

# **THE EFFECT OF USING COLLABORATIVE WRITING METHOD ON STUDENTS' WRITING SKILL**

**(A Quasi Experimental Study At Junior High School 10 Rejang Lebong)**

## **THESIS**

Presented in Partial Fulfillment of the Requirement For the Degree of

Starta One in English Tadris Study Program of IAIN Curup



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Assalamuallaikum wr.wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi saudara Valen Kurnia Apriliana IAIN Curup yang berjudul : **“The Effect Of Using Collaborative Writing Method On Students’ Writing Skill”** Sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri Curup (IAIN) Curup.

Demikian permohonan ini kami ajukan, terimakasih.

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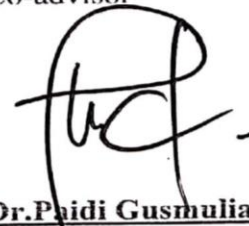
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## PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled **“The Effect Of Using Collaborative Writing Method On Students’ Writing Skill”**

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

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*Wassalammualaikum Warrahmatullah Wabarakatuh*

Curup, September 2022

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## MOTTO AND DEDICATION

### MOTTO :

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

*“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya”*

*Do your best at every opportunity that you have*

### DEDICATION :

- My Allah Swt
- My wonderful and beloved family, the greatest man ever my father Suroso.  
The most patient and beautiful woman ever, my mother Ely Suryana.
- My beloved brother who always be my partner in the midnight to talk a random topic Muhammad Ronaldo and Jery Agustiawan.
- The Stress Elegan bestai (Amin Tri Utami ,Azlina Fitria, Nurul Aini ), thank you all which have been accompany me from 1<sup>st</sup> until 8<sup>th</sup>, thank so much besti.
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- My Almamater IAIN Curup and my English tadriss program.
- All of the people around me who gave me the golden precept that I could not be mentioned one by one
- Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting, I wanna thank me for always being a giver and tryna give more than receive, I wanna thank me for tryna do more right than wrong, I wanna thank me for just being at all times.

## ABSTRACT

**VALEN KURNIA. A 2022: THE EFFECT OF USING COLLABORATIVE WRITING METHOD ON STUDENTS WRITING SKILL (A Quasi Experimental Study At Junior High School 10 Rejang Lebong)**

The objective of this research is to find out there is a significant effect of using collaborative writing method on students' writing skills. The method used by researcher in students' writing skill, because the students of SMPN 10 Rejang Lebong also can not good grammar guidelines, have low participation, students have very little vocabulary, students' writing structure and difficulty understanding the material. Problems the students' writing skills in descriptive text make it difficult for students to understand the material learning method provide by the teacher is still boring. Students needed to do several things, more effective learning methods, increase in vocabulary, grammar and structure. Moreover, students asked their teacher to use their learning method to understand the material being studied to overcome their learning difficulties. The research method of the research is quasi experimental method which know a significant of using collaborative writing method on students' writing skill. The experimental group is treated by applying collaborative writing method developing students' writing skill while in control group used conventional method given the students' text immediately create a descriptive text, after that asking the material if there something they are not understood. The total number of population is 72 students. Two classes selected in this research as sample by using cluster random sampling technique, there are experimental group and control group. The total number of sample is 48 students. The pre-test is given to both groups before giving the treatment. Then after giving the treatment for eight (8) materials the post-test administered for both groups. The mean score of post-test result in experimental group is 72.96 and the mean score in control group is 59.42. The result showed that there is an increase for the score significantly. It means the null hypothesis is rejected and the alternative hypothesis is accepted. Finally, it can be stated that employing the collaborative writing method on students writing skill has a considerable impact on students writing skill.

***Keywords: collaborative writing, writing skill, and junior high school***

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## CHAPTER I

### INTRODUCTION

Background of study, research question, objectives of the research, hypothesis, operational definition, research organization.

#### **A. Background of Study**

Everyone should learn English, but this generation in particular should do so because English is a global language that is widely spoken. Most people think that learning English is challenging, especially when it comes to writing. “Writing is a method used to put part of students' knowledge into written form”.<sup>1</sup> Writing in a foreign language is not always simple to learn.

Based on the pre-observation and interview by the researcher in SMPN 10 Rejang Lebong. The problem is 60% students` get below the average, there are a few less enthusiastic students` at the time of class start, a lot of students` going in and out of the classroom and a few students` who are excused are not back until class hours. From the teaching method adopted by the teacher students` are so marked that students` are not enthusiastic, causing the students` to have little value. From the phenomena above the researcher was implementing collaborative writing method.

Collaborative writing strategy is a teaching writing method that allows students to work together in pairs or groups to produce a good writing. This method helps the students to write with their peers a certain email. The

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<sup>1</sup> R. Rahmadhani, S. Kumala. *Teaching Writing Of Descriptive Text By Combining Brainwriting And Mind Maps Strategies At Junior High*. p 1–7.



students` must work together to produce good learning, in other words. Students who are taught by using collaborative writing strategy have better score on writing skill that those who are taught by using conventional strategy Collaborative writing offers an opportunity not only to practice literature review, scholarly writing but also to promote reflection, knowledge sharing and critical thinking.<sup>2</sup>

One of the four English skills is writing. The writing exercise is distinct from other exercises. It is a focused, limited amount of practice. There are many linguistic elements involved in writing, including model texts, grammar, spell-check, and punctuation.<sup>3</sup> We can draw the conclusion that writing serves as a crucial link in helping pupils learn English. As a result, given the value and benefits of writing, it appears to the researcher that the teaching learning process, in particular when teaching writing, needs to be carefully planned and conducted in order to meet the demands of students` and to increase their interest in writing. Formal and informal testing frequently need writing. Although in theory oral tests should be used to assess oral competence, in practice we are frequently forced to utilize some type of written examination due to factors like the length of time we have to teach the class. Students` practiced speaking, listening, studying, and writing in English about subjects that were selected based on their abilities and needs. Students` were taught how to communicate it verbally and in

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<sup>2</sup> U. Latifah and S. M. Ulfa, (2020) 'The Effectiveness of Using Collaborative Writing Strategy for Writing Ability of Senior High School Students', *SELL Journal*, 5.1 p. 1–18  
<<http://194.59.165.171/index.php/SL/article/view/315%0Ahttp://194.59.165.171/index.php/SL/article/download/315/236>>.

<sup>3</sup>Harmer, Jeremy. (2022) *The Practice of English Language Teaching 3rd Edition*. London:Longman, P.255.

writing as well. To reach this, the teacher should concentrate on developing the four skills of listening, speaking, reading, and writing. By using English in a variety of reason and proposition settings, students can develop their abilities for expressing their thoughts, feelings, and experiences using spoken or written English. They can then start investigating how well they get along with the people they interact with on a global level.

For junior high school students, writing is highly important. Writing is present and necessary in all field studies. Writing has evolved into one of four fundamental abilities that cannot be separated. Given the value of writing, the government and curriculum designers made it a requirement for junior high school students to understand how to convey meaning in brief, practical texts in a straightforward manner. According to the Curriculum 2013 curriculum, writing proficiency for junior high school students in the seventh grade must include the ability to articulate meaning within a descriptive text. A competency based educational program called educational modules contains elements of capacities, knowledge, and attitudes. English proficiency for junior high school is measured by the students` ability to converse in three different types of discourse: interpersonal, value based, and etiquette. Learning should not be carried out as is customary, especially with three teacher-centered steps: educator explanations, practice speaking in lessons, practice speaking in courses, and practice speaking at home. This is because the purpose of learning English is to acquire it and apply concepts to perform social work. As an advantage to any learning program in lifestyle, the learning handle must function normally. Curriculum 2013 then

employs a logical strategy that has a more or less conventional meaning. Learning objectives are part of the educational modules at SMPN 10 Rejang Lebong. Understudies are expected to be able to upon completion of the learning process. Identify the English greeting expressions, the English terms for saying farewell, and the English expressions for greetings.

Students can compose statements in phenomena using several descriptive text and recount text. Junior high school students have just begun studying descriptive texts. A style of English literature known as a descriptive text explains and conveys certain things, people, animals, tourism place or locations to carry students' thought. Descriptive texts that call for imaginative thought when describing a person, item, or reader or listener might visualize it are similar to the issues mentioned. However, due to the teacher's monotonous teaching methods, many students still struggle to produce descriptive prose effectively. Teachers should adopt new teaching strategies to engage students and make it simpler for them to learn writing skills. In relation to the issues that students face, a number of things might be mentioned. Based on parts of the authors discussions with SMPN 10 Rejang Lebong students and teachers, the teachers approach to instruction is the first issue. When writing explanatory texts, some students find it challenging to comprehend and deal with worry and negative ideas. Among them is descriptive text. As a result, the researcher research method of choice was descriptive text. An oral explanation is a justification. A descriptive text is one that explains or characterizes how something, someone, or some place appears.

According to conversations with certain student, students could struggle to learn when studying detailed material. Even though they are aware that the teacher has chosen the topic for their writing, students` may still be unsure about what to write. They find it difficult to put their thoughts on paper about this subject. Additionally, the students` received a score from the most recent writing assignment, with low scores below average, according to the researcher conversation with the teacher. *“They can not correctly compose the text and format the text”*. The study discovered that the SMPN 10 Rejang Lebong students did not yet have a firm grasp of what descriptive texts were, as well as person, locations, and how to explain things in English.

Students` find the teacher methods in the classroom to be challenging. Therefore, it is not a good time to teach writing skills. The teacher needs a fresh approach to instruct and inspire students to develop their writing abilities. Despite the fact that there are many other topics there, writing skills must be emphasized. Researcher discovered that when students` wrote descriptive text, they encountered various challenges. The students` are unable to construct sentences or give the text a correct structure. Finding the appropriate writing descriptive text is challenging. Because they do not have a plan for what they need to write, several students` are actually unsure of how to begin their essays. Students` have actually been educated about descriptive text, which is a phenomena. The teacher approach of not encouraging the students writing process may be the root of the aforementioned issues. His monotonous teaching style suggested that he did not care about the actual teaching process because he

just used examples to demonstrate how to recall the text. Students lack the skills necessary to create descriptive texts as a result. They lack information and the appropriate writing style, taking into account the opinions of other students, therefore the students do not know what they are writing.

The English instructor uses a variety of applied English teaching method, including the lecture method, role-playing, and assigning homework, among others. Using examples from each lesson to further explain what was explained to the students, the teacher claimed that the lecture approach was a verbal application. The role-playing method helps students improve their appreciation and creativity for the subject matter as they learn it. As of now, the teaching and learning process in schools has a tendency to be teacher-centered, with the instructor adopting a learning approach that is one-directional, the teacher providing more knowledge, and the students acting as listeners. There for applied the role playing method and the leacture method in learning writing skills for negotiation, so that learning is not centered on the teacher. The teacher uses this method because it is valid and commonly used in teaching writing skills.

Since the success of teaching writing depends on the process, English teachers are under extreme pressure to support their students' writing efforts using efficient methods based on the aforementioned phenomenon. Basically, there are numerous methods. In this study, descriptive text were taught using the collaborative writing method.

One of the best ways to help students in improving their writing skill is through collaborative writing. Because peers are expected to interact and contribute throughout each of the following tasks, collaborative writing differs from other collaborative activities like collaborative publishing.<sup>4</sup> Three or more people working together to jointly create, revise, and draft the entire text of a document based on their ideas is referred to as collaborative writing. Similar to collaborative writing, group participants create a text jointly because the class was divided into some groups. Each one of them participates in the first stage of the writing process, which involves brainstorming ideas, the second stage, which entails gathering and organizing information to create an outline, the third stage, which involves drafting the writing, the fourth stage, which involves revising, and the final stage, which involves editing the writing into a good writing. The argument that students' ownership of each step of the collaborative writing process results in better writing is supported. Each level of collaborative writing can result in better writing from the group than from the individual. Additionally, also that discover that students who are taught to write in groups do better academically than those who are taught to write alone. This indicates that using a collaborative approach effectively helps students produce work of a higher caliber.<sup>5</sup> This approach adheres to the 2013 curriculum because classes need to be more interactive for the students'. In order to generate a quality essay, students'

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<sup>4</sup> Theresia Aprina Rajagukguk and Partohap S R Sihombing. (2020). *Journal of Teaching & Education*. p.22.

<sup>5</sup> Rezy Anggraini. (2020). *The Effects of Collaborative Writing on EFL Learners Writing Skills and Their Perception of the Strategy*. 11.2 p. 35–41.



are required to collaborate in groups. Good people need motivation to keep them engaged in their work and aid in task completion.

Based on the approval for the study, the principal and English teacher of the researcher junior high school granted permission for the method to be utilized in grade VII. The classes are VII A, VII B, and VII C. The three courses, according to the English teacher, were similar in terms of age, level, knowledge, aptitude, and other factors. To assist instructors in the classroom, this approach is crucial. Class Additionally, the teacher uses different teaching strategies, and the students` actively participate in class. They can work together to exchange ideas in order to advance their education and knowledge as well as just for enjoyment.

As a result, the researcher concentrates on writing abilities in this area. In addition to other language skills, writing is one that has to be taught. The goal of teaching writing is to help students` to convey their ideas in writing. Students` who desire to write must therefore possess wide information. Students` can write sentences utilizing a variety of text formats in junior high school. Retail text, report text, and descriptive text. Junior high school pupils study descriptive text as a subject. A sort of English literature known as a descriptive text explains and conveys certain things, people, animals, or locations in order to get pupils to reflect on a subject. A description is a piece of writing that depicts or describes the appearance of a person, place, item, thing, person, or situation. Students` could struggle to learn when studying detailed material. Even if they are aware that the teacher has chosen the topic for their writing assignments, students` sometimes struggle with knowing what to write. They struggle to put their

thoughts on paper about this subject, therefore the researcher set out to determine whether utilizing social media had any real influence on students' writing. Descriptive text is the type of writing the researcher has chosen. So, **"The Effect of Using Collaborative Writing Method On Students' Writing Skill" Was the Title Of An Experimental Study. Collaborative Writing for SMPN 10 Rejang Lebong In The Academic Year 2022.**

### **B. The Research of Question**

The researcher formulates the research problem into the following statements:

- a. How is students' writing skill before they are taught by using collaborative writing method at SMPN 10 RL?
- b. How is students' writing skill after they are taught by using collaborative writing method at SMPN 10 RL?
- c. Is there any significant differences between students who taught by using conventional method and collaborative writing method at SMPN 10 RL ?

### **C. Objectives of The Research**

Based on the formulation of the problem above, the objectives of this study are:

1. To find out how students' writing skills before they are taught by using collaborative writing method at SMPN 10 RL are applied
2. To find out how students' writing skills after they are taught by using collaborative writing method at SMPN 10 RL are applied

3. Is there any significant of using collaborative writing method at SMPN 10  
RL are not student writing skills?

### C. Hypothesis

In order to answer the problem of the following hypotesis are proposed:

$H_a$  : Collaborative writing method has significantly effect on the students' writing skill

$H_o$  : Collaborative writing method has not significantly effect on the students' writing skill

### D. Operational Definition

#### 1. Effect

An outcome of a cause or an activity is an effect: A result or a happening. Therefore, the second meaning is an impression produced on a viewer's mind as they watch a play, listen to music, or study a painting, for example. The collaborative writing process used in this case had a very significant impact on helping junior high school students, especially at SMPN 10 Rejang Lebong, to correct the mistakes that understudies had so far. In this study, analysts used a modern teaching method to advance students' writing skills.<sup>6</sup>

#### 2. Collaborative Writing

Students` do formal assignments in pairs or trios during collaborative writing. Each student participates in all phases of the writing process, including idea generation, information collecting and organization, drafting, revision, and editing. Students` will do better work when working in pairs or

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<sup>6</sup> Jonathan Crowther. (1995). *Dictionary, Oxford University Press*. Oxford Advanced Learner, p. 369.

triads than when working alone, according to this. Writing with a group will enhance the quality of the final product by combining individual strengths. At the same time, group members identify and correct personal faults. In the end, students' excitement about working in a group and the possibility of learning from other students` might serve as a kind of motivation.<sup>7</sup>

### 3. Writing Skill

Writing skill is one that can be learned and developed. Numerous research have come to the conclusion that a person's opinion of their own academic accomplishment is crucial. Therefore, it is crucial for teachers to offer comments that will enhance students' perceptions of their own ability to improve their writing skill throughout the educational process. Writing is crucial for improving one's skill to express oneself in a language with ease. After learning to write, people get the ability to describe their feelings, desires, and future occurrences by utilizing the appropriate symbols in accordance with the established guidelines. A deliberate teaching technique can be used to help students learn how to write. The stages of the planning of the teaching process include getting ready to write, drafting, paraphrasing, editing, and sharing. Turnbacks in the process, as well as editing and rewriting what has already been written, are significantly influenced by both cognitive and affective traits.<sup>8</sup>

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<sup>7</sup> C. H Barkley, E. F., Cross, K. (2005) *Patricia, and Major, 'The Effect Of Collaborative Writing Technique In Teaching Argumentative Essay Writing Viewed From The Students' Creativity, Patricia, and Major, p.98-105.*

<sup>8</sup> Ahmet Balci. (2013). *A Study on Correlation between Self-Efficacy Perceptions and Writing Skills of Students with Turkish Ancestry and Foreign Students.* *Anthropologist*, 16.3, p.39-49. <<https://doi.org/10.1080/09720073.2013.11891380>>.

