

**IMPROVING THE EIGHTH YEAR STUDENTS' WRITING
ACHIEVEMENT THROUGH GUESSING GAME
IN WRITING DESCRIPTIVE TEXT
AT SMPN 7 MALANG**

UNDERGRADUATE THESIS

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UNIVERSITAS BRAWIJAYA



**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2016**

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**UNDERGRADUATE THESIS
Presented to Brawijaya University
In partial fulfilment of the requirements
for the degree of sarjana**



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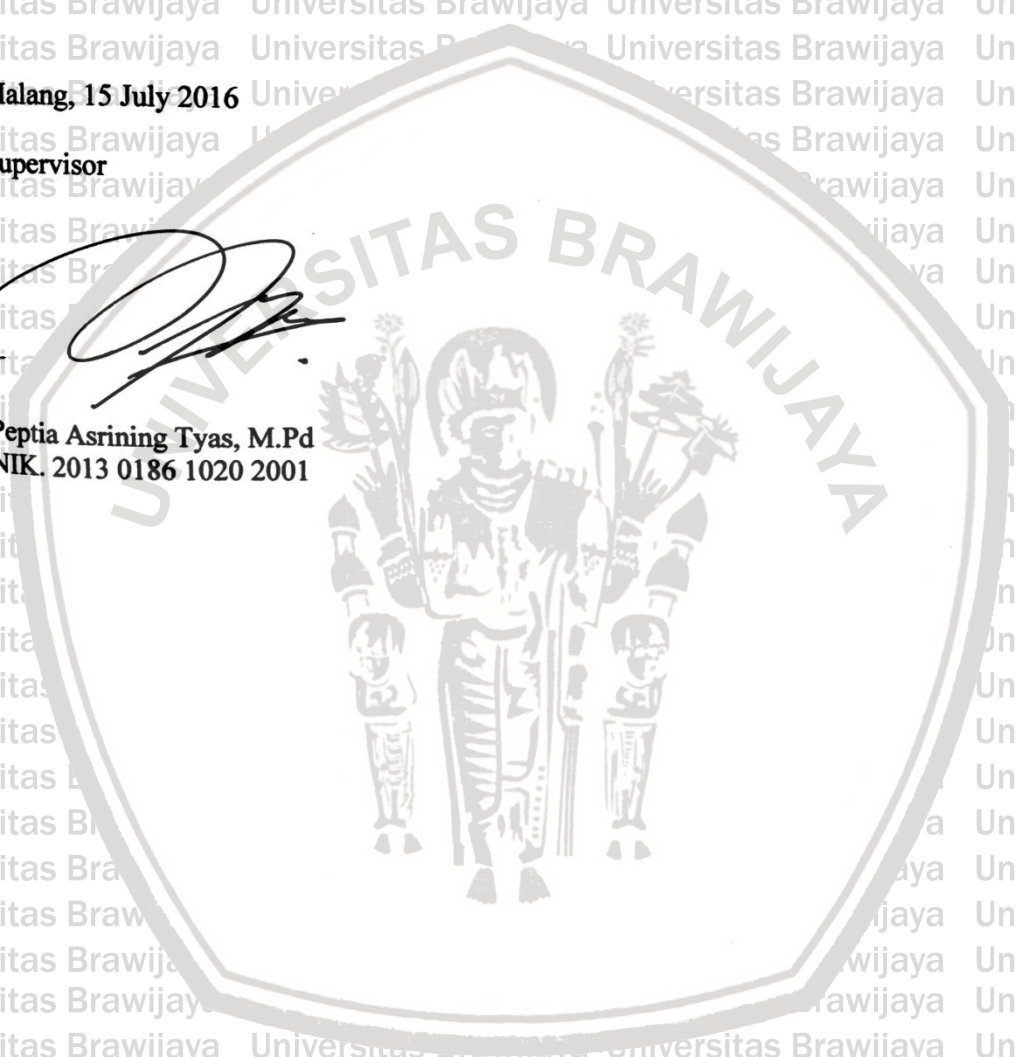
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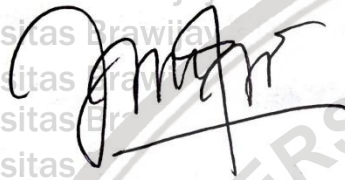
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The Writer

Yuliastuti Eka M.

ABSTRACT

Martyaningsih, Yuliastuti Eka. 2015. **Improving The Eighth Year Students' Writing Achievement through Guessing Game in Writing Descriptive Text At SMPN 7 Malang.**

English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Peptia Asrining Tyas, M.Pd.

Keywords: Writing Achievement, Guessing Game, Descriptive Text

The aim of the study was to find out how guessing game can improve students' writing achievement in writing descriptive text for the eighth year students of SMPN 7 Malang. Since in the preliminary study, the researcher found that the students in 8E class have problem namely vocabulary and mechanics in writing. It showed that the students' achievement in writing was low, it was only 53,12% of students who passed the minimum passing grade. Therefore, the researcher used Classroom Action Research to improve students' writing achievement by using guessing game. This research was conducted three meetings in one cycle which consisted of four steps; they're planning, action, observation, and reflection. To collect and analyze the data, the researcher used the information from the qualitative data taken from interview, observation, field note, and questionnaire, and the quantitative data taken from the students' achievement in preliminary and post-test.

The result of the research revealed that guessing game can improve their writing's achievement. The students' writing achievement in the preliminary study was 53,12%, while in post test, there were 84,38% who passed the minimum passing grade. The students' writing achievement in the post test has reached the percentage of minimum passing grade that was 75%. In line with the result, the students' responses showed that they were interested and motivated because they were helped by guessing game in the process of writing. It means that guessing game give positive impact toward students' writing achievement. Based on the result above, the researcher concluded that teaching writing descriptive text by using guessing game at 8E class of SMPN 7 Malang could improve the students' writing achievement.

Based on the finding above, it is suggested for the English teacher to apply guessing game in improving the achievement of writing especially in writing descriptive text. Moreover, the teacher also can apply guessing game in other skills such as speaking because through guessing game the students can describe something orally. Then, for the institution, they can facilitate the teacher to learn guessing game through workshop and facilitate them to apply guessing game in teaching and learning process in order to increase the teaching quality of English subject. Besides, for further researchers, they can conduct other research with the similar research problem and they can do research in other skills with a good implementation of the lesson plan.

ABSTRAK

Martyaningsih, Yuliastuti Eka. 2015. **Peningkatan Pencapaian Menulis Siswa Kelas Delapan melalui *Guessing Game* dalam menulis Teks Deskriptif di SMPN 7 Malang**. Program Pendidikan bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Peptia Asrining Tyas, M.Pd.

Kata Kunci: Pencapaian Menulis, *Guessing game*, Teks Deskriptif

Penelitian ini bertujuan untuk mengetahui bagaimana *guessing game* dapat memperbaiki pencapaian siswa dalam menulis teks deskriptif untuk kelas delapan SMPN 7 Malang. Dalam studi pendahuluan, peneliti menemukan bahwa siswa kelas 8E memiliki masalah dalam menulis seperti vocabulary dan grammar. Ini menunjukkan bahwa pencapaian menulis siswa rendah, hanya 53,12%. Jadi, peneliti menggunakan metode Penelitian Tindakan Kelas (PTK) untuk memperbaiki pencapaian menulis siswa menggunakan *guessing game*. Penelitian ini dilaksanakan dalam tiga pertemuan untuk satu siklus yang terdiri dari perencanaan, pelaksanaan, observasi, dan refleksi. Dalam pengumpulan dan analisa data, peneliti menggunakan informasi yang didapatkan dari wawancara, observasi, kuisisioner, dan nilai menulis siswa saat studi pendahuluan dan *post-test*.

Hasil dari penelitian mengungkapkan bahwa *guessing game* dapat memperbaiki pencapaian menulis siswa. Pencapaian menulis siswa dalam preliminary study adalah 53,12% siswa lulus KKM. Sedangkan dalam *post-test*, 84,38% siswa lulus KKM. Pencapaian menulis siswa dalam *post-test* mencapai presentase kriteria ketuntasan minimal yaitu 75%. Sejalan dengan hasil tersebut, respon siswa menunjukkan bahwa mereka tertarik dan termotivasi karena mereka merasa terbantu menggunakan *guessing game* dalam proses menulis. Ini berarti bahwa *Guessing Game* memberikan dampak positif terhadap penulisan siswa. Hasil tersebut mendukung pencapaian menulis siswa. Berdasarkan hasil tersebut, peneliti menyimpulkan bahwa *Guessing Game* dapat memperbaiki pencapaian menulis teks deskriptif pada kelas 8E SMPN 7 Malang.

Berdasarkan temuan diatas, peneliti menyarankan kepada guru bahasa Inggris untk mengaplikasikan *guessing game* dalam peningkatan pencapaian menulis terutama menulis teks deskriptif. Kemudian untuk institusi atau sekolah, mereka dapat memfasilitasi guru Bahasa Inggris untuk mempelajari *Guessing Game* melalui seminar dan dan memfasilitasi mereka untuk mengaplikasikannya dalam proses belajar mengajar agar dapat meningkatkan kualitas mata pelajaran bahasa Inggris. Bagi peneliti selanjutnya, mereka dapat melakukan penelitian dengan rumusan masalah yang sama dan dapat melakukan penelitian di kemampuan yang lain dengan implementasi rencana pelaksanaan pembelajaran yang baik.

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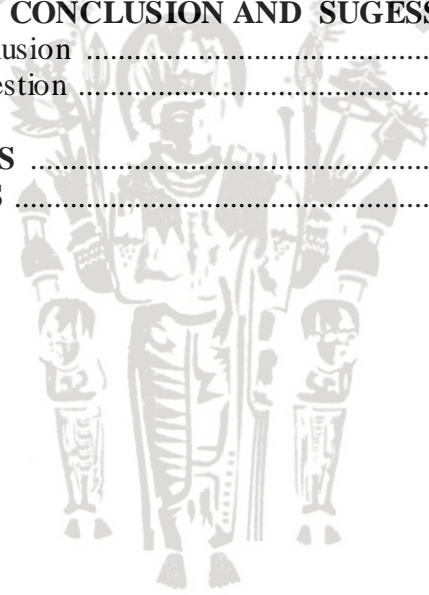
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CHAPTER I

INTRODUCTION

This chapter contains of background of the study, research problem, objective of the study, significances of the study, and the definition of key terms.

1.1 Background of the Study

Curriculum 2013 has some impacts toward teaching and learning English. English is taught only 4x40 minutes in a week. The limited time is one of challenge for teacher to make students achieve the competence. For this reason, the teachers have to use technique or method in order to maximize students' competence. Furthermore, the teacher should apply technique or method which is easily understood by the students. One of the techniques is by using game.

Based on Zhu (2012), using game is one of the techniques that can be applied in teaching English because it is easily received by the students. Games are frequently applied in teaching English in order to build students' motivation and understanding toward material. As is known to everyone, games are an activity providing amusement and entertainment. According to Zhu (2012), there are some functions of games in teaching English. He stated that game can increase students' communication and co-operation with each other, game also can get students relax and enjoy using language. Similarly, Wang, *et al.* (2011) found that students' motivation and confidence can be increased in English learning. Their anxiety can be reduced by playing games because of the elements of fun in games.

According to Zhu (2012), there are eight types of games, they are picture game, guessing game, sound game, fact finding game, debates, jigsaw game and role plays. In this present study, the research focused on guessing game. Hadfield (1990) stated that guessing game is an alternative of game where the player hold the information by withhold it, and the other player guess what it might be.

Guessing game can be applied in different skill, most of the researchers use it for improving students' speaking skill, but some of the researchers also use it in improving students' writing skill.

In this research, the researcher used guessing game because the researcher found students' problems in writing during preliminary study in 8E class of SMPN 7 Malang. During the observation, most of the students only focused on the book which is provided by the teacher. Then the students did the task on the textbook. Some of them sometimes did not pay attention toward teacher's explanation. The teacher used PowerPoint or video in learning process. Moreover, most of the students were low motivation. During writing activity the teacher only gave feedback for each student in their writing. The teacher did not give feedback to all students in front of the class. During the field teaching, some of the students asked vocabulary in English before they wrote a sentence, for example a sentence "*Turn on the lamp, please! The light is dark*". Before the students wrote a "*dark*" word, the student asked how the student can say "*gelap*" in English. The students also did some mistakes in mechanics such as spelling & punctuation. For example *Don't smoke!* became *Dont smoke!* and few of them wrote *Don't smok*. Moreover, the students were still lack of vocabulary, it supported from the interview.

Because of those reasons, most of them did not achieve the minimum passing grade. Based on the students' writing achievement, only 53,12% students who got score above or equal 75.

Based on the problem above, the researcher used guessing game in improving students' writing especially in writing descriptive text. According to Wang, *et al.* (2011), guessing game can improve students' vocabulary acquisition.

Besides, the researcher used descriptive text because descriptive text was one of the text types that learned in the second semester in the eighth year. Moreover, guessing game were appropriate to be applied in writing descriptive text because through descriptive text, the students described the description, and another students could guess what was the description about. The researcher used previous research where the previous researcher used guessing game as the technique.

Three researchers below had done classroom action research by using guessing game. First is Wijayanti (2015) with title Using Guessing Game to Improve Students' Writing Ability in Writing Descriptive Text. It showed that the students' writing improved from 59% in cycle one became 87%. Then the participation of the students improved from 78,6% students became 85,5%. The second previous study was conducted by Khasanah (2013) with title The Use Picture-Guessing Game in Implementing Team-Pair-Solo Technique to Improve Students' Ability to Write Descriptive Text. The students' mean score increased from 61.14 in pre-assessment, 71.68 in cycle one test and 79.15 in cycle two test.

The third previous study was conducted by Fitriana (2015) with the title Improving Students' Speaking Ability through Guessing Game Word Wall Media.

This research conducted at VII-C class of SMPN 2 Balongbendo with 33 students.

In cycle 1, the students' improvement was 50% and the second cycle was 91% from criteria of success 80%. Shortly, guessing game could give significance toward students' improvement.

Here, the researcher conducted a research to give significance for people.

The researcher conducted the research entitled "*Improving Students' Writing Achievement through Guessing Games in Writing Descriptive Text*". The researcher expects that this research can help the students to improve their writing. For the English teacher, this research can be used as a solution to improve students' writing in teaching writing. This research can improve the quality of English Subject for the institution. The last, this research can be used as reference for further researcher to conduct a research with the similar problem.

1.2 Problem of the Study

Based on the background of the study above, the researcher states the problem of the study is "How can the use of guessing game improve students' writing achievement in writing descriptive text for the eighth year of SMPN 7 Malang".

1.3 Objective of the Study

Based on the problem of the study above, the objective of the study is to find out how guessing game can improve students' writing achievement in writing descriptive text for the eighth year of SMPN 7 Malang.

1.4 Significances of the Study

The result of this study can be significant for:

1. English Teacher

The technique can be used as a solution toward problem that faced by the teacher in teaching writing especially writing descriptive text.

2. Student

The technique hopefully can help them to improve their writing skill.

3. Institution

Hopefully, this research will help the institution to improve the quality of English subject.

4. Further researcher

It helps the further researcher to make it as a reference in conducting the research with the similar problem.

