING SKILL IN DESCRIPTIVE TEXT USING “CARD SORT” (A CLASSROOM ACTION RESEARCH AT EIGHTH GRADE STUDENTS OF MTs N 1 PURWOREJO IN ACADEMIC YEAR OF 2019/2020)

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

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik

Suwardi, M.Pd.
NIP. 19670121 199903 1 002

Tembusan:
1. Yth. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Arap Akademik
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Lingkar Salatiga KM 2 Telp. (0351) 6031544 Kode Pos 58716 Salatiga
Website: http://tarbiyah.iamsalatiga.ac.id e-mail: jtbiah@iamsalatiga.ac.id

Nomor : B- 3045 /in.21/D1.1/PN.03.1/03/2019
Lamp : Proposal Penelitian.
Hal : Permohonan Izin Penelitian

Salatiga, 3 Juli 2019

Kepada
Yth. Kepala MTs N 1 Purworejo
Di Tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama : Annisa Cahyelina
NIM : 23030160005
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Dalam rangka penyelenggaraan studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan skripsi.

Adapun judul skripsinya adalah:

IMPROVING STUDENTS’ WRITING SKILL IN DESCRIPTIVE TEXT USING “CARD SORT” AT EIGHTH GRADE STUDENTS OF MTs N 1 PURWOREJO IN THE ACADEMIC YEAR 2019/2020

Dosen Pembimbing : Hammam, Ph.D.


Wassalamualaikum Wr. Wb.

Dekan,
Wakil Dekan Bidang Akademik
Suwardi, V.Pd
NIP. 19670121 196903 1 002

Tembusan : 1. Mahasiswa yang bersangkutan
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Annisa Cahyalina
NIM : 23030150005
Dosen Pembimbing : Hammam, M.Pd., Ph.D
Judul Skripsi pada surat penunjukan pembimbing skripsi :
IMPROVING STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT USING "CARD SORT" (A CLASSROOM ACTION RESEARCH AT EIGHTH STUDENTS OF MTs N PURWOREJO IN THE ACADEMIC YEAR 2019/2020)

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Dosen Pembimbing,

Hammam, M.Pd., Ph.D
NIP. 19730610 200003 1001
<table>
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<td>- Write the conclusion.</td>
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**Lembah Konsultasi Skripsi**

Nama Mahasiswa : Annisa Cahayalina  
N I M : 23030150005  
Dosen Pembimbing : Hammam, Ph.D  
Judul Skripsi : Improving Students' Writing Skill in Descriptive Text Using "Card Sort" at Seventh Grade Students of MTs N 1 Purworejo in the Academic Year 2019/2020

Dosen Pembimbing: 
Hammam, Ph.D  
NIP. 197306102000031001
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<td>4</td>
<td>29 November 2015</td>
<td>Seminar Nasional LDK Fathir Ar Rasyid IAIN Salatiga “Muslimah Sejati Bertabur Inspirasi”</td>
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<td>5</td>
<td>21 Mei 2016</td>
<td>Seminar Nasional “Pendidikan Agama Menjadi Pelopor Kebangkitan Nasional di Era Modern”</td>
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<td>Seminar Nasional “Budaya Sebagai Attitude Pendidikan”</td>
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<td>7</td>
<td>22 Februari – 10 Juni 2016</td>
<td>Bahasa Inggris 2 / Intensive English Language Program</td>
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<td>Syahadah (Sertifikat Lulus) Studi Intensif / Bahasa Arab 2</td>
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<td>MAPABA PMII Rayon Tarbiyah Matori Abdul Djalil Komisariat Djoko Tingkir “Mencetak Generasi Mu’taqid yang Berintelektual dan Berkarakter Aswaja”</td>
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<td>11</td>
<td>29 April 2017</td>
<td>Seminar Nasional Peringatan Hari Bumi “Dengarkan Bisikan Alam Tentang Manusia”</td>
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<td>6 Mei 2017</td>
<td>National Seminar “Unlocking Students Potential to Deal with Globalisation”</td>
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<td>13</td>
<td>23–24 Desember 2017</td>
<td>Penerimaan Anggota Baru GJB</td>
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<td>14</td>
<td>11 Maret 2018</td>
<td>Seminar ASWAJA “Pelajari, Pahami, dan Bela Aqidahmu”</td>
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<td>Seminar Nasional Peringatan “Hari Hutan Dunia 2018”</td>
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<td>16</td>
<td>19-21 Juli 2018</td>
<td>Pelatihan Kepramukaan (Pembekalan Praktik Pengembangan Profesi)</td>
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<td>17</td>
<td>5 April 2019</td>
<td>Workshop Penulisan Karya Ilmiah</td>
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<td>18</td>
<td>30 April 2019</td>
<td>Seminar Nasional “Generation on Reenergizing Cooperative through Innovation and Digital Entrepreneur”</td>
<td>Peserta 8</td>
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**Jumlah Total Nilai** 106