#### 4. The Significance of The Study

Hopefully the research will be able to contribute for:

##### a. The English Teacher

The study findings are anticipated to be helpful in assisting English teachers at SMPN 10 Rejang Lebong in utilizing or developing their instructional strategy to teach writing skill. Additionally, teachers must be knowledgeable about the many methods for sharpening writing skills. Teachers make sure that students are not bored and that learning is easy by utilizing a variety of methods.

##### b. For the Students`

The students would be enthusiastic about the writing course. The studnetss would write well and confidently in English.

##### c. For the Upcoming Researcher

The use of the collaborative writing method can, according to study, enhance students' writing skill. Researchers wish to make recommendations for additional research. Future research on various samples and circumstances can utilize the study's findings as a guide.

## **E. Research Organization**

This thesis's structure includes. I, Chapter The research background, research problem, research purpose, research imitation, operational definition, and hypothesis are all included in this chapter. significance of research and organizations engaged in research.

The examination of related literature, including similar hypotheses that are related to the research, is covered in Chapter II. Explain the literature review made up of theories regarding the nature of teaching writing (teaching objectives of the significance of teaching writing, teaching writing's guiding principles, and junior high schools' indicator teaching writing). Collaborative writing (definition, purpose, benefits, procedure in writing). descriptive text ( generic structure of descriptive text, type of discriptive text). Assesment, previous relevant discovery.

Research methodology is covered in Chapter III and comprises the type of study, sample size and population, data collection methods, validity and reliability of the collected data, and data analysis methods. Research design, population and sample, validity and reliability, research protocols, treatment regimens, research instruments, data collection techniques, and data analysis techniques are some of the research methodologies that are described.



## CHAPTER II

### LITERATURE REVIEW

#### A. Review of Related Literature

##### 1. Definition of Writing

###### a. Understanding writing skill

To learn English as a foreign language, you must master four fundamental skills, including writing, speaking, and writing. However, there are some variations that you will need to understand; for example, speaking does not always evoke specific details or justifications, but writing requires John Langan's assistance.<sup>9</sup>

Furthermore, writing is a crucial talent to learn. The majority of people used speaking as their primary language form in the past, while scholars from educational and religious institutions were the only ones who learned to write.<sup>10</sup> Written by experts who can translate spoken language into written language are legal documents, political treaties, and military documents. When people cannot meet in person, writing communication can be seen of as a linguistic ability that is utilized to communicate indirectly. There are four factors that make writing crucial. First, writing affects how people think, informs them, encourages self-development, links them with others, and encourages success in both

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<sup>9</sup> Jeremy. Harmer. (1996). *The Practice of English Language Teaching 3rd Edition*. (New York: Longman Publishing, p.79.

<sup>10</sup> H.Douglas Brown. (2011). *An Interactive Approach to Language Pedagogy*. Person Education, New York. Second edition, p. 345.

school and the workplace. However, writing skill are not simple. Writing skill must be coupled with other talents, according to Heaton, making them complex and challenging to teach. Writing is a skill that may be developed with practice.<sup>11</sup>

The author believes that writing skill are an activity to transform the expression of our ideas and feelings through phrases and formulate them into a text based on the description given above. It is a valuable skill that is challenging to acquire due to the numerous components that must be understood. It is not impossible, though; writing is just like other skills in that it takes a lot of practice to become proficient in them.

b. Purpose of Writing

Agreeing to Adapt, the objective of writing is essential to understand the types of writing decisions we would make because it leads the author to unique strategic thinking. In keeping with this, Kane adds that the purpose of writing transcends the style and manner of writing it self. It supports those points and shows how the author influences the reader. In addition, Clouse provided more detailed explanations of the goals of writing and listed each of their tests, which are to entertain, enlighten, convince, and share personal experience.<sup>12</sup>

1) To share experience

This kind of objective is to allow the writer to think on and convey how they felt about the experience. For instance, someone might tell a

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<sup>11</sup> John Langan. (2003). *English Skills with Reading*. 7th edition. New York. p. 87-95

<sup>12</sup> D. Byrne. (1993) *Teaching Writing Ability*, Longman Gr. New York, p. 98-102

friend about their time as a lab assistant and how anxious they were.

This example can be characterized as journal writing.

2) To inform

The aim of this form of purpose is to broaden the readers understanding: examples of this kind of purpose are magazine articles and official historical documents.

3) To persuade

Readers are encouraged to think or behave a certain way by this goal.

One of these samples is a letter of complaint.

4) To entertain

The purpose of writing short tales, romantic novels, and witty newspaper articles is to amuse. The readers are intended to be amused with this kind of goal.

In other words, the aim of the reader and the writing it self heavily influence what the author writes and how. Knowing why something is written will help readers understand the author's intended meaning.

## **2. Teaching Writing**

a. The Objective of Teaching Writing

There are a variety of methods that can be used to accomplish the goal of teaching writing skill. Harmer distinguishes between two methods for teaching writing. You pay attention to both the finished work and the writing process itself. The claims that those who support a process approach to writing are guided by a focus on the writing process.

However, educators must focus on the various phases of the writing process. Additionally, the goal of teaching writing is for students to develop their writing abilities and skills so that they may create texts in their own language in addition to assisting them in expressing their ideas. The statement makes reference to this.

“The goal of teaching writing in a foreign language is to provide students` the knowledge and skills they need to create a variety of written texts that are comparable to what an educated person would be expected to be able to create in their native tongue”.<sup>13</sup>

A reference curriculum is also provided to teachers to help students develop their writing skill. Teachers in actual classrooms, however, have their own supplies. As a result, the subject matter needs to be included in the curriculum. It is clear from the explanation above that two factors influence the goal of teaching writing. The writing objectives and teaching environment are what are reflected in the curriculum. The Competency Standards and Basic Competencies in the curriculum outline the goals of learning to write. By creating brief functional text sentences and short essays in certain text forms, the method of teaching writing enables students to express themselves in real-world situations.<sup>14</sup>

#### b. The Importance of Teaching Writing

The hardest skill for second and foreign language learners is writing. Teaching pupils to write is a huge duty for teachers to handle. While

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<sup>13</sup> Ur. Penny, ‘A Course in Language Teaching’, p.162.

<sup>14</sup> ‘English Syllabus for Seventh Grade of SMPN 10 Rejang Lebong’.

writing instruction is crucial for students learning English. Harmer cites a number of factors that make class writing so crucial for students`. Writing acts as reinforcement, so teaching writing is crucial. Writing fosters language development, can affect students' learning preferences, and is a talent.<sup>15</sup>

#### 1. Reinforcement

Language learners can learn a language orally, but the majority of them can do so well if they see the language written down.

#### 2. Language Development

Students' learning can be aided by the writing process. Creating appropriate written materials can aid in their learning.

#### 3. Learning Style

Writing is appropriate for learners who produce language slowly.

#### 4. Writing as a skill

The main argument in favor of teaching writing is that a fundamental ability in the English language, and that pupils need to be aware of specific special conventions, such as punctuation and paragraph structure.

As was already mentioned, there are a number of advantages to this, particularly while learning a foreign language, thus it is essential for students` to have great writing skill. In order for pupils to develop good writing skill, teachers also need to assist their learning.

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<sup>15</sup> Jeremy Harmer. *How to Teaching Writing*. Edinburgh Gate: Pearson Limited Edition, p.79.

c. Principle Teaching Writing

Teaching writing is not as easy as it sounds. Teachers must have strategies to assist pupils in creating their own sentences because there are numerous issues in this category that are difficult to overcome. According to Brown, there are a number of guidelines for creating writing instruction. include "excellent" writers' habits, Process and product balance Considering cultural and literary roots Students who read and write together, Give as much original writing as possible. frame approach.<sup>16</sup>

1) Incorporate practices of “good” writers

A good writer must be able to concentrate on a writing goal, assess the audience perceptively, spend enough time planning to write, allow the initial ideas to flow into the paper easily, follow the general organizational plan as they write, use feedback on their writing, and not be willing to change their beliefs. They must also edit their work effectively and patiently make as many revisions as are required.

2) Balance process and product

Teachers must carefully guide their students through each stage of the writing process since writing is a creative activity that frequently necessitates numerous revisions before an effective final result is produced.

3) Account for cultural/literary backgrounds

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<sup>16</sup> H.Douglas Brown., *Language Assesment Principle and Classroom Practices*, ed. by Longman (California, 2003).



It is the responsibility of the teachers to introduce students to foreign languages that the students` not be familiar with.

- 4) Integrate writing with reading Students` pick up knowledge by reading or witnessing the written word, and they can choose how to write by reading and studying a variety of relevant text kinds.
- 5) Offer as much original writing as you can Sharing writing with your classmates can help you add authenticity.
- 6) Describe the prewriting, drafting, and revising steps of the frame method.

From the preceding definition, it can be inferred that when developing writing courses to support students' writing skill, a number of concepts need to be taken into account.

#### d. Teaching Writing in Junior High School

One of the most crucial language skills to teach ESL and EFL students` at all educational levels, particularly junior high school students` is writing. This ability is essential for children since it is one of their primary means of communication. It is also closely related to the process of learning a language because it enables students` to express their thoughts, feelings, and ideas in writing. Students` can communicate professionally with classmates and teachers while participating in educational activities by writing in the classroom. Writing can help pupils foster their critical thinking and build their social skills. Students are under pressure as a result. written expression of emotions students` can

communicate professionally with classmates and teachers while participating in educational activities by writing in the classroom. Writing can help pupils foster their critical thinking and build their social skills. When presenting an argument and choosing a course of action, it aids students in thinking critically. Students` must therefore be taught how to write.

Writing, on the other hand, has long been regarded as a difficult skill to impart to pupils. Learning to write in a second language is more difficult than learning other language abilities. On the other hand, teaching students` to write has traditionally been seen to be challenging. Writing in a second language is more challenging to learn than other language skills. Because writing requires cognitive strategies and cultural background knowledge, teachers are encouraged to educate children several components. To develop a comprehensible, understandable, and instructive written expression, the writer must follow a number of stages. This talent involves choosing and organizing those thoughts by taking into account a number of elements, in addition to just putting words on paper. Writing comprises structure, vocabulary, organization, and language use (grammar). Grammar, reading, and vocabulary can all be improved through writing instruction for communicative goals. As a

result, teaching writing to junior high school pupils in an EFL setting remains tough.<sup>17</sup>

### 3. Collaborative Writing

#### a. Definition Collaborative Writing

Students` can work in pairs or groups to produce quality writing using the instructional strategy known as collaborative writing. The pupils can write a specific email with their friends thanks to this technique. In other words, good learning requires the cooperation of the pupils. In addition to providing an opportunity to practice writing scholarly essays and literature reviews, collaborative writing also fosters introspection, knowledge sharing, and critical thinking. Writing that is produced by a pair of students or a group of students in which the cooperation and contribution of the group members plays a major part is known as collaborative writing. As a result, the writing's final product will be superior to what it was before, and social contact between professors and students will also result. Teacher who are facilitating the collaborative writing process must demonstrate how a group or pair of students` reviews each other work, seeks assistance from others, and talks and bargains about the writing issue.<sup>18</sup>

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<sup>17</sup> Hilma Amalia, Fuad Abdullah, and Asri Siti Fatimah, 'Teaching Writing to Junior High School Students: A Focus on Challenges and Solutions', *Journal of Language and Linguistic Studies*, 17.2 (2021), 794–810 <<https://doi.org/10.17263/jlls.904066>>.

<sup>18</sup> S.M Aminloo, 'The Effect of Collaborative Writing on EFL Learners Writing Ability at Elementary Level.', *Journal of Language Teaching and Research.*, 2013, 801–6 <<https://doi.org/10.4304/jltr.4.4.801-806>>.

Students` can learn in an environment that promotes collaborative writing while also fostering critical thinking and decision-making abilities. Therefore, the collaborative writing approach was chosen since it is thought to encourage students to become more involved in writing tasks and to make it easier for them to comprehend the hallways. Because they frequently write together as a team to gain the knowledge necessary for the occupations of the future, notably the final test and other tasks that are done individually rather than as a team, they can lessen their shortcomings and strengthen their strengths. Collaborative writing is a method for dealing with low levels of interchange including planning, meaning negotiation, and revising that make students more introspective and goal directed. Additionally, through increased engagement in collaborative writing, second language writing growth.<sup>19</sup>

b. Purpose Collaborative Writing

The goal of collaborative writing is to convey ideas to the readers as well as the writer's message. There are various elements of writing that significantly affect writing. First, grammar is the way that knowledge is organized and given form. It plays a crucial part in language. Second vocabulary, as in using the right words when writing text. Capitalization, punctuation, and spelling are included in the third mechanic. Fourth,

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<sup>19</sup> Barkley, C.H E. F., Cross, K. Patricia, and Major. (2005). *The Effect Of Collaborative Writing Technique In Teaching Argumentative Essay Writing Viewed From The Student* . p.98-105

sentences sound more natural when they are fluent. Each phrase is distinct and has a distinct emphasis.<sup>20</sup>

c. Benefit Collaborative Writing

Students` have a fantastic opportunity to examine their writing skill through the usage of the collaborative writing method. It actively involves the students` in several tasks while teaching writing. After reading, students` were encouraged to reflect or have a conversation with themselves. Next, they talked and shared ideas with a buddy before writing about the material in their own words. Students` will be drawn to the subject by being exposed to it, which can inspire them to write more.<sup>21</sup>

d. Procedure in collaborative writing

The teacher offers the students` an overview of the entire process in order to reduce any confusion a step-by-step process :

Step 1: Teacher divide the students` class into a number of groups, each with three or four pupils.

Step 2: Teacher decide what each group's subject will be.

Step 3: Each group started to teks detailed its study plans and the data they had obtained to back them up.

Step 4: The students should consider the aim of their writing as well as the organization of the content. The first draft is the outcome of this

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<sup>20</sup> Yu Chuan Joni Chao and Hao Chang Lo. (2011). *Students' Perceptions of Wiki-Based Collaborative Writing for Learners of English as a Foreign Language Interactive Learning Environments*, 19.4, p. 395–411 <<https://doi.org/10.1080/10494820903298662>>.

<sup>21</sup> Rene Noel and others (2018). *Exploring Collaborative Writing of User Stories with Multimodal Learning Analytics: A Case Study on a Software Engineering Course*. *IEEE Access*, p. 67783–98 <<https://doi.org/10.1109/ACCESS.2018.2876801>>.

process, which requires all six students to actively collaborate with one another and produce a description based on their own ideas.

Step 5: Students evaluate their writings in the seventh grade to determine whether or not what they have written is appropriate, and they make adjustments to the organization, skills.

Step 6: The next step is for the pupils to copy the best version of the final version collected to the teacher.

Step 7: teachers evaluate students' writing and provide feedback, comments, and writing corrections.<sup>22</sup>

#### **4. Descriptive Text**

A descriptive text is one in which the author describes an object in written English. The object in this text may be either concrete or abstract. Texts with the two components identification and description are called descriptions. While the description describes the components, attributes, and characteristics of the parts of the thing, identification serves to identify the object to be described. The social purpose of descriptive language is to identify a certain person, location, or item. Writing that attempts to paint a picture in the readers mind is known as description. It describes how something appears, sounds, tastes, smells, and even feels. Starting with a definition, which is really a quick description in response to the questions, is a wonderful approach for the writer to learn how to produce descriptive writing. Why do you ask? The experience is shared. It can also be used to

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<sup>22</sup> D. S. Bosley, *A National Study of the Uses of Collaborative Writing in Business Communication Courses among Members of the ABC* (Doctoral Dissertation Illinois). p.156

describe something other than a person's external appearance. It could reveal information about their personality or character qualities. The main goal of descriptive writing is always to offer an accurate description of something actual or to paint a picture that conveys the authors thoughts or beliefs. One of the language skills that should be mastered when studying a language is writing. Writing has some important to be presented which will be informed to the reader.

A type of writing called descriptive text serves as an informational tool. This type of texts context is the description of a specific thing, animal, person, or others, like our pets or someone we know well. It is distinct from Report, which provides a generic description of objects, creatures, people, or other people. Providing a description of a certain person, location, or thing is the social function of descriptive text. Language Qualities 'be' and 'have' are words that are frequently used in descriptive writing. Simple Present Tense is a tense that is frequently used. When the object being described no longer exists, it will occasionally employ the past tense. Grammatical Features:

Accentuate particular participants (Andini's cat, my favorite place, my English teacher) Simple Present Tense Usage If extinct, use the simple past tense. "Relational Processes"-related verbs of being and possessing (My mother has long, black hair, and she is incredibly cool.) Utilizing evocative adjectives (strong legs, white fangs). Use of specific noun phrases to provide information on the topic (A very lovely setting, a kind young woman, thick fur) Use of "Material Processes" action verbs, such as "it consumes grass"

and "it runs quickly." Adverbs are used to describe conduct in more detail (fast, at tree house). Imaginative language use (John is as white as chalk).

a. Generic structure of descriptive text

The generic descriptonal structures are as follows: The phenomenon that will be discussed can be identified. Feature descriptions should list features in order of relevance.

b. Type of descriptive text

Writing that is descriptive can take various forms. The emphasis of a physical description may be on how something, someone, or somewhere looks. In order to assist readers understand abstract or difficult concepts, descriptions of ideas often utilize real-world examples or analogies. Functional description uses a person, place, item, or event to convey significant moments in the writers history. The appearance and characteristics of real characters are depicted in character sketches. Writing that is descriptive can take various forms. The emphasis of a physical description may be on how something, someone, or somewhere looks. In order to assist readers understand abstract or difficult concepts, descriptions of ideas often utilize real-world examples or analogies. Functional description uses a person, place, item, or event to convey significant moments in the writers history. Character sketches depict the physical characteristics and personality of.<sup>23</sup>

**b. Assesing Students` Writing**

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<sup>23</sup> J.A Carrol. (2001). *Writting and Grammar*. practice. p.78.