1.4 Definition of the Key Terms

To avoid misunderstanding about the concept in this study, the researcher would like to explain some definition of key terms as follows:

1. Descriptive text is one of text types which are describing the characteristic of person, place, or object.

2. Guessing Game is a game where the player holds the information, while other guesses what it might be. Here, the information is about the description of a person, place, or object.

3. Writing achievement is the score of the students' writing through writing descriptive text in order to know how successful each students achieving the criteria of assessment such as content, organization, grammar, vocabulary and mechanic.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature. It specifically discusses some aspects including the nature of writing, process of writing, writing problem in descriptive text, descriptive text, the general concept of games, guessing game, and previous studies.

2.1 Nature of Writing

There are four skills that should be mastered by students in learning English, those are listening, reading, writing, and speaking. According to Harmer (2007), those skills are divided into two, receptive skill and productive skill. Receptive skill is listening and reading, where the students take out the meaning of the language. Productive skill is writing and speaking where the students produce the language by themselves.

Some experts have explained definitions of writing. According to Nunan (2003), writing is the process of creating, expressing, and organizing ideas into statements and paragraph through planning, drafting, editing to make a final version or product so that will be clear by the reader. Brown (2007) also claimed that writing is a thinking process. It means that in writing, students have a chance to revise before make a final version.

According to Raimes (1983), there are some benefits of writing. First, writing can support vocabulary, grammatical structures and idioms that teacher

had been teaching to his or her students. Second, the students have a chance to be brave with the language and they become very concerned with the new language.

The unique way to support learning is how the students try to express their ideas by using their eyes, hand, and brain.

2.2 Process of Writing

There are two approaches to teach writing inside or outside the classroom, those are product of writing and process of writing. Harmer (2007) said that product of writing focused on the aim of the task and the end of the product, while process of writing focused on the process. He also stated that many educators pay attention to the process of writing with various stages namely planning, drafting, editing, and final draft. Brown (2007) stated that balancing process and product of writing is one of the principles in teaching writing skill. Therefore, the teacher has to lead the students in appropriate stages.

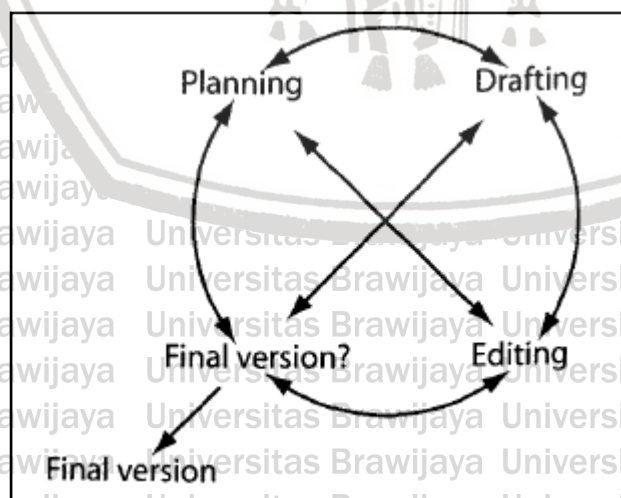


Figure 2.1 Harmer's Wheel Model (2004)

Harmer (2007) explained that there are four main stages in writing process. In planning stage, the students have to consider what the purpose of the writing for, who the reader is, and they have to consider the content structure such as the sequence of the idea, fact or argument that should be included in the writing itself. In drafting stage, the students have to make a piece of draft. After that, the students do reflecting and revising by reading the draft. The students are often helped by another reader (as editor) to do revising by making comment or suggestion. After the students make a revision, the final version is ready to send his or her written text to audience. That process will be applied in this research as a classroom activity.

2.3 Writing Problems in Descriptive Text

According to Adas and Bakir (2013), there were some problems that are faced by English Foreign Language learners in writing English. First, English language learners have limited vocabulary. English language learners do not use appropriate spelling and their written texts are limited to words which they know.

Second, the English learners are difficult in using grammatical structure. They difficult to use verb form with or without *s/es*. Therefore, they feel difficult to make a sentence or paragraph correctly.

2.4 Descriptive Text

Descriptive text is one of the text types in English. According to Oshima & Hogue (2007), description writing is about how something smells, feels,

sounds, and tastes. Furthermore, a good description is when the reader can get the information about the object, place or person in their mind through imagination.

When someone tries to describe something, first thing that they have to do is giving an impression about the appearance. For example description about people, the students has to imagine the appearance such as the color of the hair, the height of the body and so on.

Descriptive text has social function and generic structure like another text type such as narrative, report, etc. According to Zaida (2014) social function of descriptive text is to describe a particular person, thing or place. In general, descriptive text is a text which describes person, thing or place to make the reader get the information through imagination or sense. Furthermore, she also explained about the generic structure of descriptive text, they are: 1) identification: it identifies the thing/the person that will be described; 2) description: describes parts, qualities, characteristics.

There are grammatical features of descriptive text that has been explained by Knapp & Watkins (2005). First, descriptive text uses simple present tense, e.g. has, wears, etc; use relational verb to classifying and describing appearance/qualities and part/functions of something such as *has, have, is*; use adjective to clarify noun such as *beautiful dress, long hair, etc*. Furthermore, Sumarsih and Sanjaya (2013) stated that there are five types of descriptive writing paragraph, they are describing a process, describing an event, describing a personality, describing a place, and describing an object. In junior school, only three types that mostly used in teaching and learning, they are: 1) describing

personality (person) where the students have to describe the characteristic of someone such as the physical appearance, emotional and moral; 2) describing place where the students have to describe the characteristic of the concrete place such as hospital, hotel and so on; 3) describing object/thing where the students describe the physical appearance of object such as color, shape, form and so on.

Here is the example of descriptive text.

Justin Bieber

Justin Bieber is very famous singer nowadays. He begins to be a star after his voice was published at youtube.com. He was born on 1 March 1994 in Stratford, Ontario, Canada. His father's name is Jeremy Jack Bieber and his mother's name is Patricia (Pattie) Lynn Mallette. Justin has red hair, pointed nose and blue eyes. People say that his face is cute. It makes his fans being crazy when they meet him. Justin is a very talented musician. He can sing beautifully. He also can play some music instruments, for instance piano, drum, guitar, and saxophone. Justin Bieber starts his career by releasing his first single "One More Time" and his album in 2009 entitled "My World." "Baby, Somebody to Love, and Never Say Never" are very popular to everyone in the world.

(Taken from SekolahOke.com)

2.5 General Concept of Game

Game can be used anytime and it is alternative way to get the attention from the student when they are not relaxed or another factor that influence teaching and learning process. Based on Zhu (2012), using game is one of the techniques that can be applied in teaching English because it is easily received by the students. Games are frequently applied in teaching English in order to build students' motivation & students' understanding toward materials. According to

Hadfield (1990), game is an activity with a rule, a goal and element of fun.

Moreover, games are an activity providing amusement and entertainment.

Some experts have explained that game has some benefits. Zhu (2012) stated that there are some functions of games in teaching English. He stated that games can increase students' communication and co-operation with each other, games also can get students relax and enjoy using language. Similarly, Wang, *et al.* (2011) found that students' motivation and confidence can be increased in English learning. Their anxiety can be reduced by playing games because of the elements of fun in games.

According to Zhu (2012), there are eight types of games that can be applied in teaching and learning, they are picture game, guessing game, sound game, fact finding game, debates, jigsaw game and role plays. There are some games which are also suggested by Hadfield (1990), they are: 1) sorting, ordering, arranging game; 2) information gap game; 3) guessing game; 4) search game; 5) matching game; 6) labeling game; 7) board game; 8) role-play game. In this present study, the researcher will focus on guessing game. So, the following is explanation about guessing game.

2.6 Guessing Game

Hadfield (1990) stated that the principle of guessing game is "the player with the information deliberately withholds it, while other guesses what it might be". From the definition above can be concluded that guessing games is a game which one player hold the information and the other player guess what the

information about. The researcher chose guessing game because it was appropriate with descriptive text. Through guessing game, the students could describe something and other students could guess what the description was about.

Furthermore, there are some advantages of guessing game. According to Herliani (2013), by using guessing game students have more pleasure from regular activities in class. Guessing game can create a relaxed atmosphere in the classroom. Wang, *et al.* (2011) also stated that guessing game is one of the games that can be adopted to facilitate students' motivation, confidence, and vocabulary acquisition. Based on Wang's result study, guessing game gave positive relationship between motivation and vocabulary acquisition. Moreover, guessing game can help the students to promote students' vocabulary acquisition.

The implementation of guessing game based on Herliani (2013) and Wijayanti (2015) is as follows: 1) Students are divided into 3-4 groups; 2) Each group is given a picture; 3) Each group describes the picture at least 8-10 sentences; 4) Each group gives the time 20-30 minutes then they have to finished the description; 5) Teacher chooses some students who will describe in front of the class first; 6) While representative of the group come in front of the class, another group have to answer what is the description about; 7) The group which can answer will get the score 8) The researcher explain mistakes related to the text that they have made.

2.7 Previous Studies

In this research, the researcher uses three previous studies as references to conduct the research. First, the previous study by Wijayanti (2015) with title Using Guessing Game to Improve Students' Writing Ability in Writing Descriptive Text showed that the writing improves 59% in cycle one become 87%. Then the participation of the students improves from 78,6% student become 85,5%. This study used Classroom Action Research as design.

The second previous study is study from Khasanah (2013) entitled The Use Picture-Guessing Game in Implementing Team-Pair-Solo Technique to Improve Students' Ability to Write Descriptive Text. This research use CAR as a research design, she did the research in two cycles. It is conducted at SMAN 1 Subah for Grade X in the academic year 2012/2013. It showed that picture-guessing game can improve students' writing ability. It can be found from the research that the students' mean score increased of 61.14 in pre-assessment, 71.68 in cycle one test and 79.15 in cycle two test.

The third previous study is from Fitriana (2015) entitled Improving Students' Speaking Ability through Guessing Game Word Wall Media. This research was conducted at VII-C class of SMPN 2 Balongbendo with 33 students.

The research design was Classroom English Research. It focused on the students' speaking skill. The result showed that the students' speaking skill was improved.

In cycle 1 the students' improvement is 50% and the second cycle was 91% from criteria of success 80%.

There are similarities and differences between each previous study with the present study. The similarities with the researcher's present study and three previous studies above are on the design of the research that is using Classroom Action Research. Furthermore, the similarities with the first previous study and present study is using writing descriptive as a text type and using guessing game as the technique. The difference first previous study and present study is on the setting and object of the study. The similarities of the second previous study and present study are on the text type that is by using descriptive text, and the technique is by using guessing game. The difference between second previous study and present study is on the setting and object of the research. Then, the similarity between the third previous study and present study is on the technique that is by using guessing game. The differences are on the ability, the third previous study focus on speaking while the present study focus on writing. Moreover, the setting and object also become the difference with the previous study.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discusses the description of research method which consists of research design, data source, data collection and data analysis.

3.1 Research Design

In this research, the researcher used Classroom Action Research because this research focused on a particular problem in a certain classroom. The researcher used CAR because the researcher found a problem during preliminary study. The researcher found that 8E class had low achievement in writing.

According to Josotl's article in *The What, Why and How The Action Research*, classroom action research is a method to know what works best in teacher's classroom so that the teacher can enhance student learning. Furthermore, Latief (2012) also stated that CAR is an effective media in enhancing the value of English teacher performance in instruction as well as students' achievement.

According to him, through CAR the researcher can identify the problem and try to solve the problem by using innovative strategy. So, the researcher tried to solve the problem in writing by using guessing game.

In CAR, there is cycle which consists of planning, action, observation, and reflection. The cycle should be repeated if in reflecting phase the strategy does not achieve the criteria of success.

3.2 Research Procedure

In this research, the researcher conducted one cycle and it consisted of three meetings. At the beginning of the research, a preliminary study was done before to get the data how students' achievement in writing and what other problem occurred. After that, the researcher planned the action related to the step of classroom action research.

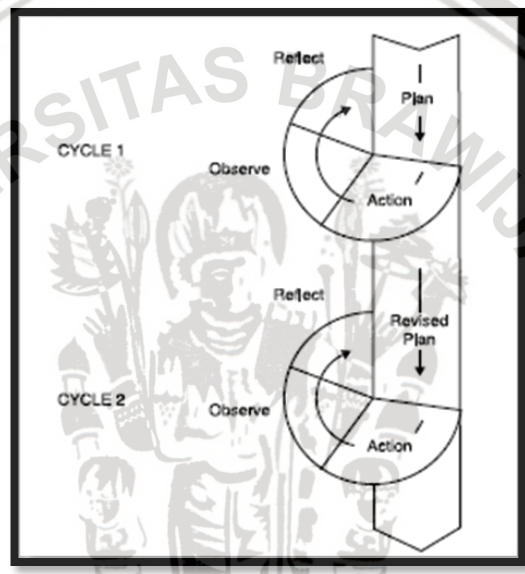


Figure 3.1 The Model of Classroom Action Research By Kemmis and McTaggart

3.2.1 Preliminary Study

The preliminary study was conducted before the researcher did the cycles. It provided information to know what will needed during the cycles or whole of classroom action research. In this step, the researcher identified the teacher, the students, and the situation of the class to know the problem when learning English especially in writing. From preliminary study, the researcher found that the students' writing score was 53,12% students who passed the minimum passing

grade. Furthermore, the researcher observed the learning process in the classroom, from the observation the researcher found that the students still have problem in writing. The teacher used conventional method and focused on the textbook. So, it made the students feel bored while the English in the teaching and learning process is happening. Based on the observation, the problem of the students was lack on vocabulary and mechanic such as spelling and punctuation. It was supported from the teacher interview; the English teacher said that the problem was on vocabulary.

3.2.2 Planning

In this step, the researcher planned teaching activity to overcome the problems. The researcher planned the scenario by preparing instrument that was needed during the research such as lesson plan (*appendix 1-3*), media and material and instrument to collect the data including observation checklist, interview guide, and field note. The instrument to collect the data explained in the next sub chapter that was data collection.

The researcher set the criteria of success that was 75% students passed the minimum passing grade (KKM). The criteria have been discussed with the English teacher and it was set based on the students' writing score in preliminary study. The researcher also made handout as a material about descriptive text (*appendix 4*). The researcher took the material from course book used in the class and took from another supplementary source. Furthermore, the researcher also prepared the picture to write descriptive text (*appendix 6*).

The lesson plan was prepared for every meeting. The researcher designed the lesson plan based on the Curriculum 2013 that is applied by the school. It was adopted from syllabus in order to reach the basic competence. There are some steps in teaching based on the Curriculum 2013 namely observing, questioning, associating and communicating in every lesson plan. Here, the researcher summarized the lesson plan and divided in three parts, there were pre-teaching, whilst teaching and post-teaching. For further information, the researcher presents the lesson plan in the appendix 1 to 3.

