

**AN ANALYSIS OF STUDENTS' ABILITY IN WRITING  
DESCRIPTIVE TEXT  
(A Descriptive Quantitative at The Eighth Grade Students' of SMPN 1  
Rejang Lebong)**

**THESIS**

**This research submitted for fulfill the requirement for 'Sarjana' degree in  
English Study Program**



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*Assalamu`alaikum wr.wb*

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Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih

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## PREFACE

All praises to Allah, help and support from all lecturers, family and friends that the researcher had finally finished writing this thesis entitle “**An Analysis of Students’ Ability in Writing Descriptive Text**” (A Descriptive Quantitative at **The Eighth Grade Students’ of SMPN 1 Rejang Lebong**).

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (s1) in English Study Program of Islamic State Institute of Curup (IAIN Curup). The researcher realized that this thesis is far from being perfect, therefore the researcher really appreciates any 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.

Curup, 21 Juli 2023

The researcher



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Finally, the researcher needs constructive suggestions for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in English Study Program. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward.

Wassalammu'alaikum Wr. Wb.

Curup, 21 Juli 2023  
The researcher



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## **MOTTO**

**Indeed, after hardship comes ease.**

(QS. Al-Insyirah: 5)

**It's never too late, just take it easy. Do what you wanna do and find something that really fits you.**

(Bahng Christopher Chan)

## **DEDICATIONS**

In the name of Allah, I dedicated my thesis for:

My beloved parents, Rizondra and Desi Maryeni (Alm.)

My beloved sister, Adinda Deri Oktaria

And Myself, you already made it Mel!

*You know whenever there's a chance, I will tell you that you're amazing as you are. Don't you ever tell yourself that you're not enough.*

(Youtiful – Stray kids)

## ABSTRACT

**Melati Husni Putri : An Analysis of Students' Ability in writing Descriptive Text (A Descriptive Quantitative at the Eighth Grade Students' of SMPN 1 Rejang Lebong**

Advisor : Mrs. Dr. Eka Apriani, M.Pd

Co-Advisor : Mr. Dr. Paidi Gusmuliana, M.Pd

This research, aimed to find out the students' ability at the Eighth Grade of SMPN 1 Rejang Lebong in writing descriptive text. The method used in this research is descriptive quantitative. The researcher used writing test as the instrument. The population of this research was the eighth grade of SMPN 1 Rejang Lebong. The sample was class VIII A and VIII C which consist of 57 students selected by using cluster random sampling. In collecting data, the researcher used writing test to find out the student ability in writing descriptive text by analyzing 5 components of writing such content, organization, grammar, vocabulary and mechanic. The researcher finding indicated that the student's ability in writing descriptive text was classified into Good category. The result of analysis showed there were 18 students or 31,58% categorized as excellent, there were 25 students or 43,85% categorized as good. 9 student or 15,79% categorized as average, and also in fair category 5 student or 8,78% categorized as fair. Meanwhile, none of the students were classified into the poor category. Then the researcher analysis of students' ability in each indicator. In content, the results of the researcher test showed that the mean score, that is 68,3 with total score 469,5 that classified as good. In organizing, the results of the researcher test showed that the mean score, that is 70,1 with total score 320 that classified as good. The researcher got mean score form grammar indicator that is 70,6 with total score 267 and classified as good. In vocabulary, the results of the researcher test showed that the mean score, that is 78 with total score 267 that classified as good. The last indicator is mechanics the researcher got mean score form mechanic indicator that is 69,7 with total score 238,5 and classified as good. Based on the overall final score each indicator, vocabulary has the highest score while the lowest score is obtained by students was in content.

## LIST OF CONTENTS

### COVER

<b>PROPOSING OF THESIS TITLE</b> .....	i
<b>STATEMENT OF OWNERSHIP</b> .....	ii
<b>PREFACE</b> .....	iv
<b>ACKNOWLEDGEMENT</b> .....	v
<b>MOTTO &amp; DEDICATION</b> .....	viii
<b>ABSTARCT</b> .....	ix
<b>LIST OF CONTENTS</b> .....	x
<b>LIST OF TABLES</b> .....	xii
<b>LIST OF CHARTS</b> .....	xiii

### CHAPTER I: INTRODUCTION

A. Background of the Research .....	1
B. Research Question.....	6
C. Objective of the Research .....	7
D. Delimitation of the Research.....	7
E. Significance of the Research.....	7
F. Operational Definition .....	8

### CHAPTER II: LITERATURE REVIEW

A. The Concept of Writing .....	10
1. Definition of Writing.....	10
2. Cycles of Writing .....	12
3. Type of Writing.....	14

4. The Purpose of Writing.....	16
5. Component of Writing .....	17
6. Criteria of Good Writing.....	18
B. The Concept of Descriptive Text	
1. Definition Of Descriptive Text .....	20
2. Component Of Descriptive Text .....	20
3. Language Features of Descriptive Text .....	21
C. Review Of Related Finding.....	22

**CHAPTER III: RESEARACH METHODOLOGY**

A. Kind Of the Research.....	24
B. Population and Sample.....	25
C. Technique Of Collecting Data .....	28
D. Research Instrument.....	28
E. Validity And Reliability .....	29
F. Technique Of Analysis Data .....	33