Writing assessment is a field of study that includes theories and methods for assessing a writer's abilities or potential through written assignments. Writing evaluation can be viewed as a synthesis of measurement theory and composition studies scholarship in the context of educational assessment. Technology and methods used to examine student writing and learning are frequently referred to as "writing assessment." There are various methods of writing assessment, one of which is a rubric. Rubrics are a writing assessment tool that can be applied in a variety of writing scenarios.

In scoring the test, ESL composed by Jacobs was used. The profile itself contains five components. They are:

1. Content : The ability to think creatively and develop thoughts including all relevant to assigned topic.
2. Organization : The ability to write in appropriate manner for particular purpose with a particular audience in mind together with an ability to select, organize and other relevant information.
3. Vocabulary : The ability to write the word effectively and appropriate register.
4. Language use : The ability to write correct and appropriate sentences.
5. Mechanical Skills: The ability to use correctly those convention peculiar to written language e.g. punctuation, spelling. The five aspects are differentially weight to emphasize
  - a. The content ( 30 point )
  - b. Organization ( 20 point )

- c. Vocabulary ( 20 point )
- d. Language use ( 25 point )
- e. Mechanic skills ( 5 Point ) Therefore, for all components students would get points. The specific criteria is described in details as the following.

Table 2.1

## Scoring Rubric for Assessing Descriptive text

Aspect	Score	Performance Descriptive
<b>Content</b>	30-27	<b>EXCELLENT TO VERY GOOD:</b> knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	26-22	<b>GOOD TO AVERAGE:</b> some knowledge of the subject, adequate range, limited development of thesis lacks of detail, mostly relevant the topic.
	21-17	<b>FAIR TO POOR:</b> Limited knowledge of subject, little substance, inadequate development of topic.
	16-13	<b>VERY POOR:</b> Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
<b>Organization</b>	20-18	<b>EXCELLENT TO VERY GOOD:</b> fluent expression, ideas clearly stated/ supported, succinct, well organized, logical sequencing, cohesive.
	17-14	<b>GOOD TO AVERAGE:</b> somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	<b>FAIR TO POOR:</b> non-fluent, ideas confused or disconnected lacks of logical sequencing and development.
	9-7	<b>VERY POOR:</b> does not communicate, no organization, or not enough to evaluate.
<b>Vocabulary</b>	20-18	<b>EXCELLENT TO VERY GOOD:</b> sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.
	17-14	<b>GOOD TO AVERAGE:</b> adequate range, occasional errors of word/ idiom form, choice, usage, but meaning not obscured.
	13-10	<b>FAIR TO POOR:</b> limited range, frequent errors of word/ idiom form, choice, usage, meaning, confused or obscured.
	9-7	<b>VERY POOR:</b> essentially translation, little knowledge of English vocabulary, idioms, word, form, OR not enough to evaluate.
<b>Language Use</b>	25-22	<b>EXCELLENT TO VERY GOOD:</b> effective complex construction, few errors agreement, tense, number, word order/ function, articles, pronouns, preposition.
	21-18	<b>GOOD TO AVERAGE:</b> effective but simple construction, minor problems in complex, construction, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	<b>FAIR TO POOR:</b> major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.

	10-5	<b>VERY POOR:</b> virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate.
<b>Mechanics</b>	5	<b>EXCELLENT TO VERY GOOD:</b> demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	<b>GOOD TO AVERAGE:</b> occasional errors of spelling, punctuation, paragraphing but meaning not obscured.
	3	<b>FAIR TO POOR:</b> frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	<b>VERY POOR:</b> mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate.

The indicator of success for students' descriptive writing score is 70 which is graded using the criteria above considering the school standard competency.

**The range of score is 100 max can be explained as follows:**

<b>85-100</b>	Exelent
<b>70-84</b>	Good
<b>60- 69</b>	Fair
<b>50 – 59</b>	Poor
<b>0-49</b>	Fail

As previously mentioned, this rubric was used to evaluate students' writing skill in pre- and post-testing, which was crucial to determining whether or not the employment of the collaborative writing approach has an impact on students' writing abilities.<sup>24</sup>

<sup>24</sup> Jeremy Harmer, (2007) 'Improving Students' Ability in Writing Through', *The Practice of English Language Teaching Fourth Edition*, p. 1-448.

### C. Previous of Related Finding

The Effect Collaborative Writing Method On Students Writing Ability And Learning Motivation At SMPN 3 Bulik Timur is the title of a researcher finding in the same subject by Yuliana. She has researched the effectiveness of teaching pupils writing skills and motivation through collaborative writing techniques. She also mentioned that in order to teach writing skills and motivation in SMPN 3 Bulik Timur, teachers require collaborative writing teaching techniques. The outcome showed that the experimental group's final average score was 79. The control group, on the other hand, received a lower overall score (58). In light of the previous findings, it is possible to draw the conclusion that teaching descriptive text through the use of a collaborative writing technique produced better results..<sup>25</sup>

The second study, conducted by Juang Eko Purnomo, is titled "The Effect Of Collaborative Writing In Teaching Writing At MTS Assyafi'iyah Gondang." Additionally, he demonstrated how the instructor supported the students' creation of descriptive prose by using a collaborative writing technique. Based on the findings, the researcher came to the conclusion that teaching writing using the collaborative writing technique is successful in helping students improve their writing. The researcher used a one-group pre- and post-experimental design in this study. Population study served as the study's population. Meaning that one class served as the population for the research, which was conducted on eighth-grade students at MTs Assyafi'iyah Gondang. This researcher utilized a test as an

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<sup>25</sup> Yuliana. (2020). *The Effect Of Collaborative Writing Technique On Student ' S Writing Ability And Learning Motivation At Smp N 3 Bulik Timur`*.p.55

instrument. The result showed that there was a significant different between the result of the pretest and posttest score. The mean score of the post-test was higher (74.85) than pre-test (50.82). The t-test value was higher than the value of t-table ( $40.22 > 1.694$ ).<sup>26</sup>

The final study, conducted by Kameran Tuahmang Sipayung, is titled "The Implementation Of Collaborative Writing Method To Improve Students' Writing Of Descriptive Genre At SMP Negeri 3 Percut Sei Tuan On Grade VIII At The Academic Year 2015/2016." This study demonstrates how the collaborative writing method raises students' proficiency in descriptive writing. The collaborative writing approach is preferable when teaching writing since it encourages group collaboration, knowledge sharing, and student assistance with one another's issues. Writing is a difficult skill for the pupils to master, unlike other skills. The secret to mastering this ability is to exercise frequently and make writing a habit.

The distinction in this study is that it employs a writing test rather than a questionnaire and focuses solely on the impact of the collaborative writing method. The main difference between this study and that one is that this study uses a sample and population with three groups of two groups for the pre-test and post-test courses. This study employs the collaborative writing approach and descriptive text, but it differs from previous studies in that the researcher used techniques from Barkley to divide the students into groups of three to four persons each, who then wrote the text together. Each takes part, gathers and

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<sup>26</sup> Gross National And Happiness Pillars. (1998). *Pengantar Evaluasi Pendidikan*. Anas, Sudijono, Jakarta, p, 219.

arranges the text's ideas, composes the writing, revises it, and then edits it into a better writing.

According to the aforementioned conclusion, collaborative writing instruction must enhance students' writing abilities. However, in order to determine whether collaborative writing has an impact on students' descriptive text writing abilities, the researcher will apply this technique in her research.

## CHAPTER III

### METHODOLOGY OF THE RESEARCH

This chapter covers the research design, sample, population, research tool, data collection process, and technique analysis of the collected data.

#### A. Research Design

Quasi experimental study is the method the researcher used in this investigation. According to Cohen, a quasi-experimental approach revealed that two groups' theory post test results varied completely independently of any effects of x.<sup>27</sup> In this study, the collaborative writing group method was taught to all participants so they could choose between the experimental and control groups. The experimental group demonstrated that, on the other hand, the class that experienced the collaborative writing approach refers to the class that has encountered the standard teaching strategy utilized by professors. The experimental group received pre- and post-tests following therapy. At the data analysis step, the post test scores were compared to the pre test scores to produce the actual research.

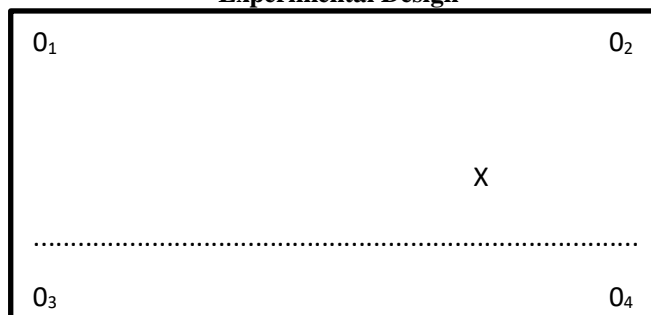
Using a control and experimental group, this research employed quasi-experimental methods, as previously explained. The following methodology can be used to compare the pre-test and post-test.

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<sup>27</sup> Louis Cohen. (2005). *Research Method in Education*. Francis: Taylor and Francis e-Library, p.217.



**Tabel 3. 1**  
**Experimental Design**



Source: Sugiyono`s

The pre-test and post-test could be represented based on Sugiyono`s theory as follows:

O<sub>1</sub> = Pre-test of experimental group

O<sub>3</sub> = Pre-test of control group

O<sub>2</sub> = Post Test of experimental group

O<sub>4</sub> = Post Test of control group

X = Treatment

## **B. Population and Sample**

### **1. Population**

These factors led the researcher to select all first-grade classrooms at SMPN 10 Rejang Lebong as the population for this investigation. The demographic is chosen by the researcher for a number of reasons. First, it's because the researcher discovered that a large number of first-graders at SMPN 10 Rejang Lebong still struggle to comprehend English-language texts, as well as because of low student involvement, a lack of students' vocabulary, and poor writing structure. Finally, a large number of score.

These factors led the researcher to select class VII students from SMPN 10 Rejang Lebong as the studys population.

**Table 3.2**  
**The Number of Population**

<b>No</b>	<b>Class</b>	<b>F</b>	<b>M</b>	<b>Total</b>
1	VII A	9	15	24
2	VII B	12	12	24
3	VII C	10	14	24
<b>Sum of Population</b>				72

## 2. Sample

The sample is representative of the entire population. The sample is the fraction of the population from whom we actually collect data. The researcher uses samples to draw conclusions about the population. Because it represents a percentage of the population, the sample paints a true image of that population. In a technical sense, "sampling" refers to a sample taken from a population. The sample is a part of the number and. population characteristics. The students' homogeneous abilities across three classes, as established by the approach described in the homogeneity aspect on, are the main criterion that researchers utilize to choose a sample. Because VII B and VII C had mean values that are the most homogeneous based on the average value of the students' results on the researcher students` skill exam, those samples were selected in this study. so that he could conduct his research

using the two classes and the classes themselves. The researcher selected VII B as the experimental group, and VII C as the control group.

**Table 3.3**

**The Number of Sample**

<b>No</b>	<b>Class</b>	<b>F</b>	<b>M</b>	<b>Total</b>
1	Experimental Group (VII B)	12	12	24
2	Control Group (VII C)	10	14	24
<b>Sum of Population</b>				48

3. Homogeneity sampling

Homogeneous sample is produced through homogeneous sampling, which is the process of choosing people who have relatively similar backgrounds, viewpoints, or points of view. the purpose of analysis. The researcher uses a sampler to assess the impact of each studies separately and together. Both classes were picked by the researcher to serve as examples in this study. The homogeneity test was used to choose the classes. The researcher administered a homogeneity test to students in classes VII, VII A, VII B, and VII C in order to determine the sample. To create a homogeneous class is the goal of the homogeneity test. tests created by researchers for first-graders at SMPN 10 Rejang Lebong based on the curriculum and material. The test is administered in writing, and the teacher divides the class into several groups according to themes related to education. 40 minutes have been allotted. The table below shows the results for each class:

**Table 3.4**  
**The Number of Homogeneity**

No	Class	Mean Score
1	VII A	41,91
2	VII B	39,62
3	VII C	38,20

The researcher chose two mean scores from the class's mean scores above that were closest in value to each other; according to the table above, these are the mean scores held by classes VII B and VII C. According to the table, classes VII B and VII C are the best candidates for homogeneous classification. The table score of homogeneity can be seen on *Appendix 1*.

### **C. Procedure Of The Research**

#### 1. Procedure in control group

In the control group, the researcher used the standard technique without administering any medication. For all materials, the following procedures were used:

##### a. Pre-teaching exercises

The instructor wishes the students a good day. The instructor checked the list of students present. The instructor selects the material.

##### b. While activities

One topic about descriptive texts is presented by the teacher. On the basis of the lesson's theme of lesson planning, the teacher offered the lesson's content to the students. The teacher provided opportunity for the pupils to ask questions about the content if they had any questions

c. Post teaching activities

The teacher verifies the students' comprehension. The instructor provided students exercises to apply the material in their own words.

2. The experimental group's procedure.

Following is an overview of the activity's delivery of the method utilized in this study for data collection in the experimental groups classroom :

a. Pre activities

The instructor provides a warm welcome to the pupils. The instructor checked the list of students` present. The curriculum is decided by the teacher.

b. While activities

The researcher showed and discussed collaborative writing method in the first ten minutes. Some of the students` were divided into many groups for the research, each group consisting of three pupils. The researcher examined each group's topic for twenty minutes. Each group started to decipher and develop a shared understanding of the data they had gathered to support their paper. The students` should consider the audience for their writing as well as the organization of the content. Each student is instructed by the researcher to collaborate with others and compose a paper based on their own ideas; the end product of this procedure is the first draft. The students` then revise to read their works to ascertain whether what they write or no, in addition students`

writedown the best version of the draft was changed and the final version collected to the researcher.

c. Post activities

The researcher evaluates, provides feedback, makes comments, and works to better their writing. After the scoring process was complete, the researcher checked the tests reliability and validity.

d. Validity of test

To evaluate the validity of the test utilized (pre-test, post-test, and homogeneity test). The researcher uses a test's validity because a test is deemed to be valid if it accurately measures the outcomes that it is intended to. The researcher uses spss 16 to evaluate the test's validity.

e. Reliability of the test

When collecting data, test reliability must be evaluated. The homogeneity test, pre-test, and post-test are all evaluated using the reability test. If the researcher uses the reliability formula, a good data collection tool will be reliable if it can produce repeatable results for the test. There are two iterations of the reability test. The steps for the testing are as follows. The researcher used SPSS 16 to administer the test, score it, administer a follow-up test under similar circumstances to the initial test, score it, and compare the results.

## **D. Technique of Collecting Data**

Researchers exclusively employed tests as their primary method of data collecting for this study. By dividing the test into a pre-test and post-test, data was gathered.

### **1. Pre-test**

Both the experimental group and the control group took a pre-test administered by the researcher. This study's initial set of data came from the pre-test, which was used to gauge students' proficiency in text writing. The control group did not receive any therapy utilizing the collaborative learning method. Pre-test questions are written in the form of paragraphs that cover the subject matter. The researcher used one meeting outside of scheduled time to administer the pre-test based on the syllabus and descriptive text in the subjects for first grade second semester SMPN 10 Rejang Lebong. Pre-test administration to the group was given 40 minutes of time. The test was administered as an essay test with paragraphs text. Based on the syllabus they made a simple descriptive text. The researcher also controlled the students` when they wrote descriptive text in class.

### **2. Treatment**

The experimental and control groups are frequently paired together for treatment, which is a special situation. In this study, VII B acted as the control group and VII C as the experimental group. The researcher gave no care to either group. The researcher went through the process eight times. This is how the therapeutic schedule :

**Table 3.5**  
**List of Treatment in Experimental Group**

<b>Meeting</b>	<b>Experimental Group</b>	<b>Date</b>
1	Pre – test	July 21 <sup>th</sup> 2022
2	Collaborative Writing Method: Descriptive text about person/ family	July 23 <sup>th</sup> 2022
3	Collaborative Writing Method: Descriptive text about person/ family	July 28 <sup>th</sup> 2022
4	Collaborative Writing Method: Descriptive text about animal	July 30 <sup>th</sup> 2022
5	Collaborative Writing Method: Descriptive text about animal	August 04 <sup>th</sup> 2022
6	Collaborative Writing Method: Descriptive text about plant	August 06 <sup>th</sup> 2022
7	Collaborative Writing Method: Descriptive text about plant	August 11 <sup>th</sup> 2022
8	Collaborative Writing Method: Descriptive text about tourism place	August 13 <sup>th</sup> 2022
9	Collaborative Writing Method: Descriptive text about tourism place	August 18 <sup>th</sup> 2022
10	Post-test	August 19 <sup>th</sup> 2022



**Table 3.6**  
**List of Teaching in Control Group**

<b>Meeting</b>	<b>Control Group</b>	<b>Date</b>
1	Pre – test	July 21 <sup>th</sup> 2022
2	Conventional Method :Descriptive text about person/family	July 23 <sup>th</sup> 2022
3	Conventional Method :Descriptive text about person/family	July 28 <sup>th</sup> 2022
4	Conventional Method :Descriptive text about animal	July 30 <sup>th</sup> 2022
5	Conventional Method :Descriptive text about animal	August 04 <sup>th</sup> 2022
6	Conventional Method :Descriptive text about plant	August 06 <sup>th</sup> 2022
7	Conventional Method :Descriptive text about plant	August 11 <sup>th</sup> 2022
8	Conventional Method :Descriptive text about tourism place	August 13 <sup>th</sup> 2022
9	Conventional Method :Descriptive text about tourism place	August 18 <sup>th</sup> 2022
10	Post-test	August 19 <sup>th</sup> 2022

### 3. Post-test

After implementing the collaborative writing method and before the therapy was actually finished for the experimental group, the researcher administered the post test to the students`. Students` in the control group also took a post-test that was administered by the researcher. The content being tested in the post test is the same as that in the pre test, which is simple descriptive language, and is also constructed in a written paragraph format.

seeks to determine meaningful outcomes from the collaborative writing method.