Table 3.1 Meeting 1

Teaching Stages	Teacher's Action	Students' action	Duration
Pre Teaching	<ol style="list-style-type: none"> Greeting the student Checking Attendance Introducing the next material by showing a picture 	<ol style="list-style-type: none"> Answering teachers' greeting Answering their attendance Answering & asking question related to the picture 	5 minutes
Whilst Teaching	<ol style="list-style-type: none"> Explaining generic structure, language features, on the example of the descriptive text Asking students to do the task Dividing the students into group and giving a picture Asking the students to make a simple descriptive text based on picture at least 8-10 sentences Giving the time 20-30 minutes to the students then they have to finish the description Choosing who will describe in front of the class first Teacher choose the representative of the group Giving sticker to the group which can answer the description 	<ol style="list-style-type: none"> Listening the teacher's explanation Doing the task Making a group Describing the picture at least 8-10 sentences. Making a descriptive text Listening the teachers' instructions. The representative of the group come in front of the class, another group have to answer what is the description about Taking the sticker to the teacher 	70 minutes
Post Teaching	<ol style="list-style-type: none"> Reviewing what the student have learnt Praying 	<ol style="list-style-type: none"> Listening to the teacher's review Praying 	5 minute

Table 3.2 Meeting 2

Teaching Stage	Teacher's action	Students' action	Duration
Pre Teaching	<ol style="list-style-type: none"> Greeting the student Checking attendance Reviewing the last matery & explain the next activity 	<ol style="list-style-type: none"> Answering teachers' greeting Answering their attendance Listening to the teacher 	5 minutes
Whilst Teaching	<ol style="list-style-type: none"> Asking the students to do exercise to review the last matery Asking the students to make a group in pair Asking the students to make a descriptive text based on the picture at least 8-10 sentences Giving each pair the time 20-30 minutes to finish the description Choosing wich students will describe in front of the class first Choosing the representative of the pair and asking another group to guess th description Giving correction towards students' description Giving a sticker to the pair which can answer the description 	<ol style="list-style-type: none"> Doing exercise to review the last matery Working in pair Describing the picture at least 8-10 sentences. Finishing the description Listening to the teacher The representative of the pair come in front of the class, another pair have to answer what is the description Listening to the teacher's correction Taking the sticker to the teacher 	70 minutes
Post Teaching	<ol style="list-style-type: none"> Reviewing what they have learnt Praying 	<ol style="list-style-type: none"> Listening to the teacher's review Praying 	5 minute

Table 3.3 Meeting 3

Teaching stage	Teacher's Action	Students' Action	Duration
Pre Teaching	<ol style="list-style-type: none"> Greeting the student Checking Attendance Reviewing the last matery 	<ol style="list-style-type: none"> Answering teachers' greeting Answering their attendance Listening to the teacher 	5 minutes
Whilst Teaching	<ol style="list-style-type: none"> Giving each student a picture Asking the students to make a description about the picture Choosing some of the student as representative and asking another students to answer the description 	<ol style="list-style-type: none"> Opening the picture Making description about the picture Describing the picture and another students guess the description 	65 minutes
Post Teaching	<ol style="list-style-type: none"> Reviewing what they have learnt Giving questionnaire Praying 	<ol style="list-style-type: none"> Listening to the teacher's review Answering the questionnaire Praying 	10 minute

3.2.3 Action

The action phase was the implementing of the plan phase. There were three meetings in implementing guessing game and it had been described in the lesson plan above. The researcher prepared three lesson plans because the researcher conducted the research in one cycle consist of three meetings. Each meeting will be done in 2x40 minutes.

3.2.4 Observation

In observation, the teacher and the partner helped the researcher to observe during the implementation of the technique by using observation checklist and field note. The researcher asks a partner and the teacher to observe the implementation. It was done because the researcher wanted to avoid subjectivity of the research. The teacher was the English teacher of 8E class of SMPN 7 Malang. The partner was a college student of English Language Program of Brawijaya University, that was Erni Yunita Sari. The researcher chose the partner because she knew the characteristics of the 8E class, she ever did observation in 8E class when the researcher and the partner did field teaching at SMPN 7 Malang.

3.2.5 Reflection

The researcher and English teacher discussed about the result of teaching and learning process. It was used to make reflection on what is the weakness of the implementation. The researcher analyzed the data from observation and the result of the students' writing by drawing a conclusion. If the result does not achieve the criteria of success, the researcher will conduct the next

3.3 Data Source

The data source was taken from two sources. First, the source was taken from the English teacher of 8E class at SMPN 7 Malang to know the information about students' writing problem from interview. The researcher asked the English teacher as the collaborator in observing teaching and learning process to avoid subjectivity. The researcher also asked the partner to do observation like what English teacher did. The second source was taken from the students of 8E class at SMPN 7 Malang as the subject of this research. The students did the test by making a descriptive text and fill the questionnaire. The researcher did this research at SMPN 7 Malang because the researcher found the problem during preliminary study.

3.4 Data Collection

In this research, the researcher used four kinds of data collection; they were observation, interview, questionnaire, field note, and test.

3.4.1 Interview Guide

Interview was done to know the problem at preliminary study (*appendix 7*) and the improvement after the implementation of the research (*appendix 9*). The researcher conducted interview to the teacher before and after the implementation of the technique. Before the implementation, there were five questions to know the students' problem, teacher technique, and classroom atmosphere. In the end of the cycle, the researcher interviewed the teacher to know the response toward the implementation of the technique. There were four questions related to students'

participation, relevance of the techniques, and difficulties of the technique (appendix 8).

3.4.2 Observation Checklist

Observation checklist was used to know and monitor during the implementation of the research. The form of the observation checklist consisted of the researcher's performance. The observation checklist made based on the lesson plan made by the researcher. The observer gave checklist if the researcher implements the activity based on the lesson plan (*appendix 11-13*). The researcher was observed by English teacher and the partner.

3.4.3 Questionnaire

The questionnaire was used to know the students' response after the implementation of the technique. It was given at the end of the cycle after the post-test had been done. There were five questions on the questionnaire. The questions were about students' interest, students' motivation, students' achievement, and further implementation (*appendix 18*).

3.4.4 Field Note

Field Note was used to know the weaknesses of the implementation of the technique in each meeting. The data obtained from the teacher and the partner during the research (*appendix 14*).

3.4.5 Test

Test was given after the implementation of the technique. The test was used to know the improvement of the students' writing achievement in writing descriptive text. The score was gotten from the writing based on the content,

organization, grammar, vocabulary, and mechanic. The researcher also asked the teacher to give score toward students' writing in order to avoid subjectivity of the research. In the end, the researcher got the average score from the English teacher and the researcher. Furthermore, the teacher and the researcher used scoring rubric (*appendix 22*) to assess the students' writing.

3.4 Data Analysis

The data analysis of this research analyzed through quantitative and qualitative. A quantitative was used to analyze the data from the students' writing test, while qualitative approach was used to analyze observation checklist, filed note, interview guide, and also questionnaire. Data analysis was conducted during and after teaching and learning process. The data was matched and the conclusion was drawn from it.

Moreover, the researcher decided the minimum standard score that should be achieved by the students that was 75. It based on the regulation from the school. After the researcher knew the score of each student and the score was counted to know the percentage of improvement the research as follows:

$$\frac{\sum F}{N} \times 100\% = P$$

P : the percentage

$\sum F$: number of student who pass minimum standard score

N : total number of the students

The researcher decided the minimum percentage of the writing achievement that was 75% students achieved the minimum passing grade. The researcher and the English teacher discussed the criteria of success based on the students' writing achievement in preliminary study.



CHAPTER IV

FINDING

This chapter contains the research finding during implementation of cycle. The data presentation will show the improvement of students' achievement in writing descriptive text through guessing game. The finding of the study is based on the result of students' writing score, questionnaire, observation checklist, and field notes.

4.1 Implementation of the Action

This research was done in one cycle that consisted of three meetings. The first meeting was conducted on Tuesday, March 22nd, 2016. The second meeting was conducted on Thursday, March 24th, 2016, and the last meeting was conducted on March 29th, 2016. The description of implementation the action was described as follows.

4.1.1 First meeting

The first meeting of cycle I was done on March 22th, 2016 in 80 minutes. The focus of this meeting was to make students understand about descriptive text such as the language features of descriptive text and how to make descriptive text.

The implementation of this meeting based on the lesson plan for the first meeting (appendix 7). There were 32 students that attended the class. First of all, the researcher opened the class by greeting the students, and checked the attendance.

The researcher forgot to ask the students pray before teaching and learning. Then

the researcher directly told the students what should be learned in the first meeting by showing Justin Bieber's picture in the form of power point. All of the students could answer the questions when the researcher asked who is in the picture. Some of them could explain the physical appearance of Justin Bieber when the teacher asked how is he looks like. After that, the researcher began to distribute students' handouts (*appendix 4*). The students observed the handout and the example of Justin Bieber description. The students identified the meaning of the text and also identified the language feature and generic structure of the descriptive text. They randomly answered the question from the researcher about the generic structure such as adjective. Next, the researcher explained deeper about the language feature and generic structure of descriptive text. After that, they tried to make a simple description sentence based on the exercise 1 in the handout. Here, the researcher gave instruction that made the students little bit confused. Because the researcher only asked to make descriptive text in 20 minutes, that's it. There was no other explanation technically. So, the researcher explained deeper and took one example from Justin Bieber description. Next activity was the implementation of guessing game.

First, the teacher asked the students to make a group consist of 4 students.

The classroom became crowded and it took more time because they had to rearrange their chair. After they sat in each group, the researcher gave a picture in envelope and also a worksheet for each group. The students were enthusiast. They made a descriptive text about the picture based on the researcher's instruction.

After that, the volunteer came in front of the class and read the writing. First

group became the example to be analyzed. The students and the researcher discussed the first group's writing. After that, the researcher gave a chance to another group to correct their own group writing. Gradually, the group read their writing. Most of the students could guess the description. Almost each group was given a star sticker because they can guess the description. In post teaching, the teacher only explained the next meeting's activity. The researcher did not review the material for today's meeting and the researcher also did not asked the students to pray because the bell was ringed. The students quickly left the class.

4.1.2. Second meeting

The second meeting was done on March 24th, 2016 in 80 minutes. First of all, the researcher greeted the students. After that, the students began to pray together. Next, the researcher checked the attendance and all of the students attended the class. The researcher reviewed the last meeting by showing Justin Bieber's picture in power point. Beside, the researcher reviewed the last material by giving a chance to a group which was in the last meeting they came in front of the class yet. After that, the students observed the teacher in reviewing some material related to descriptive text in handout. Here, the students were given a chance to ask a question. Then, the students did a task about the use of *have, has, is* in Exercise 2 of handout (*appendix 5*) The teacher directly called the name of the students one by one to answer every number of the task.

After the task was discussed, the students made a descriptive text from the picture given by the researcher in pair. The students made descriptive text in 20 minutes. After that, the first representative of the pair came in front of the class to

describe the description. Another student guessed it. In this activity, the class was more crowded than the first meeting because the students were competes for answering the question. Here, the researcher could not handle the students who sat in the back row. They were crowded by themselves. Most of the students could answer and raised their hand. Therefore, many students got the star sticker. Here, the researcher gave a feedback related to the mistake that the first pair made in their description. The researcher gave a chance to another pair to revise their description. Gradually, each pair came in front of the class and the others guessed the description. In closing activity, the teacher explained the next meeting's activity. Then, the teacher reviewed what they had learned. The teacher gave reward to student who got a star sticker. The last was the teacher and the students prayed together.

4.1.3 Third meeting

The third meeting was done on March 29th, 2016 in 80 minutes. The post test has done in this meeting. First, the teacher greeted the students and asked the students to lead to pray together. The teacher checked the attendance, and all of the students were attend the class. The teacher reviewed the last activity about descriptive text and guessing game. The students observed the teacher's explanation. The teacher gave a chance for students to ask a question related to descriptive text. Then, the students were given envelope and worksheet and they started to explore the picture in the envelope. The students made a descriptive text minimum eight sentences in 30 minutes. Here, the researcher forbids the students to open any material related to the descriptive text such as book and another

resources. After that, they started to do the task. Some of them came in front of the class to describe the description. Another student guessed what the description was. The student who could guess the description got the sticker. In closing activity, the teacher reviewed what they had learned in this meeting. The teacher gave reward to the students. The researcher gave a questionnaire to the students.

All of the students filled the questionnaire. The last, the teacher did not asked the students to pray together.

4.2 The Result of Observation Checklist

The observation had done during the implementation in every meeting. The observer was the English teacher and the researcher's partner. They were given observation checklist and field note to observe the implementation. In the first meeting, the researcher did not do some activity based on the lesson plan. In the opening activity, the researcher did not ask the student to pray together. The researcher did not review the last material. However, at the whilst-teaching the researcher completely done the activity based on the lesson plan. In the closing activity, the researcher did not review today's meeting and also did not ask the students to pray together.

In the second meeting, the researcher did all activities based on the lesson plan. It started from the opening activity, whilst-activity and closing activity. In the third meeting, the researcher did not run the activities completely based on the lesson plan. Because at the observing stage, the student did not observe another students' writing through guessing game like in a lesson plan. But, they observe

the researcher explanation about handout. In the whilst-activity, the researcher did all activities. Conversely, in the closing activity, the researcher did apply the lesson plan well, because the researcher not asks the students to pray together and did not explain the activity for next meeting.

Based on the explanation above, the researcher concluded that the implementation of the lesson plan is good because the researcher almost apply all activities based on lesson plan. Although there were some activities that did not applied by the researcher, it were did not give serious impact toward the teaching and learning process.

4.3 The Result of Field Note

In the first meeting, the researcher forgot to lead the students to pray together. In the observation stage, the researcher only gave an example about Justin Bieber only. The researcher should take another example from the book. At the communicating stage, there was unclear instruction from the researcher at the first time about the role of guessing game, so it made some of the students confused what to do. In this stage, not all of the group can read their description in front of the class because of limited time. In the closing stage, the researcher did not review today's meeting. The researcher also did not ask the students to pray together because the students quickly left the classroom. Overall, the classroom situation could handle well by the researcher, but for the researcher's time management used by the researcher was low.

In the second meeting, the researcher did the opening activity smoothly.

On the other hand, in the whilst-teaching the researcher was lack of classroom management. In associating stage, the classroom was crowded. Some of the students did not want to join to someone's group. In communicating stage, some of the students in the back row were talk each other. The researcher only focus on the group which was came in front of the class. In the closing activity, the researcher did well.

In the third meeting, the researcher did opening class well. At the observation stage in the whilst-teaching, the researcher did inappropriate activity.

In the lesson plan stated that the students observe another students' description, while in the activity, the researcher explained the language feature of the descriptive text. In the questioning stage, the researcher was less to give stimulant.

Therefore, the students were passive. In the explanation stage, after the researcher gave the picture, some of the pictures were not really familiar for the students. As a result, some of them did not do the task in time. In the closing stage, the researcher did the activity appropriate with the lesson plan.

Based on the explanation above, the researcher applied the lesson plan well. But, during the implementation, the researcher was lack of time management in managing the activities based on the lesson plan and sometimes lack of classroom management in controlling students. However, the researcher considered good in implementing the lesson plan.

4.4 The Result of Students' Questionnaire

The questionnaire administered in the last meeting. The student gave 10 minutes to administer the questionnaire. The questionnaire represented four criteria such as students' interest, students' motivation, students' achievement, and further implementation of the technique. Moreover the detail result of the questionnaire described below.

For question number 1 was about students' interest, 93,75% students answered *Yes*, and only 6,25% answered *No*. It means almost all of the students were interest toward guessing game. For question number 2 was about students' motivation, 96,875% students answered *Yes* but 3,125% answered *No*. It means, almost all of the students were motivated when they learned descriptive text using guessing game. The third question was about students' achievement, 96,875% students answered *Yes*, but 3,125% answered *No*. It means that almost all of the students agree that guessing game helped them in writing descriptive text. For question number 4 was about students' achievement related to difficulty. There were 96,875% answered *No*, but 3,125% answered *Yes*. It means that almost all of the students agree that guessing game did not make them difficult in writing descriptive text. The last question was about further implementation. There were 96,875% students agree with the next implementation, but 3,125% answered *No*. It means that almost all of the students were agree that guessing game implement in the next classroom activity.