**CHAPTER IV: RESEACH FINDING AND DISCUSSION**

A. Research Finding.....	39
B. Discussion .....	42

**CHAPTER V: CONCLUSION AND SUGGESTION**

A. Conclusion .....	47
B. Suggestion.....	48

REFERENCES

APEENDICES

BIOGRAPHY

## **LIST OF TABLES**

Table 3.1 Population of The Research .....	25
Table 3.2 The Sample of The Research .....	27
Table 3.4 Scoring Rubrik of The Writing Descriptive Text .....	34
Table 4.4 Mean Score Of Students Writing Descriptive Text .....	40

## **LIST OF CHARTS**

Chart 1.4 Students' ability in writing descriptive text .....	40
Chart 2.4 Students' ability in writing descriptive text .....	41

## CHAPTER I

### INTRODUCTION

This chapter provides background information to the investigation and states a problem of the research. It also explains the previous studies related to the topic of the research. In addition, background of the research, research question, objectives of the research, significance of the research and definition of key term.

#### **A. Background of the Research**

English as a foreign language is important language that must be learned and the government of Indonesia has realized, so made English be one of the focuses in education, English learned by student from Elementary School up to Senior High School. In learning English, the teacher has an important role in learning because they are liable for making the students are able to master, understand and apply the four skills. Brown states that English language teaching in four skills, namely listening, speaking, reading and writing.<sup>1</sup> Amongst the four skills educated in school, writing is the harder skill to learn. Writing become interesting to be taught since it is challenging to student and writing is a language skill that pays an important role for student who is in process of learning a language. According to Harmer, writing is form of communication to deliver through or to express

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<sup>1</sup> H.Douglas Brown, *“Teaching by Principles,” Teaching by Principles An Interactive Approach to Language Pedagogy*, 2000.

feeling through written form.<sup>2</sup> By learning writing, the student will get knowledge how to write effectively, how to express ideas, how to share their thought with anyone else through writing. It needs a specific skill that involves the ability to express the writer's opinions or thought clearly and efficiently. To make good writing, the student must have knowledge about the components of writing, according to Jacob, there are five general components of writing they are content, organization, vocabulary, language use, and mechanics.<sup>3</sup>

In addition, Brown claims that writing is thinking process.<sup>4</sup> Thinking process because when someone writes, they are not only consider the interesting idea but also developing idea. Writing is an important tool for communicating, in addition to conveying information, it is also required that readers understand what is written. Writing is an intellectual activity to finding ideas, thinking about the way to expose and organize into clear statement and paragraph. Writing a text is a challenge for student, who is learning writing various kind of longer text. Based on the syllables of Junior High School, there are five text genres; there are descriptive, narrative, recount, procedure and report. Descriptive text is one of these challenges. This happen because the students need to pay attention to detail object will

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<sup>2</sup> Jeremy Harmer, *How to Teach writing*, (Longman: Pearson Education Limited, 2004)

<sup>3</sup> Jacob, *Testing ESL Composition Approach : practical approach*, (Massachusetts: Newbury House Publishers. 1981)

<sup>4</sup> H.Douglas Brown, "Teaching by Principles," *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2000.



be described along with correct grammar. Describing object means explaining whole part and create real impression of the object.

Descriptive text is a text which is intended to describe a particular person, place or thing.<sup>5</sup> It means the descriptive text is a variety of text to give information about a particular person, place or thing. According to Emilia, descriptive text is a kind of text that has a purpose to give the information about something or someone.<sup>6</sup> Similar to Emilia, Gerot and Wignell state that a descriptive text is a kind of text with a purpose to give information, the context of this kind of text is a description of particular thing, animal, person or others.<sup>7</sup> By learning writing, the students will receive knowledge of how to write effectively, how to express ideas, how to share their opinions with anyone else thought writing. Descriptive text has certain components, such as generic structure and lexicogrammatical. According to Gerot and wignell, generic structure has two aspect, those are identification and description.<sup>8</sup> In identification aspects, the student will identify and inform the reader about thing which will be described. In addition, as part of description aspect, the students will describe character of thing, place or people.

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<sup>5</sup> Puri Eka Yoandita, "An Analysis of Students' Ability and Difficulties in Writing Descriptive Text," *Jurnal JOEPALLT (Journal of English Pedagogy, Linguistics, Literature, and Teaching)* 7, no. 1 (2019): 114–21, <https://doi.org/10.35194/jj.v7i1.534>.

<sup>6</sup> E. Emilia, *Menulis tesis dan disertasi*, Bandung. Alfabeta

<sup>7</sup> Gerot L., Wignell P., *Making Sense of Functional Grammar*, NSW: Antipodean Education; Enterprise. 1994

<sup>8</sup> Ibid Gerot L, Wignell P.