After processing the study treatment for the post test, the researcher also used one meeting outside of the time frame to gather data. For both groups, 40 minutes were allotted for administering the post-test. The test was an essay test with paraphrased content. They created a straightforward descriptive text based on the course syllabus. When the students` in the experimental and control groups composed descriptive texts, the researcher was in control of them.

The results of the pre- and post-tests for the two groups, as well as any discrepancies between the groups, were eventually discovered by the researcher. After gathering information, the researcher came to a conclusion about whether or not the collaborative learning approach had an impact on students' writing skill.

#### **E. Instrument**

The instrument in this study is the device utilized to gather the data or other information required.<sup>28</sup> Regularized pre- and post-testing of the instrument used. Writing tests were the instrument used. Materials from the major theme of the syllabus, descriptive text, were used in both the experiment class and the control class. A pre-test was administered once prior to treatment class, and a post-test was administered following treatment. Eight meetings in the classroom

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<sup>28</sup> M.Toha Anggoro in Rully Morgana. (2003). *The Effectiveness of Inductive Teaching Technique in Improving Students Grammatical Ability*. Curup:STAIN Curup.

were treated with the students' need. The researcher took a number of stages in creating and developing the study equipment.

#### 1. Writing Test

The first-grade students' curriculum at SMPN 10 Rejang Lebong served as the basis for the researcher creation of the instrument's content. Additionally, the study's instruments were created as writing tests because the directions and test item made up the writing portion of the exam. To make it simpler for the students to comprehend the test instructions, the instructions have to be clear. Pre-test and post-tests are part of the testing process. For the pre-test and post-test, students are required to produce descriptive language about a tourist destination. The students can write a descriptive text that must have two paragraphs, each of which has five sentences. The examination will take place at SMPN 10 Rejang Lebong.

### **F. Validity and Reliability**

#### 1. Expert Validation

The researcher needs the results to be verified by experts. An authority in the field of writing provides the professional validation. The study's expert validation was provided by Mrs. Nasiti M.Pd a professional validator at IAIN Curup. The researcher gave an authorized validator the writing test. The three points raised in the professional validation form related to the appropriateness of indications, the language used in the exam, and the correctness of the test. The table of professional validation can be seen on *Appendix 10*.

2. Try out the test.

The goal of the test was to produce the necessary data using an instrument that was deemed to be objectively valid. With the exception of the experimental and control classes, each class had one tryout. The class that was assessed, though, ought to have been in the same grade as the study's focus. The pre-test and post-test for this investigation were conducted on July 21 and July 19, respectively, in VII C.

3. Analyzing the test validity

The pre-test and post-test scores from the class VII C tryouts at SMPN 10 Rejang Lebong on July 21 and 19, respectively. Additionally, the researcher employed an analytical score to deliver the descriptive text test and give students descriptive text writing a more precise grade. to guarantee the validity of the study's conclusions. To ensure the study, the researcher's criteria, which were modified from Brown, will be used to determine the tests score. The following rating system, which Jacob et al's (1981) analytic scoring profile.

**Table 3.7**  
**Scoring Rubric for Assessing Descriptive text**  
 Adapted from Jacob et al's (1981)

<b>Aspect</b>	<b>Score</b>	<b>Performance Descriptive</b>
<b>Content</b>	30-27	<b>EXCELLENT TO VERY GOOD:</b> knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	26-22	<b>GOOD TO AVERAGE:</b> some knowledge of the subject, adequate range, limited development of thesis lacks of detail, mostly relevant the topic.
	21-17	<b>FAIR TO POOR:</b> Limited knowledge of subject, little substance, inadequate development of topic.
	16-13	<b>VERY POOR:</b> Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
<b>Organization</b>	20-18	<b>EXCELLENT TO VERY GOOD:</b> fluent expression, ideas clearly stated/ supported, succinct, well organized, logical sequencing, cohesive.
	17-14	<b>GOOD TO AVERAGE:</b> somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	<b>FAIR TO POOR:</b> non-fluent, ideas confused or disconnected lacks of logical sequencing and development.
	9-7	<b>VERY POOR:</b> does not communicate, no organization, or not enough to evaluate.
<b>Vocabulary</b>	20-18	<b>EXCELLENT TO VERY GOOD:</b> sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.
	17-14	<b>GOOD TO AVERAGE:</b> adequate range, occasional errors of word/ idiom form, choice, usage, but meaning not obscured.
	13-10	<b>FAIR TO POOR:</b> limited range, frequent errors of word/ idiom form, choice, usage, meaning, confused or obscured.
	9-7	<b>VERY POOR:</b> essentially translation, little knowledge of English vocabulary, idioms, word, form, OR not enough to evaluate.
<b>Language</b>	25-22	<b>EXCELLENT TO VERY GOOD:</b> effective complex construction, few errors agreement, tense, number, word order/ function, articles, pronouns, preposition.
	21-18	<b>GOOD TO AVERAGE:</b> effective but simple construction, minor problems in complex, construction, several errors of agreement, tense, number, word order/ function, articles, pronouns,

<b>Use</b>		prepositions but meaning seldom obscured.
	17-11	<b>FAIR TO POOR:</b> major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	<b>VERY POOR:</b> virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate.
<b>Mechanics</b>	5	<b>EXCELLENT TO VERY GOOD:</b> demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	<b>GOOD TO AVERAGE:</b> occasional errors of spelling, punctuation, paragraphing but meaning not obscured.
	3	<b>FAIR TO POOR:</b> frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	<b>VERY POOR:</b> mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate.

**The range of score is 100 max can be explained as follows:**

<b>85 – 100</b>	Excellent
<b>70 – 84</b>	Good
<b>60 – 69</b>	Fair
<b>50 – 59</b>	Poor
<b>0-49</b>	Fail

As previously mentioned, this rubric was used to evaluate students' writing skill in pre- and post-testing, which was crucial to determining whether or

not the employment of the collaborative writing approach has an impact on students' writing abilities.<sup>29</sup>

## **G. Technique of Data Analysis**

Researcher also looked at whether or not students' writing comprehension skills improved after the collaborative writing approach was used. Then, these formulas were used to analyze the data from the pre-test and post-test:

### 1. Mean score

The researcher utilized SPSS 16 to get the mean score for the experimental groups pre-test and post-test. Additionally, the researcher applied the same procedure as spss16 to get the mean score of the post-test and pre-test results in the control group.

### 2. Standart Deviation

To determine the range or disagreement between the greatest score and lowest score in this study, the researcher employed the standard deviation. The researcher uses spss 16 to calculate the standard deviation of the scores while performing research in the experimental group. Additionally, the researcher used SPSS 16 to determine the standard deviation in the control group.

### 3. Hypothesis Testing

In testing the hypothesis devised previously, the researcher used the spss 16.

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<sup>29</sup> Jeremy Harmer, 'Improving Students ` Ability in Writing Through'. *The practice of English Language Teaching Fourth Edition*, p. 1-448.

## CHAPTER IV

### FINDING AND DISCUSSION

The research presents the researcher findings in this chapter. The results are based on pre-test evaluations of students' writing skill before to treatment and post-test evaluations of students' writing skill using both traditional and collaborative writing method. Additionally, the researcher calculates the data as the foundation for the thesis discussion.

#### A. FINDING

##### 1. Pre-test

##### a. The Result of Pre-test on Control Class

In this study, the control class, also known as class VII C, received instruction according to normal methods. The researcher administered a pre-test to pupils in order to collect the initial data prior to the start of the learning process. The table below shows the pre-test result that was obtained:

**Table 4.1**  
**The Scores of Descriptive Statistics Students' Pre-test in Control Class**

Descriptive Statistics					
Class	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Control	24	50	69	55.88	5.269
Valid N (list wise)	24				

Based on the information in the table above, a student who received a low organization score and a low grammatical score due to weak grammar



and mechanics that do not yet match descriptive text is the outcome of the calculation of 24 students. Pre-test and control group scores revealed a mean score of 55.88 and the standard deviation revealed a degree score of 5.269. The outcome suggests that the pupils' scores were poor and that there was a wide variation in their scores. Some pupils received greater scores than others. The table score of pre-test control class can be seen on the *Appendix 3*.

#### **b. The Result of Pre-test on Experiment Class**

In this study, a teaching strategy known as the collaborative writing approach was used in the experimental class, or class VII B. The researcher provided students a pre-test of descriptive text material in order to gather the initial data before to the learning process. The table below shows the pre-test outcome that was determined:

**Table 4.2**  
**The Scores of Descriptive Statistics Students' Pre-test in Experiment Class**

<b>Descriptive Statistics</b>					
Class	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	24	55	65	59.63	3.062
Valid N (list wise)	24				

Based on the data shown on the table above, the result of calculation of 24 students on the table can be concluded that the experiment class has a low content with a poorly organized organization and grammar is still widely clueless in the slightest grammar and the mechanics of irregular

writing. Scores in pre-test at experimental class proved that they possess the mean score as 59.63 and the standard deviation that is found out has the degree of score as 3.062. The table score of pre-test experiment class can be seen on the *Appendix 4*.

## 2. Post-test

### 1. The Result of Post-test in Control Class

The results of the post-test given to 24 students in the control class or VII C were used to determine the state of the students' writing skills after the standard teaching method was put into practice. The table below allows you to view the results of the post-test in the control class:

**Table 4.3**  
The Scores of Descriptive Statistics Students` Post-test in Control Class

Descriptive Statistics					
Class	N	Minimum	Maximum	Mean	Std. Deviation
Post-test Control	24	53	66	59.42	3.647
Valid N (list wise)	24				

Based on the data shown on the table above the result of calculation of 24 students in the post-test in control group has a low content there still exists a similar score with a low value content, organization of a low grammar that still does not good the writing of each sentences and the persistent score of mechanics. Score in post-test at control group proved that they posses the mean score as 59.42 and the standard

deviation that is found out has the degree of scor as 3.647. The table score of post-test control class can be seen on the *Appendix 5*.

## 2. The Result of Post-test in Experimental Group

Following the implementation of the collaborative writing approach for teaching descriptive texts, the condition of students' writing skills was assessed using the results of a post-test administered to 24 students` in the experimental class or VII B. The table below allows you to view the results of the post-test in the experimental class:

**Table 4.4**  
The Scores of Descriptive Statistics Students` Post-test in Experimental Class

<b>Descriptive Statistics</b>					
<b>Class</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Post-test Experiment</b>	<b>24</b>	<b>59</b>	<b>81</b>	<b>72.96</b>	<b>6.623</b>
<b>Valid N (list wise)</b>	<b>24</b>				

Based on the data shown on the table above, the result of calculation of 24 students in the experimental class the post-test scores showed a clear increase with a high content score, an improved organization, slightly improved grammar and improved writing mechanics. Scores in post-test at experimental class proved that they possess the mean score as 72.96 and the standard deviation that is found out has the degree of score as 6.623. The table score of pre-test control class can be seen on the *Appendix 6*.

### **3. The Analysis of Pre-test and Post-test in Control Class and Experiment Class**

It also serves the fundamental purpose of comparing the five aspect scores in two classes' pre- and post-test results to determine whether or not the treatment had a meaningful impact. The following table contains comparative results between the experimental and control classes and can be used to further explain.

The justification above demonstrates how successfully this research treatment which is the result of utilizing the collaborative writing method has been accomplished. It may potentially have a substantial impact on pupils skill to write. To learn more about the research being done on the data from the two classes.

In the descripton of data control class and experimental class, it show that the mean of pre-test in control class was 55.88 and the mean post-test was 59.42 and the mean of pre-test in experimental class 59.63 and the mean of the post-test in experimental class was 72.96. And the standard deviation of pre-test in control class was 5.269 and the post-test was 3.647 but the standard deviation of pre-test in experiment class was 3.062 and the post-test was 6.623. The table score of pre-test post-test in control class and experiment class can be seen on the *Appendix 2*.

#### 4. The Analyzing of Data

After the data pre-test and post-test were collected, then the data were analyzed in the normal distribution test and hypothesis (t-test).

##### a. Normal distribution test

One of the conditions that must be met before running a t-test is normality. Its goal was to determine whether or not the data from two classes had a regularly distributed distribution. The normality test was carried out by the researcher using Shapiro-Wilk. The data is analyzed with SPSS 16 software. The outcome is as follows:

**Table 4.5**  
**The Score of Normality Test**

<b>Normality Test</b>				
	Class	Shapiro-Wilk		
		Statistic	Df	Sig.
Hasil belajar	Pre-test Experiment	.948	24	.243
	Post-test Experiment	.954	24	.335
	Pre-test Control	.950	24	.272
	Post-test Control	.952	24	.297
a. Lilliefors Significance Correction				
*. This is a lower bound of the true significance.				

It means that the data in this researcher was normally distributed.

##### b. Hypothesis testing (t-test)

To prove hypothesis, the data obtained from experimental and control

class, were calculated by using SPSS. The statistical hypothesis of this research can be seen as.

**Table 4.6**  
**The Scores of Independent Samples Test**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil belajar	Equal variances assumed	4.196	.046	3.014	46	.004	3.750	1.244	6.254	1.246
	Equal variances not assumed			3.014	36.942	.004	3.750	1.244	6.271	1.229

$H_a$  : There is effect taught by using collaborative writing method on students` writing skill

$H_o$  : There is not an effect on students` writing skill by using collaborative writing method.

The result of t-test analysis on students` writing skill can be seen in the table, from the table it is known that the value of sig (2-tailed) of  $0.04 < 0.05$ , based on the table above it can be concluded that there is a difference between the control class and experimental class. It means that the  $H_a$  is accepted and  $H_o$  is rejected. However, the

researcher concludes that using Collaborative writing method gives greater effect than conventional method.

## **B. Discussion**

This research is a quasi experimental study, the research using collaborative writing method on students` writing skills in descriptive text. Where the seventh grade Students in SMPN 10 Rejang Lebong were as the population of the research.

Collaborative writing is a method of study that is done in groups and produces a treatise. Based on the result of calculation score both of control class and experimental class above, it was found that there was a significant effect of collaborative wrting method on students` writing skill particulary in experimental class. It was proved by the result of calculation for experimental class showed that they had higher score then control class which taught by conventional teaching. Before conducting the treatment, the mean score for the control group was 55.88 After conducting the treatment, the mean score was 4,01 points became 59.42 It means that there was not in range of the score in control group which was taught by conventional teaching. Meanwhile, the mean score for experimental group before the treatment was 59.63. After conducting the treatment by using collaborative writing method the mean score increased 13.56 points became 72.96. It means that there was also increasing range of the score in experimental class which showed there was a significant effect of using collaborative writing method. Furthermore, the increasing score in experimental class was higher than control class

(13.56 > 4.01) points after they learn with two different methods which were conventional and collaborative writing. Collaborative writing approach, summarizing effectively improves student learning.<sup>30</sup> Writing in groups is seen to be an excellent teaching strategy for creating descriptive language.<sup>31</sup> Collaborative writing is effective at enhancing pupils' writing abilities.<sup>32</sup> The demonstrated students' writing abilities showed the collaborative writing method had a substantial impact on how they were taught to write descriptive text.<sup>33</sup> Collaborative Writing, the students` are relying on peers for learning. It means that students` work together to teach one another, and they alternate between the roles of student and teacher.<sup>34</sup> The effectiveness of the collaborative writing process on students to write descriptive text is higher. As a result, it may be concluded that the teaching approach has an impact on students' writing skill. Students` who read descriptive text must concentrate on the text score concepts and choose what to include while leaving out vital details. Making descriptive text is a crucial skill.<sup>35</sup> Students' ability to write descriptive language can be improved through collaborative writing strategies. Based on the observation, it is clear that it can boost students'

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<sup>30</sup> National and Pillars. (2007). *How To Teach Writing*. Longman

<sup>31</sup> Juang, Eko. Pramono. (2014). *The effectiveness of collaborative writing method in teaching writing*. Tulungagung.

<sup>32</sup> Zuraida. (2011). *Improving Students' Writing Ability By Using Collaborative Writing*, Yogyakarta, p. 63.

<sup>33</sup> Y Yuliana. (2020). *The Effect of Collaborative Writing Technique on Student's Writing Ability and Learning Motivation at SMP N 3 Bulik Timur*. <<http://digilib.iain-palangkaraya.ac.id/id/eprint/3340>>.

<sup>34</sup> Ann. Raimes. (2021) *Techniques in Teaching Writing*. Cambridge University Press., Second Ed.