In sum, the researcher concluded that guessing game could motivated the students and made them interested to participate and actively involved in writing activity because they felt fun and easy during teaching and learning writing.

4.5 The Result of Interview for Teacher

There were four questions to interview the teacher. For question number one was about students' participation related to the students' enthusiasm. The teacher said that almost the entire student was enthusiastic, but it different in every meeting. Second meeting was the meeting where the enthusiasm of the student was high. For question number 2 was the question about students' participation. The teacher said that all of the students were actively involved in teaching and learning process. The third question was about the relevance of the technique. The teacher said that guessing game was appropriate in writing descriptive text. The last question was about the difficulties of the technique. The teacher said that actually guessing game was quite easy to implement, but it might be difficult if the picture was not familiar for student, and might be difficult if guessing game was implemented in a huge class.

Briefly, based on the teacher's perception, the researcher concluded that guessing game was relevant and easy to be applied in writing descriptive text; as a result, the students became actively involved in teaching and learning process.

4.6 The Result of Writing Test

The students' writing achievement is the score of the students' writing through writing descriptive text in order to know how successful each students achieving the criteria of assessment such as content, organization, grammar, vocabulary and mechanic. This score was gotten from post test in the last meeting.

The score was gotten from the researcher as the first rater and the English teacher as the second rater to avoid subjectivity and unreliability that might be occurred during the scoring process. So, there were two score of the descriptive text in post test.

There were 32 students who joined the test. From the first rater, there were 16 students out of 32 or 81,27% students who passed the minimum passing grade, while there were 6 students out of 32 or 18,75% students still got score under the minimum passing grade. Then, from the second rater, there were 27 out of 32 students or 84,375% students who passed the minimum passing grade, while 5 out of 32 students or 15,625% students still got score under minimum passing grade.

From both two raters, the researcher divided the score to got the average score. In the end, the researcher got the final score. There were 27 out of 32 students or 84,375% students who passed the minimum passing grade, while 5 out of 32 students or 15,625% students still got score under minimum passing grade. The students' writing descriptive text score showed in the diagram below.

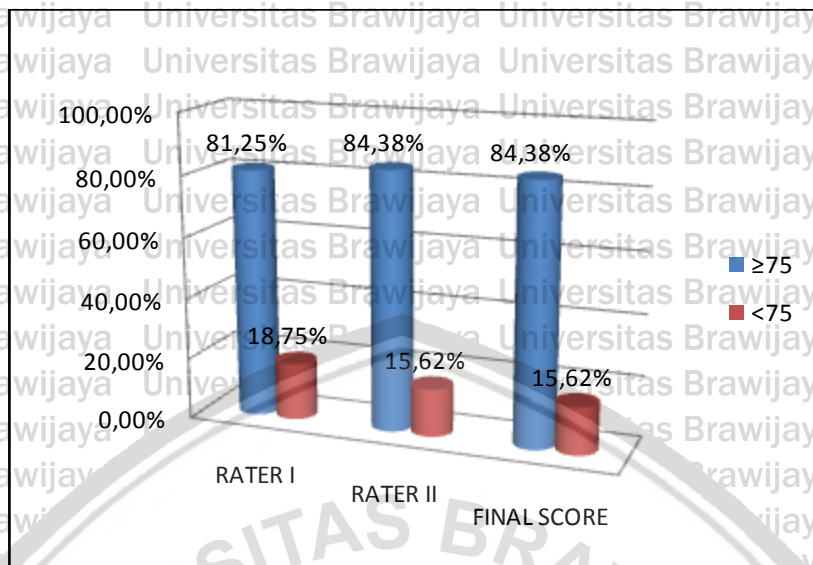


Figure 4.1 The Percentage of Students' Writing Achievement in Post Test

From the percentage above, the student achieved the minimum percentage that was 75%, while in preliminary study, the students' writing achievement only reach 53,12%. The students' writing achievement in preliminary study and post test will be showed in the diagram below.

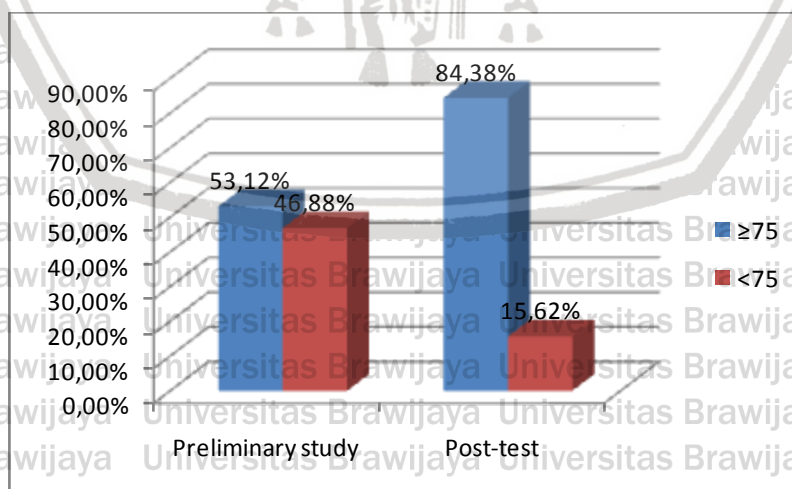


Figure 4.2 The Percentage of Students' Writing Achievement in Preliminary Study & Post test

4.7 Reflection

The researcher had done the implementation of the action based on the lesson plan made by the researcher. From the finding above, the implementation of guessing game gave good result. The students' writing score had reached the passing grade that was 84,38%, it was more than 75%. Besides, the students were interested, motivated and actively involved in teaching and learning process because guessing game was fun and easy to do. Based on the both result above, the researcher did not implement the action again to repeat the cycle because the students' achievement has reached the criteria of succes. Therefore, the researcher stopped the action.



CHAPTER V DISCUSSION

This chapter contains the discussion of the finding of the students' writing achievement and the students' response.

From the finding, guessing game gives improvement on the students' writing achievement and it supported by the result of students' response. In preliminary study, only 54,12% students could pass the minimum passing grade.

It is under the minimum percentage of students' achievement that is 75%. However, in the post test, the percentage of the students' achievement is 84%, it reaches the minimum percentage of students' achievement. It proves that guessing game could improve the students' writing achievement in writing descriptive text.

The percentage could be seen in the diagram below.

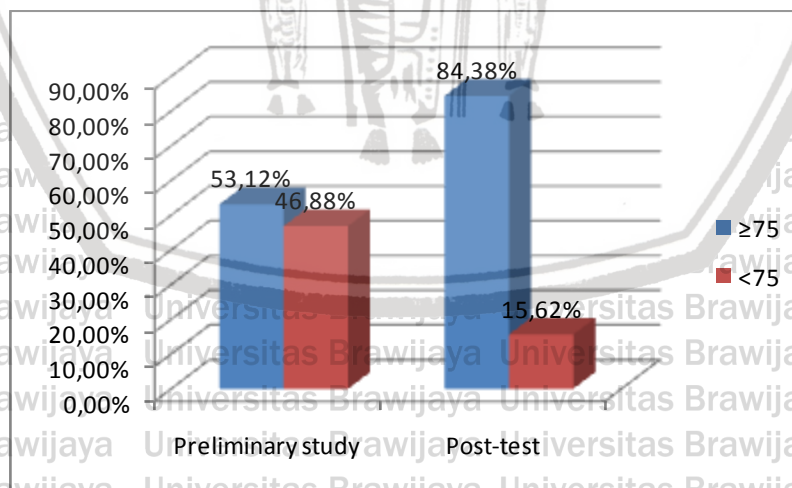


Figure 5.1 The Percentage of Students' Writing Achievement in Preliminary Study & Post test

In line with the previous study used by the researcher from Wijayanti (2015) with title Using Guessing Game to Improve Students' Writing Ability in Writing Descriptive Text. It shows that the writing achievements of the students improves from 59% of them pass KKM become 87% of them pass KKM.

According to Wang, *et al.* (2011), guessing game is one of the games that can be adopted to facilitate students' motivation, confidence, and vocabulary acquisition.

Through guessing game, the students learn more about vocabulary. They are indirectly force to write the description of the picture by using appropriate vocabulary, because in guessing game, other students have to guess the description. Besides, the researcher also applies writing process which consists of planning, drafting, editing, and final version in order to make a good writing.

Harmer (2007) said that in writing process approach, the writers pay attention toward various stages that was planning, drafting, editing, and the final version.

Another finding was guessing game gave positive result toward students' response. All of the students were interested and motivated using guessing game.

Some of them write that guessing game is fun. In line with Hadfield (1990), he claimed that game is an activity with a rule, a goal and element of fun.

Teaching by using game especially guessing game is one of the strategies to make students more interested and motivated with the lesson. It is based on Zhu (2012), using game is one of the techniques that can be applied in teaching English because it is easily received by the students. Games are frequently applied in teaching English in order to build students' motivation & students' understanding toward materials. Guessing game is one of the games that could

make students feel easy with the material especially descriptive text. It is supported from the result of teacher's interview after the cycle. The use of guessing game was appropriate in teaching descriptive text, because through descriptive text, the students' could write the description about something.



CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter contains the conclusion based on the finding and discussion of the research and also suggestion for the school, teacher, and further researcher.

6.1 Conclusion

The result of the research showed that guessing game can improve students' writing achievement writing descriptive text at SMPN 7 Malang in the academic year 2015/2016. The improvements of students' writing achievement could be seen from the preliminary study and from the post test. In preliminary study, the percentage of writing score of the students was 51,12%, while the percentage of post-test score was 84%. It means that the percentage of post-test reached the minimum percentage of passing grade that is 75%.

The students were motivated and interested to participate and actively involved in writing activity because they felt fun and easy during teaching and learning writing. It was showed from the questionnaire, field note, and the interview from teacher. The researcher was good in implementing guessing game, it showed from the observation checklist.

6.2 Suggestion

According to the conclusion that has been discussed before, the research would like to give some suggestion as follows:

- For English teacher, it is suggested that the English teacher can apply guessing game in improving the achievement of writing especially in writing descriptive text. The teacher also can apply guessing game for another skill such as speaking because through guessing game the students can describe something orally.

- For the students, they have to do more practice in writing in order to increase their achievement in writing English.

- For the institution, they can facilitate the teacher to learn guessing game through workshop and facilitate them to apply guessing game in teaching and learning process in order to increase the quality of English subject.

- For further researchers, they can do another research with the similar research problem as in this research and they also can do research in another skill with good in implementation the lesson plan.

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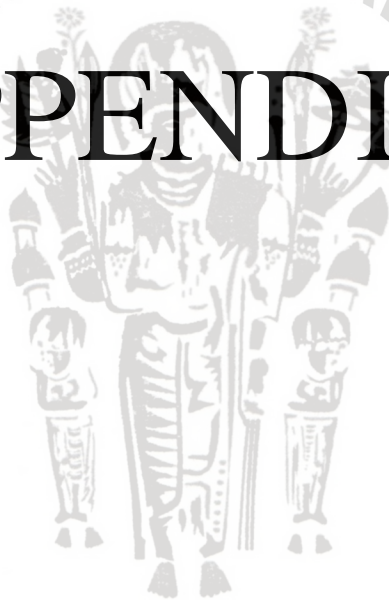
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APPENDICES



Appendix 1. Lesson Plan (Meeting 1)

Rencana Pelaksanaan Pembelajaran

Satuan Pendidikan :SMP Negeri 7 Malang

Mata Pelajaran :Bahasa Inggris

Kelas/Semester :VIII / 2

Materi Pokok :Teks Deskripsi Pendek Tentang Orang (person)

Alokasi Waktu :2 X 40 Menit (2jp)

A. Kompetensi Inti

- KI1. Menghargai dan menghayati ajaran agama yang dianutnya
- KI2. 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
- KI3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI4. 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 dan Indikator

K I.	KD	Indikator
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.	1.1.1 Berdoa sebelum dan setelah pembelajaran menggunakan bahasa Inggris
2	2.1.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Menunjukkan santun dalam melaksanakan komunikasi dengan guru

			dan teman
3	3.10	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .	3.10.1 Mengidentifikasi struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks deskripsi dan sesuai dengan konteks penggunaannya dengan menunjukkan bagian-bagian dari teks deskripsi. 3.10.2 Mengerjakan latihan soal
4	4.12.1	Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	4.11.1 Mengungkapkan makna teks deskriptif pendek dan sederhana dari contoh-contoh
	4.12	Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.12.1 Siswa membuat teks deskriptif pendek dan sederhana tentang orang

C. Materi Ajar

Fungsi sosial

Membangakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

Struktur teks

- Menyebutkan nama orang dan bagian-bagiannya yang dipilih untuk dideskripsikan
- Menyebutkan sifat orang
- Menyebutkan tindakan dari atau terkait dengan orang yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

Panjang teks: kurang lebih 8-10 kalimat.