Salatiga, 25 Juni 2019

Mengetahui,

Wakil Dekan Bidang Kemahasiswaan dan Kesatuan

[Signature]

Harmanto, Ph.D. o.8

NIP.197306102000031001
SURAT IJIN PENELITIAN

Nomor : 80/MP.11.23/KP.01.2/07/2019

Berdasarkan: Surat Permohonan Ijin Penelitian Mahasiswa Institut Agama Islam Negeri (IAIN) Salatiga Nomor: B-3045/In.21/O1.1/FN.03/1/03/2019 Tanggal 09 Juli 2019, maka yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah Negeri 1 Purworejo dengan ini memberikan izin kepada:

Nama : Amnisa Cahyaling
NIM : 23030150005
Program Studi : Tadris Bahasa Inggris
Program Pendidikan : Sarat Satu (S.1)
Fakultas : Tarbiyah dan Ilmu Keguruan

Untuk mengadakan penelitian mulai tanggal : 15 Juli 2019 sampai dengan selesai di MTs Negeri 1 Purworejo, guna menyelesaikan tugas akhir/Skripsi dengan Judul "IMPROVING STUDENTS WRITING SKILL IN DESCRIPTIVE TEXT USING "CADR SORT" AT EIGHT GRADE STUDETS OF MTs N 1 PURWOREJO IN THE ACADEMIC YEAR 2019 / 2020"

Demikian Surat Ijin Penelitian ini dibuat selanjutnya agar dapat dipergunakan sebagaimana mestinya.

Purworejo, 15 Juli 2019

Kepala

[Signature]

N. Malik, S.Pd, M.Pd.I
NIP.19510604 199804 1 001.
SURAT PERNYATAAN KESEDIAAN MENGAJAR

Yang bertanda tangan di bawah ini:

Nama : MA'AMUN, S.E., S.Pd., S.Pd. I
NIP : 196409072005011001
Tempat Mengajar : MTEN 1 PURWOREJO
Alamat Sekolah : Jl. Keseneng 1 PURWOREJO
Telepon/HP : 089643560458

Menyatakan bersedia sebagai Guru Pengajar dalam pelaksanaan PTK dengan judul "IMPROVING STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT USING CARD SORT" atas nama:

Nama : ANNISA CAHYALINA
NIM : 23030150005
Program Studi : TADris BAHASA INGGRis
Instansi : IAIN SALATIGA
Telepon/HP : 086603332127

Demikian agar surat pernyataan ini dapat digunakan sebagaimana mestinya.

Purworejo, 14 Mei 2019

Yang Menyatakan,

[Signature]

NIP : 196409072005011001
CURRICULUM VITAE

Nama : Annisa Cahyalina

Students Number : 23030150005

Place & Date of Birth : November, 21th 1997

Gender : Female

Address : Bandung Kidul RT 01 RW 02 (depan Masjid Al Huda) Kec. Bayan Kab. Purworejo Jawa Tengah

Email Address : cahyalinna@gmail.com

Phone Number : 085602181962 (WA Only)
               085601233127 ; 081240530808 (SMS/Call)

Education :

3. 2009 – 2012 : MTs N Purworejo
5. 2015 – 2019 : IAIN Salatiga