<sup>35</sup> J. C. And Rodger T. S. Richards. (2001). *Approches and Methods in Language Teaching*. Second Edition. Cambridge University Press.



interest and engagement in the teaching and learning process. It serves as an alternative method of instructing students how to write descriptive text.<sup>36</sup>

From the research finding above, it is clear that the effect of using collaborative writing method on students' writing skill in descriptive text is particularly in the experimental class. The research also found the increased from students writing descriptive text like more describe about family, animal, tourism place, and achievement in write descriptive text after using collaborative writing method, because the material connected with the object to be told by study group. On the other hand, this method is effective toward students' writing skill in descriptive text. It means that collaborative writing method is expressing ideas as well as transmitting the message from the writer to the reader, can be used to improve students' writing skill. Those benefits give the students a good way to explore their writing skill, the students will be attracted that the encouragement further writing became the reason for the improvement of students' writing skill particularly in post-test.

In addition, after studying with conventional and collaborative writing method the experimental class score improvement was greater than that of the control class. In addition, based on the calculation of the post-test results, from the table 4.6 it is known that the value of sig (2 tailed) of  $0,00 < 0,05$  it can be conclude that there is a difference between the control class and experiment class. This calculation leads the research to the decision that the

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<sup>36</sup> Deasy Harlena, Mukhaiyar, and Hamzah. (2019). *Collaborative Writing Strategy for Teaching Writing Descriptive Text*. International Journal of Scientific and Technology Research, 8.10, p. 3316–18 <<https://doi.org/10.2991/assehr.k.200306.045>>.

null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result in the previous chapter and after conduction the result of the treatments, the researcher concludes The using conventional method can develop students` writing skill. Although the score of this method was worse than collaborative writing method, the mean score of this method shows only 39,21 and 43,38 so the mean score of control group lower than experimental group. The using collaborative writing method, it provide from the score in experimental group differes significantly for the students in control group. The mean score in experimental group was 41,71 and 56,04. It means that the score in experimental higher than control group. It indicated that there was a significant different achievment by using collaborative writing method in teaching writing skill than using conventional method.

#### **B. Suggestion**

Based on the conclussion above, it leads to several suggestions they were in:

##### 1. Teacher

The instructor should take into account that adopting the collaborative writing method is one of the alternatives for improving students' writing abilities.

##### 2. Students

Students can take pleasure in and confidently progress through the writing-class learning process. The students are expected to employ the collaborative writing method, but they also need to write for practice as part of their study.

### 3. Futher Research

This study could be one of many on English proficiency. As a result, the following researcher can utilize the method of collaborative writing to teach speaking and to enhance their comprehension of the text.

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**A**

**P**

**P**

**E**

**N**

**D**

**I**

**X**





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP  
FAKULTAS TARBIYAH**

Jalan : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010  
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id)

**KEPUTUSAN DEKAN FAKULTAS TARBIYAH**

Nomor : 991 Tahun 2022

Tentang

**PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI  
INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;  
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk disertai tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;  
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;  
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;  
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;  
5. Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.  
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup  
7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 24 April 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** 1. Surat Rekomendasi dari Tadris Bahasa Inggris Nomor. /FT.2/PP.00.9/TBU/2022  
2. Berita Acara Seminar Proposal Hari, Senin, 18 April 2022

**MEMUTUSKAN :**

**Menetapkan**

- Pertama** : 1. **Eka Apriani, M.Pd** **19900403201532005**  
2. **Paidi Gusmuliana, M.Pd** **198408172015031004**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

**N A M A** : **Valen Kurnia Apriliana**

**N I M** : **18551061**

**JUDUL SKRIPSI** : **"The Effect Of Collaborative Writing Method On Students' Writing Skills"**

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,  
Pada tanggal 25 April 2022

Dekan,



**2. Ihsanul Nirmal**



PEMERINTAH KABUPATEN REJANG LEBONG  
**DINAS PENANAMAN MODAL  
DAN PELAYANAN TERPADU SATU PINTU**  
Jalan S.Sukowati No.60 ■ Telp. (0732) 24622 Curup

**SURAT IZIN**

Nomor : 503/304 /IP/DPMPTSP/VI/2022

**Kepala Dinas Penanaman Modal dan PTSP Kabupaten Rejang Lebong**  
TENTANG PENELITIAN

1. Keputusan Bupati Rejang Lebong Nomor 180.86.I Tahun 2020 Tentang Pelimpahan Kewenangan Penandatanganan Dan Pengelolaan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
2. Surat dari Dekan Fakultas Tarbiyah IAIN Curup Nomor : 678/In.34/FT/PP.00.9/07/2022 tanggal 04 Juli 2022 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL : Valen Kurnia Apriliana/ Tugumulyo, 21 April 2000  
NIM : 18551061  
Pekerjaan : Mahasiswa  
Program Studi / Fakultas : Tadris Bahasa Inggris / Tarbiyah  
Judul Proposal Penelitian : **The Effect Of Using Collaborative Writing Method On Students' Writing Skills (An Quasi Experimental Study At Junior High School 10 Rejang Lebong)**  
Lokasi Penelitian : SMP Negeri 10 Rejang Lebong  
Waktu Penelitian : 20 Juli 2022 s/d 04 Oktober 2022  
Penanggung Jawab : Dekan Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :


- a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup  
Pada Tanggal : 20 Juli 2022

Kepala Dinas Penanaman Modal dan Pelayanan  
Terpadu Satu Pintu  
Kabupaten Rejang Lebong



  
**Ir. AFNISARDI, MM**  
Pembina Utama Muda  
NIP. 19630405 199203 1 015



**PEMERINTAH KABUPATEN REJANG LEBONG**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SMP NEGERI 10 REJANG LEBONG**

Alamat : Jln. Pembangunan Kelurahan Tempel Rejo Kecamatan Curup Selatan 39124  
Email-smp10rejanglebong@gmail.com

**SURAT KETERANGAN**

**Nomor : 421.3/033/PL/SMPN 10/ RL/2022**

Surat keterangan bertanda tangan dibawah ini :

Nama : NETI HERAWATI, S. Pd.MM

NIP : 19720514199702 2 001

Jabatan/Golongan : Pembina /IVa

Unit Organisasi : Kepala Sekolah

Unit Organisasi : SMP Negeri 10 Rejang Lebong

Menerangkan bahwa :

Nama : VALEN KURNIA APRILIANA

NIM : 18551061

Program Studi : Tarbiyah, Tadris Bahasa Inggris

Judul : "The effect of using collaborative writing method on students` writing skill".

Telah selesai melaksanakan penelitian di SMP Negeri 10 Rejang Lebong pada tanggal 21 Juli – 18 Agustus 2022.

Demikian surat keterangan ini dibuat dengan sebenarnya dan dapat dipergunakan sebagaimana mestinya

Rejang Lebong, Agustus 2022  
Kepala Sekolah

**NETI HERAWATI, S. Pd.MM**

Pembina IV/a

NIP. 19720514199702 2 001





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI CURUP**  
**FAKULTAS TARBIYAH**  
**PROGRAM STUDI TADRIS BAHASA INGGRIS**

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010  
Homepage: <http://www.iaincurup.ac.id> Email: [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id) Kode Pos 39119



**SURAT KETERANGAN CEK SIMILARITY**

Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

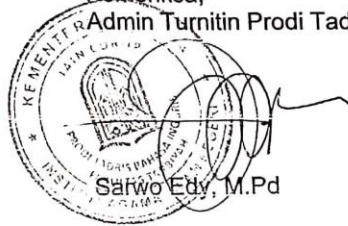
Judul : **The Effect of Using Collaborative Writing Method on Students' Writing Skills**  
Penulis : **Valen Kurnia**  
NIM : **18551061**

Dengan tingkat kesamaan sebesar 26%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 09 November 2022

Pemeriksa,

Admin Turnitin Prodi Tadris Bahasa Inggris



Sarwo Edy, M.Pd

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	5/01/2022	Background, penambahan teori dalam problem dan solusi.	[Signature]	[Signature]
2	25/01/2022	Chapter 2 tambah teori	[Signature]	[Signature]
3	12/03/2022	ACC BAB 1-3	[Signature]	[Signature]
4	25/06/2022	Revisi Instrument	[Signature]	[Signature]
5	19/08/2022	Acc Instrument	[Signature]	[Signature]
6	05/09/2022	Bimbingan bab 1-5	[Signature]	[Signature]
7	29/09/2022	Perbaiki cara penulisan Perbaiki tabel	[Signature]	[Signature]
8	04/10/2022	ACC Bab 1-5	[Signature]	[Signature]

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	21/01/2022	Penulisan dan footnote Background, teori, Fenomena dan Judul Penelitian	[Signature]	[Signature]
2	23/02/2022	Penguat Fenomena, Penguat teori	[Signature]	[Signature]
3	10/03/2022	ACC BAB 1-3	[Signature]	[Signature]
4	12/06/2022	Revisi Instrument	[Signature]	[Signature]
5	18/08/2022	ACC Instrument	[Signature]	[Signature]
6	02/09/2022	Bimbingan Bab 1-5	[Signature]	[Signature]
7	25/09/2022	Revisi teori penguat pada discussion, letak hasil score tabel, abstrak	[Signature]	[Signature]
8	27/10/2022	ACC Bab 1-5	[Signature]	[Signature]

**Surat Pernyataan  
(Informed Connect)  
Sebagai Interrater Penelitian**

Yang bertanda tangan di bawah ini saya

Nama : Puly Morganna, M.Pd  
Umur : 33 tahun  
Pekerjaan : Dosen luar Biasa (DLB)

Setelah mendapat penjelasan dari peneliti tentang penelitian dengan judul “ **The Effect Of Using Collaborative Writing Method On Students’ Writing Skill**” serta telah mendapat petunjuk tentang pelaksanaan penelitian, maka dengan ini saya menyatakan bahwa saya telah memberikan penilaian yang sungguh-sungguh dan bertanggung jawab atas penilaian writing teks dari siswa/i kelas VII B dan VII C SMPN 10 Rejang Lebong.

Demikian surat pernyataan ini saya buat dengan sungguh-sungguh tanpa ada paksaan dari pihak manapun. Kiranya dapat digunakan dengan sebaik-baiknya sebagai pegangan bagi peneliti dan pihak lain yang berkepentingan dalam penelitian ini.

Curup, 19 Desember 2022

Peneliti



(Valen Kurnia.A)

Interrater Reliability



(Puly Morganna, M.Pd)

## THE SCORES OF HOMOGENITY

No	The score of homogeneity		
	VII A	VII B	VIII C
1	45	38	40
2	55	45	35
3	60	53	33
4	45	34	30
5	35	36	45
6	48	44	44
7	33	48	51
8	53	35	30
9	52	38	50
10	54	33	34
11	31	38	38
12	36	54	45
13	41	44	36
14	31	53	36
15	53	40	34
16	46	46	33
17	53	40	33
18	34	33	36
19	33	30	43
20	33	30	51

21	31	30	37
22	38	30	43
23	33	34	30
24	33	45	30
<b>Total</b>	<b>1.006</b>	<b>951</b>	<b>917</b>
<b>Mean score</b>	<b>41,91</b>	<b>39,62</b>	<b>38,20</b>

From the table above, can be seen that VII B and VII C got the same scores. Therefore the researcher choose those classes as the sample of his study.



### THE SCORES OF PRE-TEST AND POST-TEST

Number of subject	Control class		Experiment class	
	Pre-test	Post-test	Pre-test	Post-test
1	52	63	64	73
2	54	61	56	71
3	60	57	60	81
4	67	61	60	59
5	55	55	60	76
6	65	63	57	73
7	50	66	56	65
8	56	54	58	77
9	55	61	55	74
10	59	56	58	73
11	50	60	65	81
12	51	56	60	73
13	60	64	64	68
14	51	54	58	78
15	53	61	58	59
16	69	60	57	75
17	54	59	60	73
18	50	57	63	79
19	53	53	58	65
20	54	57	60	78
21	52	62	64	77
22	58	65	56	81
23	56	62	65	63
24	57	59	59	79
<b>SUM</b>	<b>1.341</b>	<b>1.426</b>	<b>1.431</b>	<b>1.751</b>
<b>Mean Score</b>	<b>55.88</b>	<b>59.42</b>	<b>59.63</b>	<b>72.96</b>
<b>Standar Deviation</b>	<b>5.269</b>	<b>3.647</b>	<b>3.062</b>	<b>6.623</b>

### THE SCORES PRE-TEST CONTROL CLASS

No	Rater	Students Initial	The Five Indicators For Scoring The Data					Score
			Content (13-30)	Organization (7-20)	Vocabulary (7-20)	Language Use (5-25)	Mechanics (2-5)	
1	1	AOP	16	13	11	10	2	52
2	1	ADR	17	12	13	10	2	54
3	1	AR	16	12	13	17	2	60
4	1	ASCS	21	13	13	17	3	67
5	1	AF	15	12	13	15	2	55
6	1	AGR	16	15	17	14	3	65
7	1	AAS	14	12	12	10	2	50
8	1	DAP	19	13	10	11	3	56
9	1	FJ	16	11	12	14	2	55
10	1	F	17	13	13	14	2	59
11	1	HA	15	11	12	10	2	50
12	1	IK	15	12	12	10	2	51
13	1	JN	18	13	13	13	3	60
14	1	MAP	13	11	13	12	2	51
15	1	MRP	14	13	10	14	2	53
16	1	MA	19	14	15	18	3	69
17	1	MR	13	13	12	14	2	54
18	1	MRA	16	10	12	10	2	50
19	1	NS	14	11	13	13	2	53
20	1	NFDY	13	12	13	14	2	54

21	1	PL	13	11	12	14	2	52
22	1	RSAH	16	12	11	17	2	58
23	1	SR	14	11	13	16	2	56
24	1	RPS	15	13	12	15	2	57

**THE SCORES PRE-TEST EXPERIMENT CLASS**

No	Rater	Students Initial	The Five Indicators For Scoring The Data					Score
			Content (13-30)	Organizatiton (7-20)	Vocabulary (7-20)	Langu age Use (5-25)	Mecha nics (2-5)	
1	1	AP	19	13	13	17	2	64
2	1	AA	13	13	13	15	2	56
3	1	ARA	17	11	13	17	2	60
4	1	EO	16	12	13	17	2	60
5	1	FPP	18	13	10	17	2	60
6	1	FBI	16	11	12	15	3	57
7	1	FVC	14	13	13	14	2	56
8	1	FAS	18	12	13	13	2	58
9	1	GDBG	15	12	12	14	2	55
10	1	IJA	15	13	11	16	3	58
11	1	MK	18	14	13	17	3	65
12	1	MP	16	13	12	17	2	60
13	1	MBP	20	13	13	15	3	64
14	1	MH	17	13	13	12	3	58
15	1	NW	14	13	13	16	2	58
16	1	NAMA	16	13	13	13	2	57

17	1	NA	15	13	12	17	3	60
18	1	N	21	13	13	14	2	63
19	1	RP	17	12	13	13	3	58
20	1	RF	17	13	12	16	2	60
21	1	RDZ	21	13	13	14	3	64
22	1	RP	15	12	11	16	2	56
23	1	SPR	21	13	12	17	2	65
24	1	SDW	14	13	13	17	2	59

### THE SCORES POST-TEST CONTROL CLASS

No	Rater	Students Initial	The Five Indicators For Scoring The Data					Score
			Content (13-30)	Organizatiton (7-20)	Vocabulary (7-20)	Langu age Use (5-25)	Mecha nics (2-5)	
1	1	AOP	18	13	13	16	3	63
2	1	ADR	18	13	12	16	2	61
3	1	AR	17	11	13	14	2	57
4	1	ASCS	19	14	13	12	3	61
5	1	AF	17	11	12	13	2	55
6	1	AGR	20	13	12	15	3	63
7	1	AAS	22	14	14	13	3	66
8	1	DAP	15	13	11	12	3	54
9	1	FJ	23	12	12	11	3	61
10	1	F	16	11	13	14	2	56
11	1	HA	16	13	13	16	2	60
12	1	IK	17	12	13	12	2	56
13	1	JN	22	13	13	13	3	64
14	1	MAP	16	12	11	13	2	54
15	1	MRP	18	13	12	14	2	61
16	1	MA	16	13	13	16	2	60
17	1	MR	16	11	13	17	2	59
18	1	MRA	15	13	11	16	2	57
19	1	NS	14	12	11	14	2	53
20	1	NFDY	16	13	12	14	2	57

21	1	PL	19	13	12	15	3	62
22	1	RSAH	20	13	13	16	3	65
23	1	SR	17	13	13	17	2	62
24	1	RPS	17	13	13	14	2	59

**THE SCORES POST-TEST EXPERIMENT CLASS**

No	Rater	Students Initial	The Five Indicators For Scoring The Data					Score
			Content (13-30)	Organizatiton (7-20)	Vocabulary (7-20)	Langu age Use (5-25)	Mecha nics (2-5)	
1	1	AP	23	15	14	18	3	73
2	1	AA	22	14	14	18	3	71
3	1	ARA	25	16	17	19	4	81
4	1	EO	17	13	14	13	2	59
5	1	FPP	23	17	15	18	3	76
6	1	FBI	22	14	16	18	3	73
7	1	FVC	18	15	14	16	2	65
8	1	FAS	24	16	15	18	4	77
9	1	GDBG	24	14	15	18	3	74
10	1	IJA	22	14	16	18	3	73
11	1	MK	25	16	15	21	4	81
12	1	MP	23	14	14	19	3	73
13	1	MBP	18	17	16	15	2	68
14	1	MH	24	17	16	18	3	78
15	1	NW	17	13	13	13	3	59
16	1	NAMA	23	14	14	21	3	75