Unsur kebahasaan

- Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
- Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
- Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very*.
- Frasa nominal seperti *dark brown, beautiful hair, straight hair*
- Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take*, dll.
- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- Ucapan, tekanan kata, intonasi
- Ejaan dan tanda baca
- Tulisan tangan

Contoh teks deskriptif dalam bahasa inggris (lihat lampiran)

D. Metode Pembelajaran

Pendekatan : Scientific Approach

E. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	- Guru melakukan greeting - Guru dan siswa memulai	5 menit

	<p>pembelajaran dengan berdoa</p> <ul style="list-style-type: none"> - Guru mengisi daftar presensi siswa - Guru mereview materi pembelajaran sebelumnya - Guru memberitahukan materi pembelajaran selanjutnya dengan menunjukkan gambar orang (Justin Bieber) dalam bentuk powerpoint (<i>lihat lampiran 4 hal 60</i>) 	
<p>Kegiatan inti</p>	<p>Mengamati</p> <ul style="list-style-type: none"> - Siswa mengamati gambar yang ada dalam powerpoint - Siswa mengamati handout yang diberikan dan mengamati contoh teks deskripsi - Siswa mengamati contoh teks deskripsi dari handout yang diberikan 	<p>5 menit</p>
	<p>Menanya</p> <p>Siswa menanyakan dan mempertanyakan antara lain tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari kartu undangan dalam bahasa Inggris.</p>	<p>5 menit</p>
	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> - Siswa mengidentifikasi makna dari teks deskriptif <i>Justin Bieber</i> dari handout (<i>lampiran 4 hal. 65</i>) - Siswa mengidentifikasi struktur, fungsi sosial dan unsur kebahasaan dari teks deskriptif 	<p>5 menit</p>
	<p>Mengasosiasikan</p> <p>Siswa berlatih membuat kalimat tentang deskripsi yang berasal dari gambar <i>appearance</i> di handout (<i>lampiran 5 hal.68</i>)</p>	<p>10 menit</p>
	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Secara berkelompok, siswa mendapatkan gambar aktris yang ada dalam amplop - Siswa membuat teks deskriptif dari gambar yang diberikan oleh guru 	<p>45 menit</p>

	<p>menggunakan <i>students' worksheet</i> (lihat lampiran 20 hal 89)</p> <ul style="list-style-type: none"> - Perwakilan siswa maju ke depan membacakan deskripsi dari gambar tersebut - Kelompok lain menebak tentang deskripsi tersebut - Kelompok yang dapat menebak akan mendapatkan stiker/ skor, yang paling banyak skor/stiker, kelompok itulah yang menang - Kelompok pertama dijadikan contoh untuk mereview dan memberikan balikan tentang kesalahan-kesalahan dalam teks deskriptif mereka - Seluruh kelompok diberikan kesempatan untuk merevisi teks deskriptif masing-masing - Secara bergantian, tiap kelompok maju kedepan membacakan deskripsinya masing-masing 	
<p>Penutup</p>	<ul style="list-style-type: none"> - Guru menyampaikan rencana pertemuan berikutnya - Guru bersama siswa menyimpulkan hasil pembelajaran hari ini - Guru memberikan penghargaan (misalnya pujian atau bentuk penghargaan lain yang relevan) kepada siswa - Guru mengakhiri kegiatan pembelajaran di kelas dengan berdoa. 	<p>5 menit</p>

F. Sumber dan Media Pembelajaran

- Buku bahasa inggris *When English Rings a Bell*
- Buku Mandiri: *Practice Your English Competence SMP Kelas VIII*
- Buku LKS *English for Junior High School/Class VIII/1st semester, MGMP Malang*
- Powerpoint
- Handout

G. Penilaian

Penilaian indikator 2.1.1

Pedoman Observasi Sikap Santun

Petunjuk :

Lembaran ini diisi oleh guru untuk menilai sikap sosial peserta didik dalam kesantunan. Berilah tanda cek (v) pada kolom skor sesuai sikap santun yang ditampilkan oleh peserta didik, dengan kriteria sebagai berikut:

4 = selalu, apabila selalu melakukan sesuai pernyataan

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan

2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan

1 = tidak pernah, apabila tidak pernah melakukan

Nama Peserta Didik :

Kelas :

Tanggal Pengamatan :

	Aspek Pengamatan	Skor				Keterangan
		1	2	3	4	
1.	Menghormati orang yang lebih tua					
2.	Mengucapkan terima kasih setelah menerima bantuan orang lain					
3.	Menggunakan bahasasantunsaat menyampaikan pendapat					
4.	Menggunakan bahasa santun saat mengkritik pendapat teman					
5.	Bersikap 3S (salam, senyum, sapa) saat bertemu orang lain					
	Jumlah Skor					

Petunjuk Penyeoran :

Peserta didik memperoleh nilai :

Baik Sekali : apabila memperoleh skor 16 - 20

Baik : apabila memperoleh skor 11 - 15

Cukup : apabila memperoleh skor 6 - 10

Kurang : apabila memperoleh skor 1 - 5

No	Nama siswa	Skor
1		
2		
dst		

Penilaian indikator 4.12.1

Indikator	Penilaian		
	Teknik	Bentuk	Contoh Instrumen
4.12.1 Siswa membuat teks deskriptif pendek dan sederhana tentang orang	Produk	Teks deskriptif	<i>Buatlah teks deskriptif pendek dan sederhana!</i>

Rubrik penilaian lihat lampiran 22 hal 92

Appendix 2. Lesson Plan (Meeting 2)

Rencana Pelaksanaan Pembelajaran

Satuan Pendidikan :SMP Negeri 7 Malang
Mata Pelajaran :Bahasa Inggris
Kelas/Semester :VIII / 2
Materi Pokok :Teks Deskripsi Pendek Tentang Orang (person)
Alokasi Waktu :2 X 40 Menit (2jp)

A. Kompetensi Inti

- KI1. Menghargai dan menghayati ajaran agama yang dianutnya
KI2. 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
KI3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
KI4. 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 dan Indikator

KI.	KD	Indikator
1	1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.	1.1.2 Berdoa sebelum dan setelah pembelajaran menggunakan bahasa Inggris

2	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.2.1 Menunjukkan sikap percaya diri dalam melaksanakan komunikasi transaksional dengan guru dan teman
4	4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.12.1 Siswa membuat teks deskriptif pendek dan sederhana tentang orang

C. Materi Ajar

Fungsi sosial

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

Struktur teks

- a. Menyebutkan nama orang dan bagian-bagiannya yang dipilih untuk dideskripsikan
- b. Menyebutkan sifat orang
- c. Menyebutkan tindakan dari atau terkait dengan orang yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

Panjang teks: kurang lebih 10 kalimat.

Unsur kebahasaan

- a. Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
- b. Kata ganti *it*, *they*, *she*, *we*, dst.; *our*, *my*, *your*, *their*, dst.
- c. Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite*, *very*.

- d. Frasa nominal seperti *dark brown, beautiful hair, straight hair*
- e. Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take*, dll.
- f. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- g. Ucapan, tekanan kata, intonasi
- h. Ejaan dan tanda baca
- i. Tulisan tangan

D. Metode Pembelajaran

Pendekatan : Scientific Approach

E. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru melakukan greeting - Guru dan siswa memulai pembelajaran dengan berdoa - Guru mengisi daftar presensi siswa - Guru mereview materi pembelajaran sebelumnya dengan menunjukkan gambar <i>Justin Bieber</i> dalam powerpoint - Selain itu, guru mereview dengan memberi kesempatan kepada kelompok yang belum maju di pertemuan sebelumnya 	5 menit
Kegiatan inti	<p>Mengamati Siswa mengamati guru menjelaskan materi yang ada dalamhandout</p>	3 menit
	<p>Menanya Siswa menanyakan dan mempertanyakan materi yang belum dimengerti</p>	2 menit
	<p>Mengeksplorasi Siswa berlatih mengerjakan soal mengenai penggunaan <i>has, have, is</i> etc, dan <i>mechanic</i> dalam penulisan teks deskripsi (<i>lampiran 5 hal 68</i>)</p>	2 menit
	<p>Mengasosiasikan Siswa secara berpasangan membuat deskriptif teks berdasarkan gambar selama</p>	20 menit

	<p>20 menit di worksheet yang disediakan</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Secara berpasangan, siswa mendapatkan gambar aktris yang ada dalam amplop - Siswa membuat teks deskriptif dari gambar yang diberikan oleh guru menggunakan <i>students' worksheet</i> - Perwakilan siswa maju ke depan membacakan deskripsi dari gambar tersebut - Pasangan lain menebak tentang deskripsi tersebut - Pasangan yang dapat menebak akan mendapatkan stiker/ skor, yang paling banyak skor/stiker, kelompok itulah yang menang - Pasangan yang pertama maju dijadikan contoh untuk menganalisis kesalahan-kesalahan dalam menulis teks deskriptif kemudian diberikan balikan - Pasangan yg lain diberi kesempatan untuk merevisi teks deskripsi masing-masing - Secara bergantian, masing-masing pasangan maju dan menebak deskripsi pasangan yang lain 	<p>45 menit</p>
<p>Penutup</p>	<ul style="list-style-type: none"> - Guru menyampaikan rencana pertemuan berikutnya - Guru bersama siswa menyimpulkan hasil pembelajaran hari ini - Guru memberikan penghargaan (misalnya pujian atau bentuk penghargaan lain yang relevan) kepada siswa - Guru mengakhiri kegiatan pembelajaran di kelas dengan berdoa. 	<p>5 menit</p>

F. Sumber dan Media Pembelajaran

- Buku bahasa Inggris *When English Rings a Bell*
- Buku Mandiri: *Practice Your English Competence SMP Kelas VIII*

- Buku LKS *English for Junior Highh School/Class VIII/1st semester, MGMP Malang*
- Powerpoint
- Handout

G. Penilaian

**Penilaian indikator 2.2.1
Sikap Percaya Diri**

Petunjuk :

Lembaran ini diisi oleh guru/teman untuk menilai sikap sosial peserta didik dalam percaya diri. Berilah tanda cek (v) pada kolom skor sesuai sikap percaya diri yang ditampilkan oleh peserta didik, dengan kriteria sebagai berikut:

- 4 = selalu, apabila selalu melakukan sesuai pernyataan
- 3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan
- 2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan
- 1 = tidak pernah, apabila tidak pernah melakukan

Nama Peserta Didik :

Kelas :

Tanggal Pengamatan :

Materi Pokok :

No.	Aspek Pengamatan	Skor				Keterangan
		1	2	3	4	
1.	Berani presentasi di depan kelas					
2.	Berani berpendapat, bertanya, atau menjawab pertanyaan					
3.	Berpendapat atau melakukan kegiatan tanpa ragu-ragu					
4.	Mampu membuat keputusan dengan cepat					
5.	Tidak mudah putus asa/pantang menyerah					
	Jumlah Skor					

Petunjuk Penyelesaian:

Peserta didik memperoleh nilai:

Baik Sekali : apabila memperoleh skor 16 - 20

Baik : apabila memperoleh skor 11 - 15

Cukup : apabila memperoleh skor 6 - 10

Kurang : apabila memperoleh skor 1 - 5

No.	Nama siswa	Aspek Pengamatan No.					Skor
		1	2	3	4	5	
1							
2							
4							
5							
dst							

Penilaian indikator 4.12.1

Indikator	Penilaian		
	Teknik	Bentuk	Contoh Instrumen
4.12.1 Siswa membuat teks deskriptif pendek dan sederhana tentang orang	Produk	Teks deskriptif	<i>Buatlah teks deskriptif pendek dan sederhana!</i>

Rubrik penilaian lihat lampiran 22 hal. 92

Appendix 3. Lesson Plan (Meeting 3)

Rencana Pelaksanaan Pembelajaran

Satuan Pendidikan :SMP Negeri 7 Malang
Mata Pelajaran :Bahasa Inggris
Kelas/Semester :VIII / 2
Materi Pokok :Teks Deskripsi Pendek Tentang Orang (person)
Alokasi Waktu :2 X 40 Menit (2jp)

A. Kompetensi Inti

- KI1. Menghargai dan menghayati ajaran agama yang dianutnya
KI2. 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
KI3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
KI4. 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 dan Indikator

KI.	KD	Indikator
1	1.3 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.	1.3.1 Berdoa sebelum dan setelah pembelajaran menggunakan bahasa Inggris
2	2.2 Menunjukkan perilaku	2.2.1 Menunjukkan sikap

	jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	percaya diri dalam melaksanakan komunikasi transaksional dengan guru dan teman
4	4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.12.1 Siswa membuat teks deskriptif pendek dan sederhana tentang orang

C. Materi Ajar

Fungsi sosial

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

Struktur teks

- Menyebutkan nama orang dan bagian-bagiannya yang dipilih untuk dideskripsikan
- Menyebutkan sifat orang
- Menyebutkan tindakan dari atau terkait dengan orang yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

Panjang teks: kurang lebih dari 8 kalimat.

Unsur kebahasaan

- Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
- Kata ganti *it*, *they*, *she*, *we*, dst.; *our*, *my*, *your*, *their*, dst.
- Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite*, *very*.
- Frasa nominal seperti *dark brown*, *beautiful hair*, *straight hair*

- e. Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take*, dll.
- f. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- g. Ucapan, tekanan kata, intonasi
- h. Ejaan dan tanda baca
- i. Tulisan tangan

D. Metode Pembelajaran

Pendekatan : Scientific Approach

E. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru melakukan greeting - Guru dan siswa memulai pembelajaran dengan berdoa - Guru mengisi daftar presensi siswa - Guru mereview materi pembelajaran sebelumnya 	5 menit
Kegiatan inti	<p>Mengamati Siswa mengamati guru memperagakan cara bermain <i>guessing game</i></p>	3 menit
	<p>Menanya Siswa menanyakan dan mempertanyakan secara lebih detail mengenai <i>guessing game</i></p>	2 menit
	<p>Mengeksplorasi Siswa secara individu mendapatkan amplop berisi gambar untuk menulis teks deskripsi</p>	2 menit
	<p>Mengasosiasikan Siswa secara individu membuat deskriptif teks berdasarkan gambar selama 30 menit di worksheet yang disediakan</p>	30 menit
	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Beberapa siswa mendeskripsikan teks deskripsi di depan kelas - Siswa lain menebak tentang apa yang dideskripsikan & akan mendapatkan stiker/skor 	30 menit

<p>Penutup</p>	<ul style="list-style-type: none"> - Guru menyampaikan rencana pertemuan berikutnya - Guru bersama siswa menyimpulkan hasil pembelajaran hari ini - Guru memberikan penghargaan (misalnya pujian atau bentuk penghargaan lain yang relevan) kepada siswa - Guru memberika kuisiener kpd siswa - Guru mengakhiri kegiatan pembelajaran di kelas dengan berdoa. 	<p>10menit</p>
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F. Sumber dan Media Pembelajaran

- Buku bahasa inggris *When English Rings a Bell*
- Buku *Mandiri: Practice Your English Competence SMP Kelas VIII*
- Buku *LKS English for Junior Highh School/Class VIII/1st semester, MGMP Malang*
- Powerpoint
- Handout

G. Penilaian

Penilaian indikator 2.2.1 Sikap Percaya Diri

Petunjuk :

Lembaran ini diisi oleh guru/teman untuk menilai sikap sosial peserta didik dalam percaya diri. Berilah tanda cek (v) pada kolom skor sesuai sikap percaya diri yang ditampilkan oleh peserta didik, dengan kriteria sebagai berikut:

- 4 = selalu, apabila selalu melakukan sesuai pernyataan
- 3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan
- 2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan
- 1 = tidak pernah, apabila tidak pernah melakukan

Nama Peserta Didik :

Kelas :

Tanggal Pengamatan :

Materi Pokok :

No.	Aspek Pengamatan	Skor				Keterangan
		1	2	3	4	
1.	Berani presentasi di depan kelas					
2.	Berani berpendapat, bertanya, atau menjawab pertanyaan					
3.	Berpendapat atau melakukan kegiatan tanpa ragu-ragu					
4.	Mampu membuat keputusan dengan cepat					
5.	Tidak mudah putus asa/pantang menyerah					
	Jumlah Skor					

Petunjuk Penyeekor:

Peserta didik memperoleh nilai:

- Baik Sekali : apabila memperoleh skor 16 - 20
 Baik : apabila memperoleh skor 11 - 15
 Cukup : apabila memperoleh skor 6 - 10
 Kurang : apabila memperoleh skor 1 - 5

No.	Nama siswa	Aspek Pengamatan No.					Skor
		1	2	3	4	5	
1							
2							
3							
4							
5							
dst							

Penilaian indikator 4.12.1

Indikator	Penilaian		
	Teknik	Bentuk	Contoh Instrumen
4.12.1 Siswa membuat teks deskriptif pendek dan sederhana tentang orang	Produk	Teks deskriptif	<i>Buatlah teks deskriptif pendek dan sederhana!</i>

Rubrik penilaian lamapiran 22 hal 92



Appendix 4. Students' Handout



Who is he?

How does he look like?

Justin Bieber

Justin Bieber is very famous singer nowadays. He was born on 1 March 1994 in Stratford, Ontario, Canada.

Justin is a very talented musician. He can sing beautifully. He also can play some music instruments, for instance piano, drum, guitar, and saxophone. People say that his face is cute. He is tall and gorgeous. He has brown hair and pointed nose. One of his songs is "Baby".

identification

Justin Bieber is very famous singer nowadays. He was born on 1 March 1994 in Stratford, Ontario, Canada.

description

Justin is a very talented musician. He can sing beautifully. He also can play some music instruments, for instance piano, drum, guitar, and saxophone. People say that his face is cute. He is tall and gorgeous. He has brown hair and pointed nose. One of his songs is "Baby".

DESCRIPTIVE TEXT

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing.

Structure of descriptive text:

Identification; identifying the phenomenon to be described

Description; describing the phenomenon in parts, qualities, or/and characteristic.

The language feature of descriptive text:

Using attributive and identifying process

Using adjective and classifier's in nominal group

Using simple present tense

The simple present tense

The use of simple present tense is to express the present state or action that is done repeatedly although is not done in progress.

Verbal sentence

Subject + verbal + object + complement

Example :

- He can play some instrument*
- He can sing beautifully*

Nominal sentence

Subject + is/am/are + adjective + complement

Example:

- He is tall and gorgeous*
- Justin is a very talented musician*

The use of has/have

I have

You have

They have

We have

He has

She has

It has

Example:

He has brown hair and pointed nose

Appearance

1 Age
 young, middle-aged, old

2 Height
 short, medium-height, tall

3 Build
 well-built, plump, fat, slim

4 Complexion
 pale-skinned, yellow-skinned, olive-skinned, dark-skinned

5 Face
 oval, round, square, triangle, long

6 Hair
 short black hair, long black hair, grey hair, wavy brown hair, curly hair, ponytail, red pigtails, fair hair (plaits), short spiky hair, bold

7 Eyes
 blue (brown, black, green) eyes, hazel eyes, oval eyes, big round eyes, small eyes

8 Nose
 small nose, turned-up nose, straight nose, hooked nose, long nose

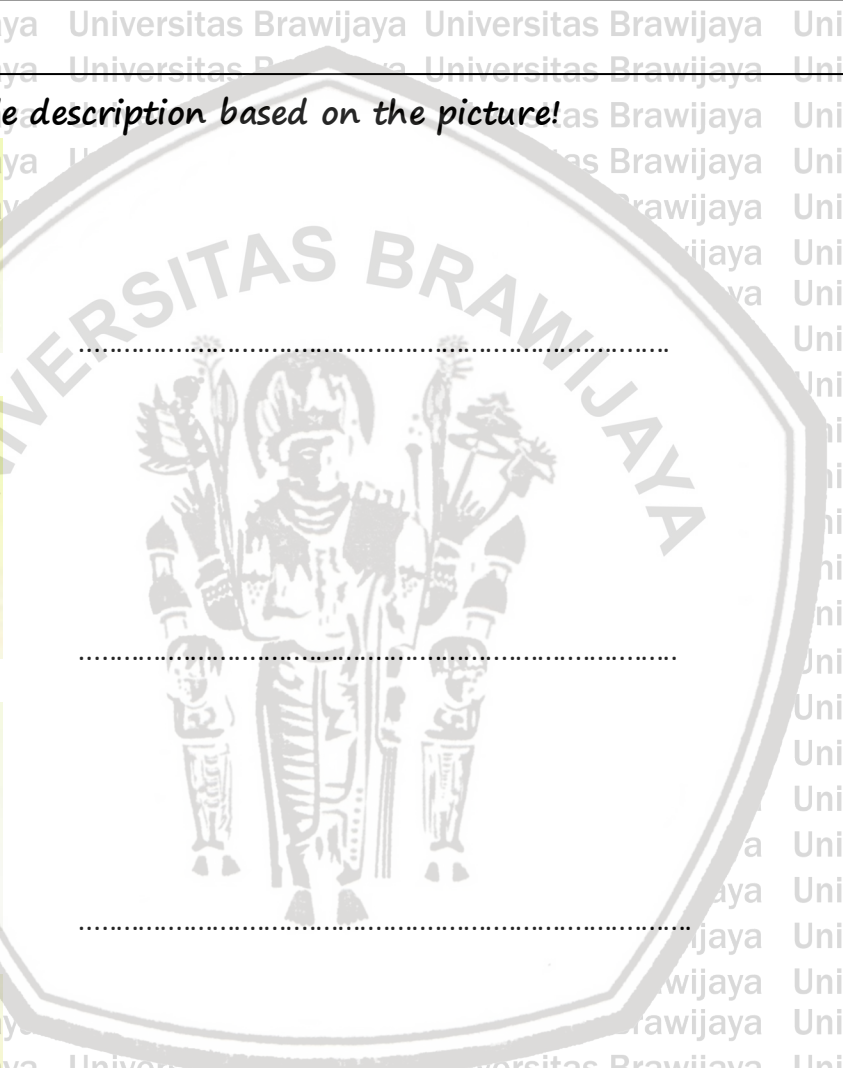
9 Mouth and lips
 full lips, thin lips, curved lips, large mouth, small mouth

10 Other features
 beautiful (pretty), handsome, ugly, beard, moustache, wrinkles, freckles, large ears, small ears

Appendix 5. Students' Exercise

Exercise 2

Make a simple description based on the picture!



Exercise 2

Fill in the blank by putting the words in the box!

Daniel Radcliff (.....) a main actor in Harry Potter film.(.....) becomes famous after he plays in that film. He (.....) a handsome boy.He (.....) black shirt and round glassess. He has a fair skin. He (.....) patient. He has two best friends, (.....) are Ron (.....) Hermione. They study in Hogwarts. Ron (.....) a blond hair. Hermione has a (.....) hair. She is a (.....) girl.

is	has	is	they
	he	curly	is
wears	clever	and	

Rewrite this sentence below with good punctuation!

sofia is tall and thin she has curly hair in plats she has a fring she's standing not sitting she's wearing a yellow night dress with a picture of a sleeping baby she is not a little chubby. She is a beautiful slim girl

mrs.herlina is a big lady with glasses she is wearing batik and black pants she is sitting on the bench in front of the principal's office she's not wearing a scraf she's carrying a pink purse

Appendix 6. Picture for Writing Descriptive Text





Appendix 7. Interview Guide for Teacher (Preliminary Study)

No.	Aspek	Pertanyaan
1.	Masalah siswa	Bagaimana kemampuan siswa dalam pembelajaran menulis?
		Kesulitan apa yang sering dihadapi siswa dalam menulis (<i>content, organization, grammar, vocabulary, mechanics</i>)?
2.	Teknik Guru	Teknik apa yang biasanya anda lakukan untuk mengajar menulis?
		Apakah anda pernah menggunakan teknik bermain (<i>game</i>) dalam kegiatan menulis?
3.	Respon Siswa	Bagaimana interaksi siswa saat anda melakukan teknik tersebut?



Appendix 8. Result of Interview Guide for Teacher (Preliminary Study)

No.	Aspek	Pertanyaan
1.	Masalah siswa	Bagaimana kemampuan siswa dalam pembelajaran menulis?
		<i>Jawaban: Masih kurang, beberapa anak itu malah sangat kurang.</i>
		Kesulitan apa yang sering dihadapi siswa dalam menulis (<i>content, organization, grammar, vocabulary, mechanics</i>)? <i>Jawaban: Biasanya anak-anak itu susah di kosa-katanya. Kesulitannya lagi anak-anak itu bandel kalau disuruh bawa kamus, ada beberapa yang bawa tapi kalau gak disuruh bukayagak dibuka.</i>
2.	Teknik Guru	Teknik apa yang biasanya anda lakukan untuk mengajar menulis?
		<i>Jawaban: Kalau menulis biasanya saya suruh melengkapiteks atau membuat kalimat berdasarkan gambar.</i>
3.	Respon siswa	Apakah anda pernah menggunakan teknik bermain (<i>game</i>) dalam kegiatan menulis?
		<i>Jawaban: pernah, kata acak, kadang kalimat acak, tergantung mau menulis pasif.</i>
3.	Respon siswa	Bagaimana interaksi siswa saat anda melakukan teknik tersebut?
		<i>Jawaban: ya senang, bikin kelas rame. Tapi masih saja ada beberapa yang masih pasif.</i>

Appendix 9. Interview Guide for Teacher (After Implementation)

No.	Aspek	Pertanyaan
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1.	Partisipasi siswa	Bagaimana antusiasme murid dalam pengajaran menulis menggunakan <i>guessing game</i> ? Bagaimana partisipasi murid terhadap proses belajar mengajar menulis teks deskripsi menggunakan <i>guessing game</i> ?
2.	Kecocokan tehnik dengan materi	Bagaimana pendapat anda mengenai penggunaan <i>guessing game</i> dalam menulis teks deskripsi?
3.	Kesulitan tehnik	Menurut anda, kesulitan apa yang ditemukan selama proses pelaksanaang <i>guessing game</i> dalam menulis teks deskripsi yang sudah dilakukan oleh peneliti?



Appendix 10. Result of Interview Guide for Teacher (After Implementation)

No.	Aspek	Pertanyaan
1.	Partisipasi siswa	Bagaimana antusiasme murid dalam pengajaran menulis menggunakan

		guessing game? Jawaban: <i>Hampir semua antusias, tapi beda-beda ya tiap pertemuan. Pertemuan kedua sepertinya anak-anak antusias sekali.</i>
		Bagaimana partisipasi murid terhadap proses belajar mengajar menulis teks deskripsi menggunakan <i>guessing game</i> ? Jawaban: <i>Semua siswa partisipasi ya mbak</i>
2.	Kecocokan tehnik dengan materi	Bagaimana pendapat anda mengenai penggunaan <i>guessing game</i> dalam menulis teks deskripsi? Jawaban: <i>Saya rasa <i>guessing game</i> ini memang cocok kalau sama <i>descriptive text</i>, bagus.</i>
3.	Kesulitan tehnik	Menurut anda, kesulitan apa yang ditemukan selama proses pelaksanaang <i>guessing game</i> dalam menulis teks deskripsi yang sudah dilakukan oleh peneliti? Jawaban: <i>Kelihatannya mudah ya diimplementasikan, tapi mngkin bakalan susah kalau gambar-gambarnya kurang familiar dan kalau <i>guessing game</i> ini diterapin di kelas yang besar.</i>

Appendix 11. Result of Observation (Meeting 1)

Kegiatan	Deskripsi	Checklist
Pendahuluan	Guru melakukan greeting	√

	<ul style="list-style-type: none"> - Guru dan siswa memulai pembelajaran dengan berdoa - Guru mengisi daftar presensi siswa - Guru mereview materi pembelajaran sebelumnya - Guru memberitahukan materi pembelajaran selanjutnya dengan menunjukkan gambar orang (Justin Bieber) dalam bentuk powerpoint 	<ul style="list-style-type: none"> - √ - √
	<p>Mengamati</p> <ul style="list-style-type: none"> - Siswa mengamati gambar yang ada dalam powerpoint - Siswa mengamati handout yang diberikan dan mengamati contoh teks deskripsi - Siswa mengamati contoh teks deskripsi dari handout yang diberikan <p>Menanya</p> <p>Siswa menanyakan dan mempertanyakan antara lain tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari kartu undangan dalam bahasa Inggris.</p>	<ul style="list-style-type: none"> √ √ √
<p>Kegiatan inti</p>	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> - Siswa mengidentifikasi makna dari teks deskriptif <i>Justin Bieber</i> dari handout - Siswa mengidentifikasi struktur, fungsi sosial dan unsur kebahasaan dari teks deskriptif 	<ul style="list-style-type: none"> √ √
	<p>Mengasosiasikan</p> <p>Siswa berlatih membuat kalimat tentang deskripsi yang berasal dari gambar <i>appearance</i> di handout</p>	<ul style="list-style-type: none"> √
	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Secara berkelompok, siswa mendapatkan gambar aktris yang ada dalam amplop - Siswa membuat teks deskriptif dari gambar yang diberikan oleh guru menggunakan <i>students' worksheet</i> min 8 kalimat dalam 20 menit - Perwakilan siswa maju ke depan membacakan deskripsi dari gambar tersebut - Kelompok lain menebak tentang deskripsi tersebut 	<ul style="list-style-type: none"> √ √ √ √

	<ul style="list-style-type: none"> - Kelompok yang dapat menebak akan mendapatkan stiker/ skor, yang paling banyak skor/stiker, kelompok itulah yang menang - Kelompok pertama dijadikan contoh untuk mereview dan memberikan balikan tentang kesalahan-kesalahan dalam teks deskriptif mereka - Seluruh kelompok diberikan kesempatan untuk merevisi teks deskriptif masing-masing - Secara bergantian, tiap kelompok maju ke depan membacakan deskripsinya masing-masing 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>
<p>Penutup</p>	<ul style="list-style-type: none"> - Guru menyampaikan rencana pertemuan berikutnya - Guru bersama siswa menyimpulkan hasil pembelajaran hari ini - Guru memberikan penghargaan (misalnya pujian atau bentuk penghargaan lain yang relevan) kepada siswa - Guru mengakhiri kegiatan pembelajaran di kelas dengan berdoa. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>

Appendix 12. Result of Observation (Meeting 2)

Kegiatan	Deskripsi	Checklist
Pendahuluan	- Guru melakukan greeting	√

	<ul style="list-style-type: none"> - merevisi teks deskripsi masing-masing - Secara bergantian, masing-masing pasangan maju dan menebak deskripsi pasangan yang lain 	<ul style="list-style-type: none"> √ √
Penutup	<ul style="list-style-type: none"> - Guru menyampaikan rencana pertemuan berikutnya - Guru bersama siswa menyimpulkan hasil pembelajaran hari ini - Guru memberikan penghargaan (misalnya pujian atau bentuk penghargaan lain yang relevan) kepada siswa - Guru mengakhiri kegiatan pembelajaran di kelas dengan berdoa. 	<ul style="list-style-type: none"> √ √ √ √



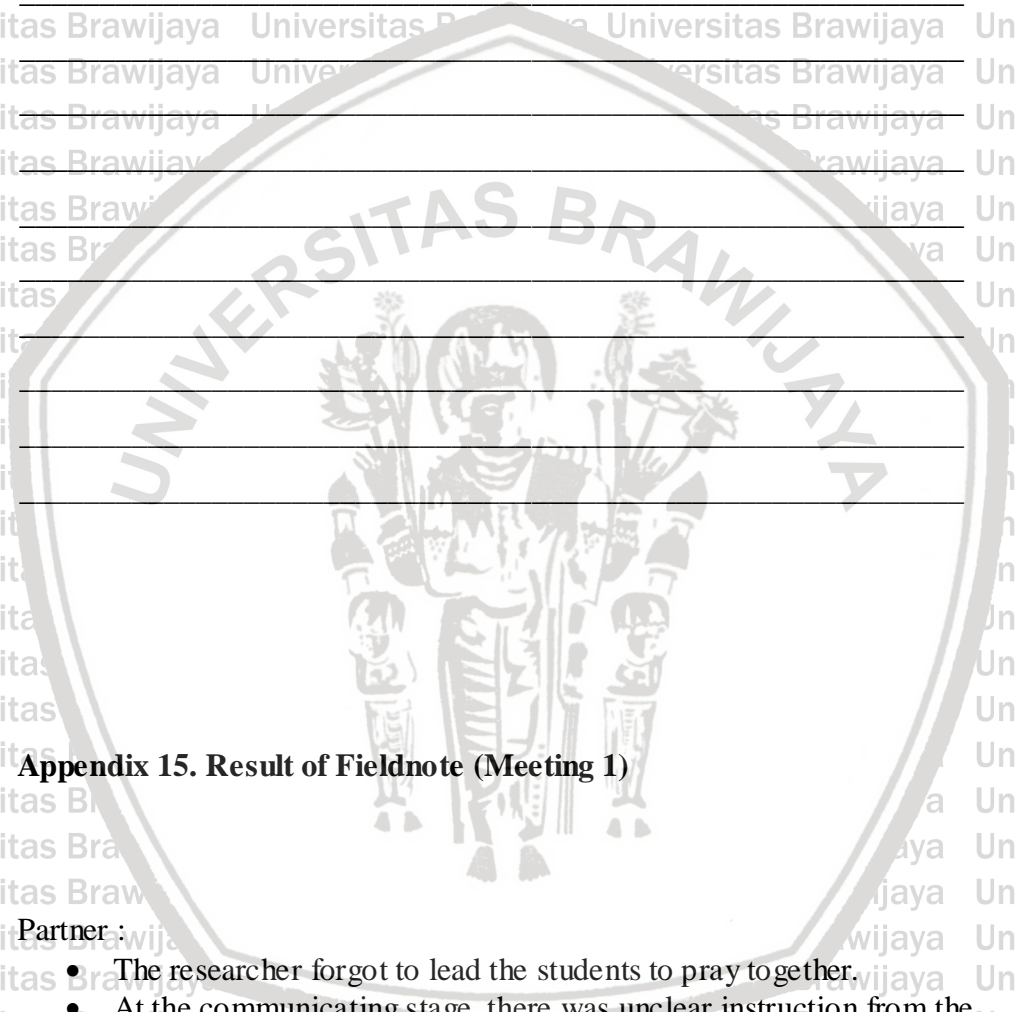
Appendix 13. Result of Observation (Meeting 3)