17	1	NA	24	14	14	19	3	73
18	1	N	25	17	16	18	3	79
19	1	RP	20	13	13	17	2	65
20	1	RF	25	16	15	19	3	78
21	1	RDZ	25	15	14	20	3	77
22	1	RP	24	17	15	21	4	81
23	1	SPR	19	13	13	15	3	63
24	1	SDW	25	16	16	19	3	79

## Silabus

Mata Pelajaran : Bahasa Inggris  
Satuan Pendidikan : SMP / MTs  
Kelas / Semester : VII

### Kompetensi Inti:

- **KI1 dan KI2:**

1. Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

- **KI3:**

1. Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

- **KI4:**

1. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi pembelajaran	Kegiatan pembelajaran
<p>3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, benda, dan tempat wisata sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial <ul style="list-style-type: none"> <li>- Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik.</li> </ul> </li> <li>• <b>Struktur Teks</b> <ul style="list-style-type: none"> <li>- Identifikasi (nama keseluruhan dan bagian)</li> <li>- Sifat yang menjadi pencirinya.</li> <li>- Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, tempat wisata atau benda yang dibicarakan.</li> </ul> </li> <li>• <b>Unsur Kebahasaan</b> <ul style="list-style-type: none"> <li>- Kalimat deklaratif (positif dan negatif), dan interrogative (Yes/No question; Whquestion), dalam simple present tense.</li> <li>- Nominal singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> </ul> </li> <li>• <b>Topik</b> <ul style="list-style-type: none"> <li>- Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda binatang-binatang dan tempat wisata yang ada yang disertai foto atau gambar yang menarik.</li> <li>- Bertanya tentang informasi yang terkait di dalam teks tersebut.</li> <li>- Menggunakan alat analisis (tabel atau bagan) untuk mempelajari sistematika deskripsi yang diterapkan.</li> <li>- Mengamati suatu benda/binatang/orang/tempat yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengkritik/ menyatakan kekaguman/mempromosikan.</li> <li>- Secara individu dengan bantuan gambar yang menarik membuat teks deskripsi tentang kota atau desanya tempat wisata untuk mempromosikan.</li> <li>- Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang dating membacanya.</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>

	<p>terdapat di rumah, sekolah, tempat wisata dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.</p>	
<p>4.7 Teks deskriptif  4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, benda, dan tempat wisata.  4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, benda, dan tempat wisata dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> <li>• Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, benda, dan tempat wisata dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</li> <li>• Menulis teks tulis sederhana tentang deskripsi orang, binatang, benda dan tempat wisata, pendek dan sederhana sesuai konteks</li> <li>• Menulis teks tulis sederhana tentang orang, binatang, benda, dan tempat wisata, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</li> </ul>	

## **Rencana Pelaksanaan Pembelajaran (RPP )**

Satuan Pendidikan : SMP NEGERI 10 REJANG LEBONG  
Mata Pelajaran : Bahasa Inggris  
(Tema/Sub Tema ) : Descriptive Text  
Kelas/ Semester : VII / 1  
Materi Pokok : Descriptive text about person/family  
Alokasi Waktu : 4 x 45 menit

### **A. Kompetensi Inti**

- **KI1 dan KI2:** Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori

**B. Kompetensi Dasar dan Indikator**

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN
<p><b>3.10.</b>Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, hewan, benda, dan tempat wisata sangat pendek dan sederhana, sesuai konteks penggunaannya.</p>	<p><b>3.7.3</b> Membandingkan dua teks deskriptif terkait orang, hewan, maupun benda yang berbeda.</p> <p><b>3.7.4</b> Menggunakan pola simple present dalam teks deskriptif.</p> <p><b>Indikator Kunci</b></p> <p><b>3.7.21</b> Membandingkan fungsi sosial beberapa teks tulis teks deskriptif dengan memberi dan meminta informasi terkait dengan deskripsi orang,hewan, benda, dan tempat wisata sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p><b>3.7.24</b> Membandingkan struktur teks beberapa teks tulis teks deskriptif dengan memberi dan meminta informasi terkait dengan deskripsi orang,hewan, benda,dan tempat wisata sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p><b>3.7.27</b> Membandingkan unsur kebahasaan beberapateks tulis teks deskriptif dengan memberi dan meminta informasi terkait dengan deskripsi orang, hewan, benda, dan tempat wisata sangat pendek dan sederhana, sesuai dengan konteks</p>
<p><b>4.7.2</b> Melengkapi teks deskriptive rumpang tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks dengan deskripsi orang, hewan, benda, dan tempat wisata sangat pendek dan sederhana, sesuai dengan kontek penggunaannya</p> <p><b>4.7.3</b> Menyusun ulang teks-teks deskriptif tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks dengan deskripsi orang, hewan, benda, dan tempat wisata sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p><b>4.7.4</b> Menceritakan ulang teks deskriptif secara lisan terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskripsi orang, hewan, benda, dan tempat wisata sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</p>

### **C. Tujuan Pembelajaran**

Melalui pembelajaran berbasis teks, peserta didik terampil mengidentifikasi dan membedakan fungsi sosial, struktur teks dan unsur kebahasaan, serta mampu menjawab pertanyaan terkait dan menyusun teks deskriptif tentang orang/keluarga

### **D. Materi Pembelajaran**

- Fungsi sosial  
Membanggakan, mengenalkan, mengidentifikasi
- Struktur teks  
Identification: berisi pernyataan umum mengenai subyek yang di bicarakan/dibahas.  
Description: berisi pernyataan sifat(ukuran, warna, jumlah, bentuk, dsb) dan fungsi(manfaat, tindakan, dan kebiasaan)
- Unsur kebahasaan  
Kosakata dan istilah terkait dengan topik yang telah di tentukan kalimat deklaratif dan interogatif dalam tenses yang benar  
Ucapan, tekanan kata, intonasi, ejaan dan tanda baca.
- Cara menulis teks deskriptif  
Menentukan topik teks deskriptif yang akan dibuat  
Mengumpulkan data dan informasi terkait topik teks deskriptif  
Menyusun teks deskriptif yang di buat  
Melakukan revisi teks deskriptif yang sudah di susun

### **E. Metode Pembelajaran**

Collaborative writing

### **F. Media/Alat, Materi dan Sumber Pembelajaran**

Media : Text book, picture

Materi : Fungsi sosial teks deskriptif, struktur teks deskriptif, unsur kebahasaan teks deskriptif dan contoh teks deskriptif

Sumber belajar : English for grade VII, English grammar and vocabullary

### **G. Kegiatan pembelajaran**

#### **Pertemuan pertama**

#### **Kegiatan pendahuluan**

1. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran

2. Melakukan ice breaking untuk menyemangati kelas dengan sebuah permainan
3. Menjelaskan tujuan pembelajaran atau kegiatan yang siswa akan lakukan untuk mencapai tujuan tersebut.

### **Kegiatan inti**

1. Guru menjelaskan descriptive text tentang orang
2. Guru menjelaskan generic structure dan language feature dan function dalam descriptive text
3. Guru menjelaskan tentang pembelajaran collaborative writing
4. Guru membagi beberapa kelompok, masing-masing terdiri dari empat siswa
5. Guru menentukan topik masing-masing kelompok yang berkaitan dengan orang
6. Setiap kelompok mulai menguraikan dan saling berpendapat tentang informasi yang mereka kumpulkan tentang topik yang telah ditentukan
7. Siswa mulai memikirkan tujuan tulisan mereka struktur penulisan dan unsur kebahasaan
8. Guru menyampaikan kepada setiap kelompok untuk saling bekerja sama dan menulis descriptive text tentang orang berdasarkan ide mereka sendiri
9. Guru menyampaikan bahwa hasil dari teks mereka adalah draft pertama
10. Setiap kelompok merevisi untuk membaca teks untuk mengoreksi tulisannya
11. Setelah di revisi setiap kelompok menulis kembali teksnya dan di kumpulkan pada guru

### **Kegiatan penutup**

1. Guru mengulas kembali yang telah dipelajari tentang descriptive text dengan bertanya kepada siswa
2. Guru menanyakan kembali unsur kebahasaan dan struktur teks descriptive text
3. Guru menyampaikan rencana kegiatan untuk pertemuan berikutnya
4. Guru menutup pertemuan dengan doa



## **Pertemuan ke dua**

### **Kegiatan pendahuluan**

1. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran
2. Melakukan ice breaking untuk menyemangati kelas dengan sebuah permainan
3. Menjelaskan tujuan pembelajaran atau kegiatan yang siswa akan lakukan untuk mencapai tujuan tersebut.
4. Guru memeriksa prior knowledge siswa dengan mengajukan pertanyaan tentang pertemuan sebelumnya

### **Kegiatan inti**

1. Guru meminta masing-masing kelompok untuk maju dan menjelaskan tentang teks mereka
2. Siswa membacakan hasil tulisan keleompoknya
3. Guru memberikan kritik dan saran setiap kelompok

### **Kegiatan penutup**

1. Guru me-review pembahasan pada kegiatan latihan yang sudah di kerjakan pertemuan sebelumnya
2. Guru menutup pertemuan dengan doa.

## **H. Penilaian**

Penilaian sikap : Observasi/ Pengamatan

Penilaian pengetahuan: Tes Tulisan

Penilaian keterampilan: Praktek

## I. Bentuk Instrument

Teks Deskriptif

## J. Pedoman Penilaian

### Scoring Rubric for Assessing Descriptive text

Adapted from Jacob et al's (1981)

Aspect	Score	Performance Descriptive
Content	30-27	<b>EXCELLENT TO VERY GOOD:</b> knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	26-22	<b>GOOD TO AVERAGE:</b> some knowledge of the subject, adequate range, limited development of thesis lacks of detail, mostly relevant the topic.
	21-17	<b>FAIR TO POOR:</b> Limited knowldage of subject, little substance,inade quate development of topic.
	16-13	<b>VERY POOR:</b> Does not show knowldage of subject, non-substantive, not pertinent, or not enuagh to evaluate.
Organization	20-18	<b>EXCELLENT TO VERY GOOD:</b> fluent expression, ideas clearly stated/ supported, succinct, well organized, logical sequencing, cohesive.
	17-14	<b>GOOD TO AVERAGE:</b> somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	<b>FAIR TO POOR:</b> non-fluent, ideas confused or disconnected lacks of logical sequencing and development.
	9-7	<b>VERY POOR:</b> does not communicate, no organization, or not enough to evaluate.
Vocabulary	20-18	<b>EXCELLENT TO VERY GOOD:</b> sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.
	17-14	<b>GOOD TO AVERAGE:</b> adequate range, occasional errors of word/ idiom form, choice, usage, but meaning not obscured.
	13-10	<b>FAIR TO POOR:</b> limited range, frequent errors of word/ idiom form, choice, usage, meaning, confused or obscured.
	9-7	<b>VERY POOR:</b> essentially translation, little knowledge of English vocabulary, idioms, word, form, OR not enough to evaluate.
	25-22	<b>EXCELLENT TO VERY GOOD:</b> effective complex construction, few errors agreement, tense, number, word order/ function, articles, pronouns, preposition.
	21-18	<b>GOOD TO AVERAGE:</b> effective but simple construction, minor problems in complex, construction, several errors of agreement, tense, number, word order/

<b>Language Use</b>		function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	<b>FAIR TO POOR:</b> major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	<b>VERY POOR:</b> virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate.
<b>Mechanics</b>	5	<b>EXCELLENT TO VERY GOOD:</b> demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	<b>GOOD TO AVERAGE:</b> occasional errors of spelling, punctuation, paragraphing but meaning not obscured.
	3	<b>FAIR TO POOR:</b> frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	<b>VERY POOR:</b> mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate.

The range of score is 100 max can be explained as follows:

<b>85 – 100</b>	Excellent
<b>70 – 84</b>	Good
<b>60 – 69</b>	Fair
<b>50 – 59</b>	Poor
<b>0-49</b>	Fail

## **Rencana Pelaksanaan Pembelajaran (RPP )**

Satuan Pendidikan : SMP NEGERI 10 REJANG LEBONG  
Mata Pelajaran : Bahasa Inggris  
(Tema/Sub Tema ) : Descriptive Text  
Kelas/ Semester : VII / 1  
Materi Pokok : Descriptive text about animal  
Alokasi Waktu : 4 x 45 menit

### **A. Kompetensi Inti**

- **KI1 dan KI2:** Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori

## B. Kompetensi Dasar dan Indikator

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN
<p><b>3.10.</b>Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, hewan, benda, dan tempat wisata sangat pendek dan sederhana, sesuai konteks penggunaannya.</p>	<p><b>3.7.3</b> Membandingkan dua teks deskriptif terkait orang, hewan, maupun benda yang berbeda.</p> <p><b>3.7.4</b> Menggunakan pola simple present dalam teks deskriptif.</p> <p><b>Indikator Kunci</b></p> <p><b>3.7.21</b> Membandingkan fungsi sosial beberapa teks tulis teks deskriptif dengan memberi dan meminta informasi terkait dengan deskripsi orang,hewan, benda, dan tempat wisata sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p><b>3.7.24</b> Membandingkan struktur teks beberapa tulis teks deskriptif dengan memberi dan meminta informasi terkait dengan deskripsi orang,hewan, benda,dan tempat wisata sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p><b>3.7.27</b> Membandingkan unsur kebahasaan beberapateks tulis teks deskriptif dengan memberi dan meminta informasi terkait dengan deskripsi orang, hewan, benda, dan tempat wisata sangat pendek dan sederhana, sesuai dengan konteks</p>
<p><b>4.7.2</b> Melengkapi teks deskriptive rumpang tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks dengan deskripsi orang, hewan, benda, dan tempat wisata sangat pendek dan sederhana, sesuai dengan kontek penggunaannya</p> <p><b>4.7.3</b> Menyusun ulang teks-teks deskriptif tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks dengan deskripsi orang, hewan, benda, dan tempat wisata sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p><b>4.7.4</b> Menceritakan ulang teks deskriptif secara lisan terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskripsi orang, hewan, benda, dan tempat wisata sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</p>

### **C. Tujuan Pembelajaran**

Melalui pembelajaran berbasis teks, peserta didik terampil mengidentifikasi dan membedakan fungsi sosial, struktur teks dan unsur kebahasaan, serta mampu menjawab pertanyaan terkait dan menyusun teks deskriptif tentang hewan/ animal

### **D. Materi Pembelajaran**

- Fungsi sosial  
Membangungkan, mengenalkan, mengidentifikasi
- Struktur teks  
Identification: berisi pernyataan umum mengenai subyek yang di bicarakan/dibahas.  
Description: berisi pernyataan sifat(ukuran, warna, jumlah, bentuk, dsb) dan fungsi(manfaat, tindakan, dan kebiasaan)
- Unsur kebahasaan  
Kosakata dan istilah terkait dengan topik yang telah di tentukan kalimat deklaratif dan interogatif dalam tenses yang benar  
Ucapan, tekanan kata, intonasi, ejaan dan tanda baca.
- Cara menulis teks deskriptif  
Menentukan topik teks deskriptif yang akan dibuat  
Mengumpulkan data dan informasi terkait topik teks deskriptif  
Menyusun teks deskriptif yang di buat  
Melakukan revisi teks deskriptif yang sudah di susun

## **E. Metode Pembelajaran**

Collaborative writing

## **F. Media/Alat, Materi dan Sumber Pembelajaran**

Media: text book, picture

Materi: Fungsi sosial teks deskriptif, struktur teks deskriptif, unsur kebahasaan teks deskriptif dan contoh teks deskriptif

Sumber belajar: English for grade VII, English grammar and vocabulary

## **G. Kegiatan pembelajaran**

### **Pertemuan ke tiga**

#### **Kegiatan pendahuluan**

1. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran
2. Melakukan ice breaking untuk menyemangati kelas dengan sebuah permainan
3. Menjelaskan tujuan pembelajaran atau kegiatan yang siswa akan lakukan untuk mencapai tujuan tersebut.

#### **Kegiatan inti**

1. Guru menjelaskan descriptive text tentang hewan/animal
2. Guru menjelaskan generic structure dan language feature dan function dalam descriptive text
3. Guru menjelaskan tentang pembelajaran collaborative writing
4. Guru membagi beberapa kelompok, masing-masing terdiri dari empat siswa
5. Guru menentukan topik masing-masing kelompok yang berkaitan dengan hewan/animal
6. Setiap kelompok mulai menguraikan dan saling berpendapat tentang informasi yang mereka kumpulkan tentang topik yang telah ditentukan
7. Siswa mulai memikirkan tujuan tulisan mereka struktur penulisan dan unsur kebahasaan
8. Guru menyampaikan kepada setiap kelompok untuk saling bekerja sama dan menulis descriptive text tentang hewan/animal berdasarkan ide mereka sendiri
9. Guru menyampaikan bahwa hasil dari teks mereka adalah draft pertama
10. Setiap kelompok merevisi untuk membaca teks untuk mengoreksi tulisannya
11. Setelah di revisi setiap kelompok menulis kembali teksnya dan di kumpulkan pada guru

### **Kegiatan penutup**

1. Guru mengulas kembali yang telah di pelajari tentang descriptive text dengan bertanya kepada siswa
2. Guru menanyakan kembali unsur kebahasaan dan struktur teks descriptive text
3. Guru menyampaikan rencana kegiatan untuk pertemuan berikutnya
4. Guru menutup pertemuan dengan doa

### **Pertemuan ke empat**

#### **Kegiatan pendahuluan**

1. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran
2. Melakukan ice breaking untuk menyemangati kelas dengan sebuah permainan
3. Menjelaskan tujuan pembelajaran atau kegiatan yang siswa akan lakukan untuk mencapai tujuan tersebut.
4. Guru memeriksa prior knowledge siswa dengan mengajukan pertanyaan tentang pertemuan sebelumnya.

#### **Kegiatan inti**

1. Guru meminta masing-masing kelompok untuk maju dan menjelaskan tentang teks mereka
2. Siswa membacakan hasil tulisan keleompoknya
3. Guru memberikan kritik dan saran setiap kelompok

#### **Kegiatan penutup**

1. Guru me-review pembahasan pada kegiatan latihan yang sudah di kerjakan pertemuan sebelumnya
2. Guru menutup pertemuan dengan doa.

### **H. Penilaian**

Penilaian sikap : Observasi/ Pengamatan

Penilaian pengetahuan: Tes Tulisan

Penilaian keterampilan: Praktek



## I. Bentuk Instrument

Teks Deskriptif

## J. Pedoman Penilaian

### Scoring Rubric for Assessing Descriptive text

Adapted from Jacob et al's (1981)

Aspect	Score	Performance Descriptive
Content	30-27	<b>EXCELLENT TO VERY GOOD:</b> knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	26-22	<b>GOOD TO AVERAGE:</b> some knowledge of the subject, adequate range, limited development of thesis lacks of detail, mostly relevant the topic.
	21-17	<b>FAIR TO POOR:</b> Limited knowledge of subject, little substance, inadequate development of topic.
	16-13	<b>VERY POOR:</b> Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
Organization	20-18	<b>EXCELLENT TO VERY GOOD:</b> fluent expression, ideas clearly stated/ supported, succinct, well organized, logical sequencing, cohesive.
	17-14	<b>GOOD TO AVERAGE:</b> somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	<b>FAIR TO POOR:</b> non-fluent, ideas confused or disconnected lacks of logical sequencing and development.
	9-7	<b>VERY POOR:</b> does not communicate, no organization, or not enough to evaluate.
Vocabulary	20-18	<b>EXCELLENT TO VERY GOOD:</b> sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.
	17-14	<b>GOOD TO AVERAGE:</b> adequate range, occasional errors of word/ idiom form, choice, usage, but meaning not obscured.
	13-10	<b>FAIR TO POOR:</b> limited range, frequent errors of word/ idiom form, choice, usage, meaning, confused or obscured.
	9-7	<b>VERY POOR:</b> essentially translation, little knowledge of English vocabulary, idioms, word, form, OR not enough to evaluate.
	25-22	<b>EXCELLENT TO VERY GOOD:</b> effective complex construction, few errors agreement, tense, number, word order/ function, articles, pronouns, preposition.
	21-18	<b>GOOD TO AVERAGE:</b> effective but simple construction, minor problems in complex, construction, several errors of agreement, tense, number, word order/

<b>Language Use</b>		function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	<b>FAIR TO POOR:</b> major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	<b>VERY POOR:</b> virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate.
<b>Mechanics</b>	5	<b>EXCELLENT TO VERY GOOD:</b> demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	<b>GOOD TO AVERAGE:</b> occasional errors of spelling, punctuation, paragraphing but meaning not obscured.
	3	<b>FAIR TO POOR:</b> frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	<b>VERY POOR:</b> mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate.

**The range of score is 100 max can be explained as follows:**

<b>85 – 100</b>	Excellent
<b>70 – 84</b>	Good
<b>60 – 69</b>	Fair
<b>50 – 59</b>	Poor
<b>0-49</b>	Fail

## **Rencana Pelaksanaan Pembelajaran (RPP )**

Satuan Pendidikan : SMP NEGERI 10 REJANG LEBONG  
Mata Pelajaran : Bahasa Inggris  
(Tema/Sub Tema ) : Descriptive Text  
Kelas/ Semester : VII / 1  
Materi Pokok : Descriptive text about plant  
Alokasi Waktu : 4 x 45 menit

### **A. Kompetensi Inti**

- **KI1 dan KI2:** Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori

## B. Kompetensi Dasar dan Indikator

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN
<p><b>3.10.</b>Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, hewan, benda, dan tempat wisata sangat pendek dan sederhana, sesuai konteks penggunaannya.</p>	<p><b>3.7.3</b> Membandingkan dua teks deskriptif terkait orang, hewan, maupun benda yang berbeda.</p> <p><b>3.7.4</b> Menggunakan pola simple present dalam teks deskriptif.</p> <p><b>Indikator Kunci</b></p> <p><b>3.7.21</b> Membandingkan fungsi sosial beberapa teks tulis teks deskriptif dengan memberi dan meminta informasi terkait dengan deskripsi orang,hewan, benda, dan tempat wisata sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p><b>3.7.24</b> Membandingkan struktur teks beberapa tulis teks deskriptif dengan memberi dan meminta informasi terkait dengan deskripsi orang,hewan, benda,dan tempat wisata sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p><b>3.7.27</b> Membandingkan unsur kebahasaan beberapateks tulis teks deskriptif dengan memberi dan meminta informasi terkait dengan deskripsi orang, hewan, benda, dan tempat wisata sangat pendek dan sederhana, sesuai dengan konteks</p>
<p><b>4.7.2</b> Melengkapi teks deskriptive rumpang tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks dengan deskripsi orang, hewan, benda, dan tempat wisata sangat pendek dan sederhana, sesuai dengan kontek penggunaannya</p> <p><b>4.7.3</b> Menyusun ulang teks-teks deskriptif tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks dengan deskripsi orang, hewan, benda, dan tempat wisata sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p><b>4.7.4</b> Menceritakan ulang teks deskriptif secara lisan terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskripsi orang, hewan, benda, dan tempat wisata sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</p>

### **C. Tujuan Pembelajaran**

Melalui pembelajaran berbasis teks, peserta didik terampil mengidentifikasi dan membedakan fungsi sosial, struktur teks dan unsur kebahasaan, serta mampu menjawab pertanyaan terkait dan menyusun teks deskriptif tentang benda.

### **D. Materi Pembelajaran**

- Fungsi sosial  
Membanggakan, mengenalkan, mengidentifikasi
- Struktur teks  
Identification: Berisi pernyataan umum mengenai subyek yang di bicarakan/dibahas.  
Description: Berisi pernyataan sifat(ukuran, warna, jumlah, bentuk, dsb) dan fungsi(manfaat, tindakan, dan kebiasaan)
- Unsur kebahasaan  
Kosakata dan istilah terkait dengan topik yang telah di tentukan kalimat deklaratif dan interogatif dalam tenses yang benar  
Ucapan, tekanan kata, intonasi, ejaan dan tanda baca.
- Cara menulis teks deskriptif  
Menentukan topik teks deskriptif yang akan dibuat  
Mengumpulkan data dan informasi terkait topik teks deskriptif  
Menyusun teks deskriptif yang di buat  
Melakukan revisi teks deskriptif yang sudah di susun

## **E. Metode Pembelajaran**

Collaborative writing

## **F. Media/Alat, Materi dan Sumber Pembelajaran**

Media: text book, picture

Materi: Fungsi sosial teks deskriptif, struktur teks deskriptif, unsur kebahasaan teks deskriptif dan contoh teks deskriptif

Sumber belajar: English for grade VII, English grammar and vocabullary

## **G. Kegiatan pembelajaran**

### **Pertemuan ke lima**

#### **Kegiatan pendahuluan**

1. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran
2. Melakukan ice breaking untuk menyemangati kelas dengan sebuah permainan
3. Menjelaskan tujuan pembelajaran atau kegiatan yang siswa akan lakukan untuk mencapai tujuan tersebut.

#### **Kegiatan inti**

1. Guru menjelaskan descriptive text tentang benda
2. Guru menjelaskan generic structure dan language feature dan function dalam descriptive text
3. Guru menjelaskan tentang pembelajaran collaborative writing
4. Guru membagi beberapa kelompok, masing-masing terdiri dari empat siswa
5. Guru menentukan topik masing-masing kelompok yang berkaitan dengan benda
6. Setiap kelompok mulai menguraikan dan saling berpendapat tentang informasi yang mereka kumpulkan tentang topik yang telah ditentukan
7. Siswa mulai memikirkan tujuan tulisan mereka struktur penulisan dan unsur kebahasaan
8. Guru menyampaikan kepada setiap kelompok untuk saling bekerja sama dan menulis descriptive text tentang benda berdasarkan ide mereka sendiri
9. Guru menyampaikan bahwa hasil dari teks mereka adalah draft pertama
10. Setiap kelompok merevisi untuk membaca teks untuk mengoreksi tulisannya
11. Setelah di revisi setiap kelompok menulis kembali teksnya dan di kumpulkan pada guru

#### **Kegiatan penutup**

1. Guru mengulas kembali yang telah di pelajari tentang descriptive text dengan bertanya kepada siswa
2. Guru menanyakan kembali unsur kebahasaan dan struktur teks descriptive text
3. Guru menyampaikan rencana kegiatan untuk pertemuan berikutnya
4. Guru menutup pertemuan dengan doa

### **Pertemuan ke enam**

#### **Kegiatan pendahuluan**

1. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran
2. Melakukan ice breaking untuk menyemangati kelas dengan sebuah permainan
3. Menjelaskan tujuan pembelajaran atau kegiatan yang siswa akan lakukan untuk mencapai tujuan tersebut.
4. Guru memeriksa prior knowledge siswa dengan mengajukan pertanyaan tentang pertemuan sebelumnya

#### **Kegiatan inti**

1. Guru meminta masing-masing kelompok untuk maju dan menjelaskan tentang teks mereka
2. Siswa membacakan hasil tulisan keleompoknya
3. Guru memberikan kritik dan saran setiap kelompok

#### **Kegiatan penutup**

1. Guru me-review pembahasan pada kegiatan latihan yang sudah di kerjakan pertemuan sebelumnya
2. Guru menutup pertemuan dengan doa.

### **H. Penilaian**

Penilaian sikap : Observasi/ Pengamatan

Penilaian pengetahuan: Tes Tulisan

Penilaian keterampilan: Praktek

## I. Bentuk Instrument

Teks Deskriptif

## J. Pedoman Penilaian

### Scoring Rubric for Assesing Descriptive text

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	21-18	<b>GOOD TO AVERAGE:</b> effective but simple construction, minor problems in complex, construction,



<b>Language Use</b>		several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
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	10-5	<b>VERY POOR:</b> virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate.
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	4	<b>GOOD TO AVERAGE:</b> occasional errors of spelling, punctuation, paragraphing but meaning not obscured.
	3	<b>FAIR TO POOR:</b> frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	<b>VERY POOR:</b> mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate.

**The range of score is 100 max can be explained as follows:**

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<b>50 – 59</b>	Poor
<b>0-49</b>	Fail

## **Rencana Pelaksanaan Pembelajaran (RPP )**

Satuan Pendidikan : SMP NEGERI 10 REJANG LEBONG  
Mata Pelajaran : Bahasa Inggris  
(Tema/Sub Tema ) : Descriptive Text  
Kelas/ Semester : VII / 1  
Materi Pokok : Descriptive text about tourism place  
Alokasi Waktu : 4 x 45 menit

### **A. Kompetensi Inti**

- **KI1 dan KI2:** Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumberlain yang sama dalam sudut pandang teori

## B. Kompetensi Dasar dan Indikator

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN
<p><b>3.10.</b>Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, hewan, benda, dan tempat wisata sangat pendek dan sederhana, sesuai konteks penggunaannya.</p>	<p><b>3.7.3</b> Membandingkan dua teks deskriptif terkait orang, hewan, maupun benda yang berbeda.</p> <p><b>3.7.4</b> Menggunakan pola simple present dalam teks deskriptif.</p> <p><b>Indikator Kunci</b></p> <p><b>3.7.21</b> Membandingkan fungsi sosial beberapa teks tulis teks deskriptif dengan memberi dan meminta informasi terkait dengan deskripsi orang,hewan, benda, dan tempat wisata sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p><b>3.7.24</b> Membandingkan struktur teks beberapa tulis teks deskriptif dengan memberi dan meminta informasi terkait dengan deskripsi orang,hewan, benda,dan tempat wisata sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p><b>3.7.27</b> Membandingkan unsur kebahasaan beberapateks tulis teks deskriptif dengan memberi dan meminta informasi terkait dengan deskripsi orang, hewan, benda, dan tempat wisata sangat pendek dan sederhana, sesuai dengan konteks</p>
<p><b>4.7.2</b> Melengkapi teks deskriptive rumpang tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks dengan deskripsi orang, hewan, benda, dan tempat wisata sangat pendek dan sederhana, sesuai dengan kontek penggunaannya</p> <p><b>4.7.3</b> Menyusun ulang teks-teks deskriptif tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks dengan deskripsi orang, hewan, benda, dan tempat wisata sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p><b>4.7.4</b> Menceritakan ulang teks deskriptif secara lisan terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskripsi orang, hewan, benda, dan tempat wisata sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</p>

### **C. Tujuan Pembelajaran**

Melalui pembelajaran berbasis teks, peserta didik terampil mengidentifikasi dan membedakan fungsi sosial, struktur teks dan unsur kebahasaan, serta mampu menjawab pertanyaan terkait dan menyusun teks deskriptif tentang tempat wisata/tourism place.

### **D. Materi Pembelajaran**

- Fungsi sosial  
Membanggakan, mengenalkan, mengidentifikasi
- Struktur teks  
Identification: Berisi pernyataan umum mengenai subyek yang di bicarakan/dibahas.  
Description: Berisi pernyataan sifat(ukuran, warna, jumlah, bentuk, dsb) dan fungsi(manfaat, tindakan, dan kebiasaan)
- Unsur kebahasaan  
Kosakata dan istilah terkait dengan topik yang telah di tentukan kalimat deklaratif dan interogatif dalam tenses yang benar  
Ucapan, tekanan kata, intonasi, ejaan dan tanda baca.
- Cara menulis teks deskriptif  
Menentukan topik teks deskriptif yang akan dibuat  
Mengumpulkan data dan informasi terkait topik teks deskriptif  
Menyusun teks deskriptif yang di buat  
Melakukan revisi teks deskriptif yang sudah di susun

### **E. Metode Pembelajaran**

Collaborative writing

### **F. Media/Alat, Materi dan Sumber Pembelajaran**

Media: text book, picture

Materi: Fungsi sosial teks deskriptif, struktur teks deskriptif, unsur kebahasaan teks deskriptif dan contoh teks deskriptif

Sumber belajar: English for grade VII, English grammar and vocabullary

### **G. Kegiatan pembelajaran**

## **Pertemuan ke tujuh**

### **Kegiatan pendahuluan**

1. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran
2. Melakukan ice breaking untuk menyemangati kelas dengan sebuah permainan
3. Menjelaskan tujuan pembelajaran atau kegiatan yang siswa akan lakukan untuk mencapai tujuan tersebut.

### **Kegiatan inti**

1. Guru menjelaskan descriptive text tentang tempat wisata/tourism place
2. Guru menjelaskan generic structure dan language feature dan function dalam descriptive text
3. Guru menjelaskan tentang pembelajaran collaborative writing
4. Guru membagi beberapa kelompok, masing-masing terdiri dari empat siswa
5. Guru menentukan topik masing-masing kelompok yang berkaitan dengan tempat wisata/ tourism place
6. Setiap kelompok mulai menguraikan dan saling berpendapat tentang informasi yang mereka kumpulkan tentang topik yang telah ditentukan
7. Siswa mulai memikirkan tujuan tulisan mereka struktur penulisan dan unsur kebahasaan
8. Guru menyampaikan kepada setiap kelompok untuk saling bekerja sama dan menulis descriptive text tentang tempat wisata/ tourism place berdasarkan ide mereka sendiri
9. Guru menyampaikan bahwa hasil dari teks mereka adalah draft pertama
10. Setiap kelompok merevisi untuk membaca teks untuk mengoreksi tulisannya
11. Setelah di revisi setiap kelompok menulis kembali teksnya dan di kumpulkan pada guru

### **Kegiatan penutup**

1. Guru mengulas kembali yang telah dipelajari tentang descriptive text dengan bertanya

kepada siswa

2. Guru menanyakan kembali unsur kebahasaan dan struktur teks descriptive text
3. Guru menyampaikan rencana kegiatan untuk pertemuan berikutnya
4. Guru menutup pertemuan dengan doa

### **Pertemuan ke delapan**

#### **Kegiatan pendahuluan**

1. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran
2. Melakukan ice breaking untuk menyemangati kelas dengan sebuah permainan
3. Menjelaskan tujuan pembelajaran atau kegiatan yang siswa akan lakukan untuk mencapai tujuan tersebut.
4. Guru memeriksa prior knowledge siswa dengan mengajukan pertanyaan tentang pertemuan sebelumnya

#### **Kegiatan inti**

1. Guru meminta masing-masing kelompok untuk maju dan menjelaskan tentang teks mereka
2. Siswa membacakan hasil tulisan keleompoknya
3. Guru memberikan kritik dan saran setiap kelompok

#### **Kegiatan penutup**

1. Guru me-review pembahasan pada kegiatan latihan yang sudah di kerjakan pertemuan sebelumnya
2. Guru menutup pertemuan dengan doa.