Kegiatan	Deskripsi	Checklist
Pendahuluan	<ul style="list-style-type: none"> - Guru melakukan greeting - Guru dan siswa memulai pembelajaran 	<ul style="list-style-type: none"> √



Appendix 14. Feldnotes

Cycle :
Meeting :
Time :



Appendix 15. Result of Fieldnote (Meeting 1)

Partner :

- The researcher forgot to lead the students to pray together.
- At the communicating stage, there was unclear instruction from the researcher at the first time about the role of guessing game, so it made some of the students confused what to do.
- Not all of the group can read their description in front of the class because of limited time.
- In the closing stage, the researcher did not review today's meeting. The researcher also did not ask the students to pray together because the students quickly left the classroom.
- Overall, the classroom situation could handle well by the researcher, but for time management used by the researcher was low.

Teacher :

- In the opening activity, the teacher did not review the last material
- In the observation stage, the researcher only gave on example about Justin Bieber only. The researcher should take another example from the book and explore more
- In the closing stage, the researcher did not review today's meeting.
- The time management was low



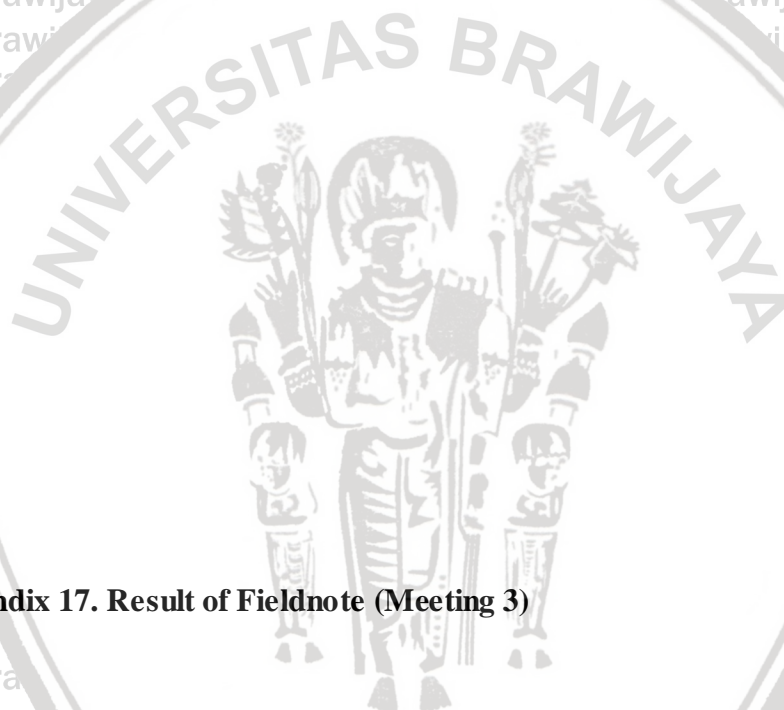
Appendix 16. Result of Fieldnote (Meeting 2)

Partner :

- The researcher did the opening activity smoothly.
- In the whilst-teaching the researcher was lack of classroom management.
- In associating stage, the classroom was crowded. Some of the students did not want to join to someone's group.
- In communicating stage, some of the students in the back row were talk each other.
- The researcher only focus on the group which was came in front of the class.
- In the closing activity, the researcher did well.

Teacher :

- Lack of classroom management, but good in managing time.
- The researcher only focus on the representative group which was came in front of the class.



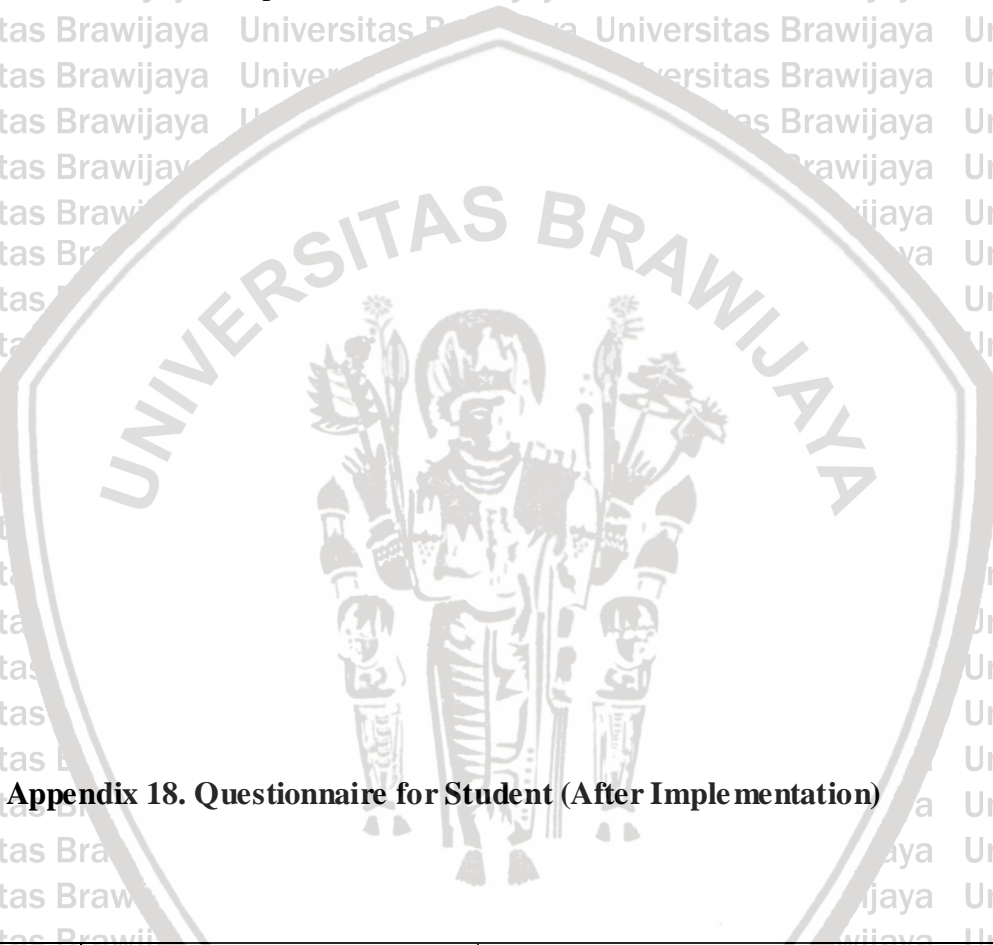
Appendix 17. Result of Fieldnote (Meeting 3)

Partner :

- The researcher did opening class well.
- At the observation stage in the whilst-teaching, the researcher did inappropriate activity. In the lesson plan stated that the students observe another students' description, while in the activity, the researcher explained the language feature of the descriptive text.
- In the explanation stage, after the researcher gave the picture, some of the picture was not really familiar for the students. As a result, some of them did not do the task in time.
- In the closing stage, the researcher did the activity appropriate with the lesson plan.

Teacher :

- The researcher did inappropriate activity based on lesson plan in observation stage.
- The researcher was less to give stimulant. Therefore, the students were passive.
- Some of the picture were not familiar for the students



Appendix 18. Questionnaire for Student (After Implementation)

No.	Aspek	Pertanyaan
1.	<i>Ketertarikan siswa</i>	1. Apakah kalian suka belajar menulis teks descriptive menggunakan <i>guessing game</i> ? Ya/tidak Alasan:
2.	<i>Motivasi siswa</i>	2. Apakah kalian termotivasi selama kegiatan belajar berlangsung? Ya/tidak
3.	<i>Pencapaian siswa</i>	3. Apakah <i>guessing game</i> membantu kalian menulis teks deskripsi dengan benar? Ya/tidak
		4. Apakah <i>guessing game</i> membuat kalian

		kesulitan dalam menulis teks deskripsi? Ya/tidak
4.	<i>Kelanjutan implementasi</i>	5. Apakah kalian setuju jika selanjutnya pembelajaran menggunakan <i>guessing game</i> diterapkan di kelas? Ya/tidak



Appendix 19. Result of Students' Questionnaire

No.	Aspek	Pertanyaan	Yes	No
1.	<i>Ketertarikan siswa</i>	1. Apakah kalian suka belajar menulis teks deskriptif menggunakan <i>guessing game</i> ? Ya/tidak Alasan:	93,75%	6,25%
2.	<i>Motivasi siswa</i>	2. Apakah kalian termotivasi selama kegiatan belajar berlangsung?	96,875%	3,125%

		Ya/tidak		
3.	<i>Pencapaian siswa</i>	3. Apakah <i>guessing game</i> membantu kalian menulis teks deskripsi dengan benar? Ya/tidak	96,875%	3,2125%
		4. Apakah <i>guessing game</i> membuat kalian kesulitan dalam menulis teks deskripsi? Ya/tidak	3,125%	96,875%
4.	<i>Kelanjutan implementasi</i>	5. Apakah kalian setuju jika selanjutnya pembelajaran menggunakan <i>guessing game</i> diterapkan di kelas? Ya/tidak	96,875%	3,125%

Appendix 20. Students' Worksheet

Write down the description based on given picture!

Identification : _____

Description : _____



Appendix 21. The Samples of Students' Writing in Post Test

Krisdayanti

Identification : Krisdayanti is very famous. She is a dangdut singer. Anang's ex-wife.

Description : She is tall and beautiful. She has wavy brown hair. She has oval face. She has thin lips. She has hazel eyes. She has pale skinned. She has slim body. She has pointed nose.

Judika.

Identification :

Judika is very famous musician. Judika's wife is Duma Riris. He has live in Jakarta.

Description :

Judika is a very talented musician. He can sing beautiful. He has tall body, he can straight nose, he wears brown jacket, he can thin lips, he can very handsome, he can dark skin, he can well built, he can oval face, he can oval eyes, he has black hair, one of his song is "papa Mama Larang".

Mulan Jameela

Identification :

Mulan is singer she was born in Indonesia. he is Ahmad Dhani's wife.

Description :

She is beautiful, she can sing beautifully. She has full lips, she has long black hair, and she has pointed nose. She has oval face, she has hazel eyes, and one of her songs is Cinta mati.

NAR

Afgan

Identification :

Afgan is a famous musician ^{is} his full name Afgan syahreza.

his nickname is Afgan.

Description :

He is ^{an} Indonesian actorist. He is handsome.

He wears glasses. He has black hair. He has pointed nose.

He has thin lips. He is a long face. He is ^{has} oval eyes.

Citra Kirana

Identification :

Citra Kirana is a famous actresses. She was born in Indonesia.

Description :

She prefer to do ^{acting} actresses. People

say that her face is ^{is} beautiful. She

has long hair. She has pointed nose.

She has pale skin. She is ^{is} medium height. She has ^{shimmer} black eyes. She ^{has} is ~~is~~

^{the} actresses of Tukang Bubur ^{Name}

Citra gutawa

Identification :

Citra gutawa is a famous singer.

She is live in Jakarta.

Description :

She is medium high. She is tall body.

She has long hair. She has pale

skinned. She has black hair. She is

beautiful and her song is

"Do Do be do".

Appendix 22. Scoring Rubric

Component of Writing	Weight	Score	Level	Indicator
Content	4	4	Excellent	The text tells about descriptive. Identification & description are clear
		3	Very Good	The text tells about descriptive. Identification is clear, but description almost clear
		2	Good	The text tells about descriptive. Identification is clear but description is not clear
		1	Fair	The text tells about descriptive. Identification and description are not clear
Organization	4	4	Excellent	The text uses appropriate title. Identification and the description are arranged well
		3	Very Good	The text uses appropriate title. Identification and the description are almost arranged well
		2	Good	The text uses appropriate title. Identification is arranged well but description is not arranged well
		1	Fair	The text almost uses appropriate title. Identification and description is not arranged well
Vocabulary	6	4	Excellent	The use of vocabulary is varied and appropriate
		3	Very Good	The use of vocabulary is almost varied and appropriate
		2	Good	The use of vocabulary is not varied but appropriate
		1	Fair	The use of vocabulary is <i>not varied</i> and <i>not appropriate</i>
Grammar	5	4	Excellent	The text uses simple present tense in <i>all</i> sentences correctly.
		3	Very Good	The text <i>does not use simple present tense</i> in all sentences correctly. There are few mistakes of simple present used.
		2	Good	The text uses simple present tense are <i>wrong</i> but <i>not change the meaning</i> .
		1	Fair	The text <i>does not use simple present tense</i> in all sentences correctly because the meaning is changed.
Mechanics	6	4	Very Good	The use of <i>capitalization</i> , spelling and <i>punctuation</i> are correct.
		3	Good	The use of capitalization and spelling are <i>correct</i> , but punctuation is <i>wrong</i> .
		2	Fair	The use of capitalization and spelling are <i>wrong</i> , but punctuation is <i>correct</i> .
		1	Poor	The use of capitalization, spelling and punctuation are <i>wrong</i> .