### **H. Penilaian**

Penilaian sikap : Observasi/ Pengamatan

Penilaian pengetahuan: Tes Tulisan

Penilaian keterampilan: Praktek

**I. Bentuk Instrument**

Teks Deskriptif

**J. Pedoman Penilaian**

**Scoring Rubric for Assesing Descriptive text**

Adapted from Jacob et al`s (1981)

Aspect	Score	Performance Descriptive
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	17-14	<b>GOOD TO AVERAGE:</b> adequate range, occasional errors of word/ idiom form, choice, usage, but meaning not obscured.
	13-10	<b>FAIR TO POOR:</b> limited range, frequent errors of word/ idiom form, choice, usage, meaning, confused or obscured.
	9-7	<b>VERY POOR:</b> essentially translation, little knowledge of English vocabulary, idioms, word, form, OR not enough to evaluate.
	25-22	<b>EXCELLENT TO VERY GOOD:</b> effective complex construction, few errors agreement, tense, number, word order/ function, articles, pronouns, preposition.
	21-18	<b>GOOD TO AVERAGE:</b> effective but simple

<b>Language Use</b>		construction, minor problems in complex, construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	<b>FAIR TO POOR:</b> major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	<b>VERY POOR:</b> virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate.
<b>Mechanics</b>	5	<b>EXCELLENT TO VERY GOOD:</b> demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	<b>GOOD TO AVERAGE:</b> occasional errors of spelling, punctuation, paragraphing but meaning not obscured.
	3	<b>FAIR TO POOR:</b> frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	<b>VERY POOR:</b> mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate.

The range of score is 100 max can be explained as follows:

<b>85 – 100</b>	Excellent
<b>70 – 84</b>	Good
<b>60 – 69</b>	Fair
<b>50 – 59</b>	Poor
<b>0-49</b>	Fail



### Blue Print Instrument of the Test

No	Kompetensi Dasar	Indikator	Indikator Soal	No Soal	Bentuk Soal
1.	3.2.Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berima dalam konteks kehidupan sehari-hari dalam teks deskriptif.	<p>1. Menjelaskan pengertian, struktur &amp; ciri kebahasaan teks deskriptif.</p> <p>2. Menganalisis struktur &amp; Ciri kebahasaan beberapa contoh teks deskriptif.</p> <p>3. Mengevaluasi topic/ide utama dari beberapa contoh teks deskriptif.</p>	<p>1. Peserta didik dapat menciptakan teks deskriptif sesuai dengan tema yang diberikan</p>	1,2,3	Essay
2.	3.3.Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berima dalam konteks kehidupan sehari-hari dalam teks deskriptif.	<p>1. Menganalisis sebuah topik yang diberikan menjadi sebuah teks deskriptif.</p> <p>1. Membuat teks deskriptif sesuai dengan tema yang diberikan.</p>	<p>1. Peserta didik dapat menciptakan teks deskriptif sesuai dengan tema yang diberikan.</p>	1	Essay

## Written Test

Name :

NIS :

Class :

Semester :

Choose one of the picture and describe **that** what you **are** interested **in**. You have 40 minutes to do this task!

1. Please write descriptive paragraphs about your school !



School



Classroom



Library

## A. Pre-Test

Name :  
NIS :  
Class :  
Semester :

**Please write a Descriptive text based on the criteria below :**

1. Write descriptive paragraphs about one of the Tourism places below:



Pantai Panjang



Kebun Teh



Tebing Suban

2. The Descriptive text consists of 2 generic structures:
3. Identification: Identifies phenomenon place or thing that will bedescribe
  - a. Description: Describes **about** parts, qualities, and characteristics.
  - b. Your Descriptive text must **be** consist~~s~~ of 2 paragraphs

## B. Post-Test

Name :

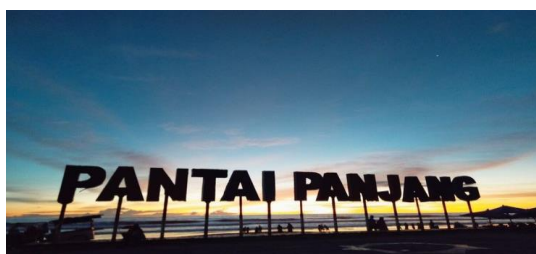
NIS :

Class :

Semester :

Please write a Descriptive text based on the criteria below :

1. Write descriptive paragraphs about one of the Tourism places below:



Pantai Panjang



Kebun Léh



Tebing Suban

2. The Descriptive text consists of 2 generic structures:
3. Identification: Identifies phenomenon place or thing that will bedescribe
  - a. Description: Describes **about** parts, qualities, and characteristics.
  - b. Your Descriptive text must **be** consists of 2 paragraphs

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. Please pay attention to the translation of questionnaire items.

Last, related to your descriptive text test, I suggest you specify the **minimum paragraph** length too (for example at least 5-10 sentences for each paragraph).

August, 2022

Validator

A handwritten signature in black ink, appearing to be 'Nastiti Handayani', written in a cursive style.

Nastiti Handayani, M.Pd

## Written Test

Name :

NIS :

Class :

Semester :

Choose one of the picture and describe what you are interested in. You have 40 minutes to do this task!

1. Please write descriptive paragraphs about your school !



School



Classroom



Library

## Pre -Test

Name :  
NIS :  
Class :  
Semester :

Please write a Descriptive text based on the criteria below :

1. Write descriptive paragraphs about one of the Tourism places below:



Pantai Panjang



Kebun Teh



Tebing Suban

2. The Descriptive text consists of 2 generic structures:
  - a. Identification: Identifies phenomenon place or thing that will be describe
  - b. Description: Describes parts, qualities, and characteristics.
3. Your Descriptive text must consist of 2 paragraphs (each paragraph consists of 5 sentences



## Post-Test

Name :  
NIS :  
Class :  
Semester :

Please write a Descriptive text based on the criteria below :

4. Write descriptive paragraphs about one of the Tourism places below:



Pantai Panjang



Kebun Teh



Tebing Suban

5. The Descriptive text consists of 2 generic structures:
- c. Identification: Identifies phenomenon place or thing that will be describe
  - d. Description: Describes parts, qualities, and characteristics.
6. Your Descriptive text must consist of 2 paragraphs (each paragraph consists of 5 sentences



## . Written-test

Name : Panji Dwi Utomo  
NIS :  
Class : VII-A  
Semester : 1

### School

School SMPN 10 Rejang Lebong adalah sekolah yang berada di tempat sekolah ini terdapat banyak Guru dan ruang kelas yang bersih memiliki lapangan yang sangat luas  
SMPN 10 Rejang Lebong terletak ditempat yang sepi setiap hari senin mengadakan upacara biasanya ada monyet yang duduk diatas atap kelas. sekolah ini dekat dengan hutan tapi sekolahnya bagus banyak pohon dan tanaman bunga

School SMPN 10 Rejang Lebong is a school location in tempel this school has many teacher and classroom clean have wide field  
SMPN 10 Rejang Lebong a quiet place every Monday we ceremony usually monkey sit on the roof class this school around garden but is good school many trees and flower beautiful.

Name : NABILA WULANDARI      Written-test  
NIS :  
Class : VII B  
Semester : I

KELAS VII B

Kelas ini berwarna hijau mempunyai jendela ada tanamannya dan ada bingkai foto siswanya ada 24 orang mempunyai sapu 2 mempunyai daftar piket dan mata pelajaran.

mempunyai jam dinding lantainya sudah berkeramik atapnya sudah perpelan berpapan tulis 12 cewek 12 cowok dan kami sangat suka dikelas ini.

is dis kelas is gr'n color en hake windave hender yard  
ender foto ppen student of tuenti for. en hef brum piketlis  
en lis sabjek

have wall clock filet floor deruf is alredi pelapon whit  
boor, 12 girl 12 boy and we are happy

Written-test

Name : Fitra  
NIS : \_\_\_\_\_  
Class : Kls: 7c  
Semester : (I)

perpustakaan adalah tempat membaca dan  
perpustakaan tempat membaca persama formam  
dan di dalam perpustakaan banyak seperti buku  
cerita dan buku lainnya  
perpustakaan adalah tempat membaca dan mempernamba  
ilmu  
dan di dalam perpustakaan banyak benda yang  
sangat banyak seperti tempat duduk, meja dan  
lantai sejarah

Library is place reading  
Library place reading with friend and library  
have any books story and books and other  
Library is place reading and and novels and  
all in library much tools chair table and library  
books

Pre-test

Name : Indra Kurniawan  
NIS :  
Class : 7c  
Semester : 1

pantai Panjang mempunyai ombak yang besar dan pasir pantai yang putih. disana saya melihat kapal yang besar dan banyak sekali pohon.

disana banyak wisatawan, angin yang sejuk dan air yang asin pemandangan yang indah.

Long beach has big waves and white sand. there I saw a big ship and a lot of trees.

there are many tourists, cool wind and salty water and beautiful view.

Pre-test

Name : Jewika Novrialin  
NIS :  
Class : ac  
Semester : 1

Kebun teh merupakan salah satu wisata yang berada di Kipahiang tempatnya di Kaba Wetan. Kebun teh ini sangat luas dan udaranya dingin.

Di kebun teh ini juga memiliki banyak sekali tempat foto seperti Mountain Valle, kafe dan memiliki pemandangan yang sangat bagus dan sejuk.

Kebun teh is one of the tour located in Kipahiang precisely in Kaba wetan, this tea garden is very wide and the air is cool

This kebun teh has many photo spots in mountain valle, cafe and has very nice cool view.



### Pre-test

Name : Aura Ghea Rainiah  
NIS :  
Class : 7c  
Semester : 1

Tebing suban adalah tempat wisata yang berada di curup. tebing suban adalah tempat wisata yang bagus. dengan semilir angin yang sejuk ada banyak pengunjung. dan disana juga terdapat untuk berfoto.

Tebing suban is a tourist attraction set up in curup. The coastal cliff is a good retreat with cool breeze breeze, there are many visitors and there is also a photo booth.

### Post-test

Name : Aditifa Okta Pranata  
NIS :  
Class : 7 C  
Semester : 1

Pantai Panjang adalah pantai yang sangat dikenal banyak orang karena pantai terkenal dari kota Bengkulu sendiri. Pantai ini sangat ramai dilalui saat malam tahun baru sangat macet banyak orang duakan disana. Pohon-pohon cemara di tepi pantai sangat sejuk membuat suasana pantai semakin nyaman jika malam hari sangat gelap dan seram jika ingin melihat sunset disini sangat bagus, dan disana untuk parkir sudah disediakan cukup luas tetapi sampahunya banyak sekali.

Long beach is a beach that is very well known to many people because of the icon of the city of Bengkulu it self. This beach is very crowded especially when New Year's Eve is very crowded. Many people still there is there if the day is very can make the atmosphere there to the beach more comfortable. If the night is very dark and quiet.

If you want to see the sunset here is very good one there for parking is provided quite spacious, but there is a lot of garbage

### Post-test

Name : Jeccka Novrialin  
NIS :  
Class : 7C  
Semester : I

Kebun teh adalah tempat wisata yang terletak dikepahiang. Jalan kesana agak berliku-liku dan bagi yang pertama kali kesana terkadang suka kesasar karena jalan yang berliku-liku. dikebun teh ini sangat dingin karena tempatnya berada dipuncak. dikebun teh juga ada berbagai orang yang menjual makanan.

The tea garden is located in kepahiang Regency, the road to get there is a bit tortuous and for the first time there some times like to go to in tortuous in this tea garden is very cold because the place is at the top. in the garden there are also a variety of people who sell food.



Post-test

Name : M. Alif Pioningyah  
NIS :  
Class : VII C  
Semester : I

Tebing Suban merupakan wisata ketinggian yg terletak di kota curup. Tebing suban merupakan tempat wisata alam yg sangat indah dan seuasannya sejuk.

Di tebing suban banyak sekali penunjunnya, ada juga cafe dan juga ada tempat bermain dan tempat berfoto yg indah. Diatas ketinggian kita bisa melihat indahnya kota curup dengan pemandangan yg sangat indah sejuk. angin sepi-sepi dan sangat indah.

Tebing Suban is altitude tour which is located in the curup. Tebing Suban is a very beautiful natural tourist spot and a cool atmosphere.

on the tebing suban there are many visitors, there is have cafe and there is also a place to play and a place to take beautiful pictures. we can see the beautiful city of curup with a very beautiful view of the city from here so beautiful.

Pre-test

Name : Melva Abella  
NIS :  
Class : VII.C  
Semester : 1

Tebing suban merupakan tempat wisata yang indah dan sejuk. Di tebing suban banyak pengunjung dan tempat bersantai tebing suban adalah wisata dataran tinggi.

Di tebing suban ada banyak sekali tempat untuk berfoto-foto indah ada juga tempat bermain di tebing suban juga terdapat

Tebing suban is beautiful and cool tourist spot on the tebing suban there are many visitors and place to relax. Tebing suban is high altitude tour.

On the tebing suban there are lots of places to ~~take~~ take beautiful pictures and there are also places to play on the tebing suban there is have care where we can see the beautiful of the city of camp potato garden and the trees.

### Pre-test

Name : Marisa Kirana  
NIS :  
Class : 7b  
Semester : 1

Pantai Panjang adalah tempat yang bagus untuk dikunjungi. Pantai Panjang berada di Bengkulu. Pantai Panjang adalah salah satu tempat wisata yang terkenal di Bengkulu.

Di Pantai Panjang kita bisa menikmati suara ombak yang besar dengan angin yang sejuk. dan di pantai Panjang terdapat banyak sekali wisatawan yang mengunjungi.

Long beach is beautiful place to visit. Long beach location in Bengkulu. Long beach is one of the famous tourist attraction.

In the long beach we can enjoy the sound of big waves with the cool breeze and in long beach there were so many visitors.

Pre-test

Name : FRUZZY VAZILLA CLAUDIA  
NIS :  
Class : 7b  
Semester : I

Kebun tah adalah tempat berwisata yang banyak di  
gemari oleh orang-orang di sana udaranya sangat sejuk  
dandingin. Apalagi di sana pemandangannya sangat indah.

dan di sana banyak kebun teh yg berwarna hijau.  
di sana ada tempat makan, tempat bermain dan saya  
kesana dengan orang tua. di sana banyak sekali orang  
berdagangan.

The tah Garden is a tourist spot that many people  
enjoy doing there the ham is very busy and cold,  
especially in sona the scenery is very beautiful.

and there are a lot of green y Gardens. there is a place to  
eat where to play and I went there with the old people  
there lots of



Post-test

Name : NARSILA WULANDARI  
NIS :  
Class : VII B  
Semester : I

Pantai Panjang merupakan salah satu tempat wisata yang terletak dikota Bengkulu dan sudah dikenal oleh banyak orang, tak heran ketika berkunjung ke pantai panjang kita menjumpai banyak orang apalagi ketika weekend.

dipantai panjang ada banyak penjual makanan, baju dan juga ada orang yang menawarkan untuk foto yang nantinya dicuci. Banyak jenis makanan yang dijual ada pop mie, gorengan, air minum seblak dan nasi banyak lagi kita bisa bermain air ditepi pantai panjang kemudian bisa sambil berfoto-foto

Long Beach is one of the tourist attractions located in the city of Bengkulu and has been known by many people no wonder when visiting long beach we encounter many people especially when the weekend.

in pantai panjang there are many sellers of food, clother and ~~also~~ <sup>also</sup> there are people who offer to take pictures that will be washed. many types of food on sale there pop noodles, friend foods, drinking water, seblak and nasi much more, we can play water on the beach long then can while taking pictures.



Post-test

Name : m.bimbim  
NIS :  
Class : 7b  
Semester : 1

kebun teh adalah tempat yg indah di  
disana banyak wisatawan berkunjung  
kebun teh terletak di ~~kepahyang~~ merupakan  
tempat wisata alam yang sangat indah.  
kebun teh terletak di kepahyang di  
dataran tinggi kebun teh adalah tempat  
wisata dataran tinggi.

ketika kita mengunjungi kebun teh akan  
ada tempat untuk menikmati keindahan  
hijauannya di dalam kebun teh terdapat banyak  
sekalipun tempat untuk berfoto foto yang  
indah

The tea garden is beautiful place where  
many tourists. a tea garden is a beautiful  
nature walk. The tea garden is location in  
Kepahyang. The tea garden is the high ground  
resort.  
When we visit in the tea garden there are plenty  
of places to enjoy it. it is green beauty inside the  
tea garden there are plenty of lovely photos.

### Post-test

Name : Rapi febriansyah  
NIS :  
Class : 7b  
Semester : satu

Tebing Suban adalah tempat wisata yang berada di kota curup tebing suban memiliki keindahan yang sangat banyak disana terdapat banyak sekali tanaman yang sangat indah dan bermacam-macam disana juga terdapat tempat untuk berfoto yang banyak dan bagus-bagus di tebing suban juga ada tempat makannya dan terdapat lampu yang banyak. tebing suban juga memiliki pemandangan yang indah, tebing suban banyak sekali pengunjungnya tebing suban adalah wisata ketinggian yang sangat bagus sekali.

Tebing suban is place location in curup city. tebing suban is beautiful view, in there has many beautiful plant and so forth, in there has many place to take pictures and beautiful. In the tebing suban is a food place and has <sup>many</sup> lamp. Tebing suban is lot of visitors, tebing suban is highlands place beautiful.