Skor maksimal = 4C + 4G + 6V + 5G + 6M

(adapted from Brown 2007)

Appendix 23. The Students' Score in Preliminary Study

No.	Kode Siswa	C	O	V	G	M	Skor	Ketuntasan
1.	01	4	4	3	4	3	88	TUNTAS
2.	02	4	4	3	3	3	83	TUNTAS
3.	03	4	4	3	4	3	88	TUNTAS
4.	04	3	3	3	3	2	69	TIDAK TUNTAS
5.	05	4	4	3	4	3	88	TUNTAS
6.	06	3	3	2	3	3	69	TIDAK TUNTAS
7.	07	2	3	2	4	3	70	TIDAK TUNTAS
8.	08	3	3	2	3	3	69	TIDAK TUNTAS
9.	09	3	4	2	3	2	67	TIDAK TUNTAS
10.	010	4	3	3	3	3	79	TUNTAS
11.	011	4	4	3	4	3	88	TUNTAS
12.	012	4	3	3	3	3	79	TUNTAS
13.	013	3	4	3	3	2	73	TIDAK TUNTAS
14.	014	4	4	3	3	3	83	TUNTAS
15.	015	3	4	3	3	2	73	TIDAK TUNTAS
16.	016	4	4	3	4	3	88	TUNTAS
17.	017	4	4	3	4	3	88	TUNTAS
18.	018	4	4	3	3	3	83	TUNTAS
19.	019	4	4	2	3	2	71	TIDAK TUNTAS
20.	020	3	4	3	3	3	79	TUNTAS
21.	021	3	3	2	2	2	58	TIDAK TUNTAS
22.	022	3	3	2	2	3	64	TIDAK TUNTAS
23.	023	2	3	2	2	3	60	TIDAK TUNTAS
24.	024	3	3	2	2	3	64	TIDAK TUNTAS
25.	025	3	4	2	3	3	73	TIDAK TUNTAS
26.	026	4	4	3	4	3	88	TUNTAS
27.	027	4	4	3	4	3	88	TUNTAS
28.	028	4	4	3	3	3	83	TUNTAS
29.	029	4	4	3	3	3	83	TUNTAS
30.	030	2	3	2	2	2	54	TIDAK TUNTAS
31.	031	4	4	3	3	3	83	TUNTAS
32.	032	3	3	2	2	2	58	TIDAK TUNTAS
Rata-rata		3,4	3,6	2,6	3,1	2,7		

Appendix 24. The Students' Score In Post Test

No.	Kode Siswa	Aspek yang dinilai					Skor	Ketuntasan	Aspek Yg dinilai					Skor	Ketuntasan	Skor Rata-rata	Ketuntasan
		C	O	V	G	M			C	O	V	G	M				
1.	01	4	4	3	2	4	84	TUNTAS	3	4	3	2	4	80	TUNTAS	82	TUNTAS
2.	02	4	4	3	3	3	83	TUNTAS	4	4	3	4	2	82	TUNTAS	82,5	TUNTAS
3.	03	4	4	4	3	4	95	TUNTAS	4	4	4	3	4	95	TUNTAS	95	TUNTAS
4.	04	4	4	3	2	2	72	TIDAK TUNTAS	4	4	3	2	2	72	TIDAK TUNTAS	72	TIDAK TUNTAS
5.	05	4	4	4	3	2	83	TUNTAS	4	4	4	3	2	83	TUNTAS	83	TUNTAS
6.	06	2	4	4	2	2	70	TIDAK TUNTAS	3	3	4	2	2	70	TIDAK TUNTAS	70	TIDAK TUNTAS
7.	07	2	3	2	2	3	60	TIDAK TUNTAS	3	2	2	2	3	60	TIDAK TUNTAS	60	TIDAK TUNTAS
8.	08	3	4	3	3	2	73	TIDAK TUNTAS	4	4	3	3	2	77	TUNTAS	75	TUNTAS
9.	09	3	4	3	3	3	79	TUNTAS	4	4	3	3	3	83	TUNTAS	81	TUNTAS
10.	010	4	4	4	3	3	89	TUNTAS	4	4	3	3	4	89	TUNTAS	89	TUNTAS
11.	011	4	3	3	3	3	79	TUNTAS	4	3	3	3	3	79	TUNTAS	79	TUNTAS
12.	012	4	4	3	4	4	94	TUNTAS	4	4	3	4	4	94	TUNTAS	94	TUNTAS
13.	013	2	4	3	3	3	75	TUNTAS	4	3	3	3	3	79	TUNTAS	77	TUNTAS
14.	014	4	4	4	3	2	83	TUNTAS	4	4	4	3	2	83	TUNTAS	83	TUNTAS
15.	015	3	3	4	3	2	75	TUNTAS	4	3	4	3	2	79	TUNTAS	77	TUNTAS
16.	016	4	4	3	3	3	83	TUNTAS	4	4	3	3	3	83	TUNTAS	83	TUNTAS
17.	017	4	4	4	3	2	83	TUNTAS	4	4	4	3	2	83	TUNTAS	83	TUNTAS
18.	018	4	4	4	3	3	89	TUNTAS	4	4	4	3	2	83	TUNTAS	86	TUNTAS

19.	019	4	3	3	3	3	79	TUNTAS	4	4	3	3	2	77	TUNTAS	78	TUNTAS
20.	020	4	4	3	3	3	83	TUNTAS	4	3	4	3	3	85	TUNTAS	84	TUNTAS
21.	021	4	4	3	3	3	83	TUNTAS	4	4	2	4	3	82	TUNTAS	82,5	TUNTAS
22.	022	4	4	3	2	2	72	TIDAK TUNTAS	4	4	3	2	2	72	TIDAK TUNTAS	72	TIDAK TUNTAS
23.	023	3	4	3	3	2	73	TIDAK TUNTAS	4	4	3	2	2	72	TIDAK TUNTAS	72,5	TIDAK TUNTAS
24.	024	4	4	4	3	3	89	TUNTAS	4	4	4	3	3	89	TUNTAS	89	TUNTAS
25.	025	4	4	4	3	2	83	TUNTAS	4	4	4	3	2	83	TUNTAS	83	TUNTAS
26.	026	4	4	4	4	3	94	TUNTAS	4	4	4	4	3	94	TUNTAS	94	TUNTAS
27.	027	4	4	4	4	3	94	TUNTAS	4	4	4	4	3	94	TUNTAS	94	TUNTAS
28.	028	4	4	3	3	4	89	TUNTAS	4	4	3	3	3	83	TUNTAS	86	TUNTAS
29.	029	4	4	4	4	3	94	TUNTAS	4	4	4	4	3	94	TUNTAS	94	TUNTAS
30.	030	4	3	4	3	3	85	TUNTAS	4	4	4	3	2	83	TUNTAS	84	TUNTAS
31.	031	4	4	4	4	3	94	TUNTAS	4	4	4	4	3	94	TUNTAS	94	TUNTAS
32.	032	4	4	3	4	3	88	TUNTAS	4	4	3	3	3	83	TUNTAS	85,5	TUNTAS

*KKM 75



Rater I = The researcher



Rater II = The English Teacher

Appendix 25. The Students' Attendance

Meeting I : 22 Maret 2016

Meeting II : 24 Maret 2016

Meeting III : 29 Maret 2016

No	Kode Siswa	Meeting I	Meeting II	Meeting III
1.	01	√	√	√
2.	02	√	√	√
3.	03	√	√	√
4.	04	√	√	√
5.	05	√	√	√
6.	06	√	√	√
7.	07	√	√	√
8.	08	√	√	√
9.	09	√	√	√
10.	010	√	√	√
11.	011	√	√	√
12.	012	√	√	√
13.	013	√	√	√
14.	014	√	√	√
15.	015	√	√	√
16.	016	√	√	√
17.	017	√	√	√
18.	018	√	√	√
19.	019	√	√	√
20.	020	√	√	√
21.	021	√	√	√
22.	022	√	√	√
23.	023	√	√	√
24.	024	√	√	√
25.	025	√	√	√
26.	026	√	√	√
27.	027	√	√	√
28.	028	√	√	√
29.	029	√	√	√
30.	030	√	√	√
31.	031	√	√	√
32.	032	√	√	√

Appendix 26. Research Documentation



The researcher was explaining how to make descriptive text



The students were doing exercise about descriptive text



The students were making a descriptive text



The students were playing guessing game

Appendix 27. Letter of Recommendation from FIB UB



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA

FAKULTAS ILMU BUDAYA

Jalan Veteran Malang 65145, Indonesia, Telp. +62341- 575875, Fax. +62341- 575822
E-mail : fib_ub@ub.ac.id - http://www.fib.ub.ac.id

Malang, 31 DEC 2015

Nomor : 2075 /UN10.12/AK/2015
Lampiran : 1 (satu) lembar
Perihal : Permohonan Ijin Penelitian

Yth Kepala Dinas Pendidikan dan Kebudayaan
Jalan Veteran nomor 19
Kota Malang, Jawa Timur

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:

Nama : Yulastuti Eka M.
NIM : 125110507111020
Semester : VII (Tujuh)
Program Studi : S1 Pendidikan Bahasa Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

"IMPROVING STUDENTS' WRITING SKILL THROUGH GUESSING GAME IN WRITING DESCRIPTIVE TEXT"

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.



Prof. Dr. Ratya Anindita, M.S., Ph.D.
NIP. 19610908 198601 1 001

Tembusan : Yth.
1. Kepala SMPN 7 Malang

Appendix 28. Letter of Recommendation from Dinas Pendidikan



PEMERINTAH KOTA MALANG
DINAS PENDIDIKAN

Jl. Veteran No. 19 Telp. (0341) 560946, Fax. (0341) 551333
Website : http://diknas.malangkota.go.id | Email : disdik_mlg@yahoo.co.id
Kode POS : Malang 65145

REKOMENDASI

Nomor : 074 / 1102/ 35.73.307 / 2016

Menunjuk surat dari Dekan Fakultas Ilmu Budaya Universitas Brawijaya Malang tanggal 22
Maret 2016 Nomor 0651/UN10.12/AK/2016 Perihal :Permohonan Ijin Penelitian, maka dengan
ini kami berikan ijin untuk melaksanakan kegiatan dimaksud kepada:

- 1. Nama : Yuliasuti Eka M
2. NIM : 125110507111020
3. Jenjang : S1
4. Prodi. / Jurusan : Pendidikan Bahasa Inggris
5. Tempat Pelaksanaan : SMP Negeri 7 Malang
6. Waktu Pelaksanaan : Maret s.d Mei 2016
7. Judul : Improving Eight Year Students' Writing Achievement In
Writing Descriptive Text At SMPN 7 Malang In The Academic
Year 2015-2016

DenganKetentuan :

- 1. Dikoordinasikan sebaik – baiknya dengan Kepala SKPD / Sekolah;
2. Tidak Mengganggu proses belajar – mengajar;
3. Berlaku selama tidak menyimpang dari peraturan;
4. Selesai melaksanakan penelitian / Observasi / KKL / KKN, wajib menyampaikan laporan
kepada Kepala Dinas Pendidikan Kota Malang.

Demikian untuk dilaksanakan sebagaimana mestinya.

Malang, 22 Maret 2016

A.n. KEPALA DINAS PENDIDIKAN



IFA ROSITA SE
NIP. 19710816 199803 2 008

Tembusan :

- 1. Kepala SMP Negeri 7 Malang
2. Dekan Fakultas Ilmu Budaya Universitas Brawijaya Malang
3. Yang bersangkutan

Appendix 29. Approval Letter from SMPN 7 Malang



**PEMERINTAH KOTA MALANG
DINAS PENDIDIKAN
SMP NEGERI 7 MALANG**

Jl. Lembayung Bumiayu Kecamatan Kedungkandang Malang ~ 65135
Telp. (0341) 752032, Fax. (0341) 753255
Website: www.smpn7-mlg.sch.id e-mail: smpn7malang@yahoo.com



SURAT KETERANGAN

Nomor : 421.3/237/35.73.307/SMP7/2016

Kepala SMP Negeri 7 Malang menerangkan bahwa :

Nama	: Yuliasuti Eka M
NIM	: 125110507111020
Status	: Mahasiswa Universitas Brawijaya Malang
Jurusan	: Pend. Bahasa Inggris
Judul	: Improving Eight Year Students' Writing Achievement In Writing Descriptive Text At SMPN 7 Malang In The Academic Year 2015- 2016.

Yang bersangkutan benar-benar telah melaksanakan penelitian di SMP Negeri 7 Malang.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.










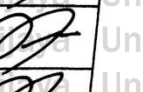




Malang, 22 Juli 2016
Kepala Sekolah










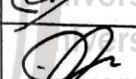

Untung Budi Rahardjo, S.Pd
NIP. 19560913 197803 1 004

Appendix 30. The Report of Thesis Guidance

BERITA ACARA BIMBINGAN SKRIPSI

- 1. Nama : Yuliasuti Eka Martyaningsih
- 2. NIM : 125110507111020
- 3. Program Studi : Pendidikan Bahasa Inggris
- 4. Judul Skripsi : Improving The Eighth Year Students' Writing Achievement through Guessing Game in Writing Descriptive Text at SMPN 7 Malang
- 5. Tanggal Mengajukan : 1 September 2015
- 6. Tanggal Selesai : 25 Juli 2016
- 7. Nama Pembimbing : Peptia Asrining Tyas, M.Pd
- 8. Keterangan Konsultasi:

No.	Tanggal	Materi	Pembimbing	Paraf
1.	1/11/2015	Pengajuan judul	Peptia Asrining Tyas, M.Pd	
2.	1/11/2015	Persetujuan judul	Peptia Asrining Tyas, M.Pd	
3.	15/12/2015	Konsultasi bab 1	Peptia Asrining Tyas, M.Pd	
4.	15/01/2016	Konsultasi bab 1	Peptia Asrining Tyas, M.Pd	
5.	22/01/2016	Konsultasi bab 1	Peptia Asrining Tyas, M.Pd	
6.	12/02/2016	Konsultasi bab 1	Peptia Asrining Tyas, M.Pd	
7.	17/02/2016	Konsultasi bab 1	Peptia Asrining Tyas, M.Pd	
8.	22/02/2016	Konsultasi bab 2	Peptia Asrining Tyas, M.Pd	
9.	29/02/2016	Konsultasi bab 2 & 3	Peptia Asrining Tyas, M.Pd	
10.	29/02/2016	Konsultasi bab 2 & 3	Peptia Asrining Tyas, M.Pd	
11.	1/03/2016	Konsultasi bab 2 & 3	Peptia Asrining Tyas, M.Pd	
12.	2/03/2016	ACC Sempro	Peptia Asrining Tyas, M.Pd	


13.	8/03/2016	Pelaksanaan Sempro	Peptia Asrining Tyas, M.Pd	
14.	10/03/2016	Konsultasi bab 1,2,3	Peptia Asrining Tyas, M.Pd	
15.	16/05/2016	Konsultasi bab 4,5,6	Peptia Asrining Tyas, M.Pd	
16.	28/05/2016	Konsultasi bab 4,5,6	Peptia Asrining Tyas, M.Pd	
17.	31/05/2016	Konsultasi bab 4,5,6	Peptia Asrining Tyas, M.Pd	
18.	2/06/2016	ACC Semhas	Peptia Asrining Tyas, M.Pd	
19.	8/06/2016	Pelaksanaan Semhas	Peptia Asrining Tyas, M.Pd	
20.	20/06/2016	Konsultasi 1,2,3,4,5,6	Peptia Asrining Tyas, M.Pd	
21.	8/07/2016	ACC Ujian Skripsi	Peptia Asrining Tyas, M.Pd	
22.	15/07/2016	Ujian Skripsi	Peptia Asrining Tyas, M.Pd	
22.	22/07/2016	Konsultasi 1,2,3,4,5,6	Peptia Asrining Tyas, M.Pd	
23.	25/07/2016	ACC jilid	Peptia Asrining Tyas, M.Pd	

9. Telah dievaluasi dan diuji dengan nilai:

A

Mengetahui,

Pembantu Dekan I
Bidang Akademik



Syaiful Mujaqin, M.A
NIP. 19751107 200312 1 001

Dosen Pembimbing



Peptia Asrining Tyas, M.Pd
NIK. 2013 0186 1020 2001