The next component in descriptive text is the lexicogrammatical which consist of grammar rules and vocabulary.<sup>9</sup> Descriptive text use simple present tense. Azar as cited in Denil stated that simple present tense is used for habitual and usual activity.<sup>10</sup> Moreover descriptive text uses other language features such as adjective, linking verb, relating verb, compound adjective.<sup>11</sup> In term of vocabulary aspect, in writing descriptive text having a lot of vocabulary is necessary to avoid repetition words. Therefore, the complexity of components, generic structure and lexicogrammatical as mention above, the student are uneasy to write descriptive text well and perfectly.

Based on some previous, The researcher found that there were several studies that discussed about writing descriptive text. The first research from Denil Mardiyah thesis entitled “The Second Grade Students Ability in Writing Text”. He investigates the student ability in writing descriptive text in Candunag, Padang, West Sumatra. The purpose of the research was to analyze students’ ability in writing descriptive text using generic structure and grammar properly. The kind of this thesis is descriptive quantitative research and she used clustering sampling to take sample of research and questionnaire as a data collection. The second

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<sup>9</sup> Mediknas. *Kurruikulum 2004: standar kompetensi*. Jakarta: Balitbang Depniknas. 2004

<sup>10</sup> Denil Mardiyah, *The Second Grade Sudents’ Ability in Writing Descriptive Text: Journal of English Teaching*. 1(2). P 288

<sup>11</sup> Sundarwati, *Look A Head Ab English Course 2: For Senior High School Year XII*. Jakarta: Erlangga. 2007

finding from Rastiana thesis with the title is Students' ability to write a descriptive text: A descriptive quantitative study at eleventh grade of SMA Muhammadiyah Sungguminasa. The purpose of this research is to know how student ability in writing descriptive. The methods used in her research was a descriptive quantitative. The samples were taken by using a total sampling. From all result of the researcher accumulated the students' ability in writing descriptive categorized as good. The third research with entitle An Analysis Students' Ability and Difficulties in Writing Descriptive Text from Cut Santi Novita thesis. The purpose of the research to describe students ability and students difficulties in writing descriptive text at first year of SMA Bunga Bangsa. This research use qualitative research method with 30 students as sample. The sampling technique applies by researcher was purposive sampling.

In addition, SMP 1 Rejang Lebong has many students, good qualifications, and is supported by English extracurricular activities to enhance students' abilities. However, the excellence and reputation of the school does not directly reflect the students' abilities in various aspects including the ability to writing descriptive text. The ability of writing descriptive text allows students to describe objects, places, or events clearly so that it requires language skills and effective sentence structure skills. By knowing students' ability in writing descriptive text, it can be used as a material for school evaluation by identifying the potential and challenges

faced by students in writing. Besides that, it can help schools in optimizing teaching and improving students' writing skills effectively.

Based on the explanation above, same related with this research is about students' ability in writing descriptive text and this research has different from those researches. The differences in some parts; the first and second thesis are population, sample, location of this thesis, instrument and technique of taking sample. For the third research is research design, population, sample and location of this research, and focus of the research, which she focus in ability and difficulties of students in writing descriptive text and in this research the researcher need to find out the students. Overall based on the previous above, the research is interest to focused the research in analyzing the students' ability in writing especially in descriptive text. The researcher intends to conduct a descriptive quantitative research entitled "An Analysis Students' Ability in Writing Descriptive Text (A Descriptive Quantitative at the Eighth Grade Students' of SMPN 1 Rejang Lebong)".

## **B. Research Question**

Based on the background of the study above, the problem is identified as follows "How is students' ability in writing descriptive text at Eight Grade of SMPN 1 Rejang Lebong?"

### **C. Objectives of the Research**

In relation to the research question above, the main objective of the research is to find out the students' ability in writing descriptive text at Eight Grade of SMPN 1 Rejang Lebong.

### **D. Delimitation of the Research**

Delimitation in this research, the researcher focuses to know how the students' ability in writing descriptive text at Eight Grade of SMPN 1 Rejang Lebong.

### **E. Significance of the Research**

The researcher expects that result of this research would be useful both practically and theoretically.

#### 1. Theoretically

##### a). For researcher

This research is expected to be a reference for other researcher to take the research improving writing skill in the future.

#### 2. Practically

##### a). For teacher

The result be used as consideration in teaching how to improve students' ability in writing descriptive text and can be important information in teaching writing descriptive to improve the quality of the learning process in teaching English.

b). For students'

This research can help the student to know how much they are capable of writing descriptive text.

## **F. Operational Definition**

The following are the definition of some terminology of variables used in this research title, they are:

### 1. Analysis

Analysis refers to the process of examining or studying something systematically in order to understand its components, structure, functions, or behavior. Based on the Merriam Webster Dictionary, analysis is a careful study of something to learn about its parts, what they do, and how they are related to each other.<sup>12</sup> The goal of analysis is to gain a deeper understanding of the subject matter. It can involve qualitative analysis, which focuses on subjective or non-numeric data, or quantitative analysis, which deals with measurable or numerical data.

### 2. Ability

Ability refers to the capacity, skill, or competence to perform a particular task, activity, or function. Ability in here means student's capacity to master and understanding the tenses and writing descriptive text.

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<sup>12</sup> Merriam Webster Dictionary. *Webster's The Third New International Dictionary of English*. 1966

### 3. Writing

Writing refers to the act, process, or skill of expressing thoughts, ideas, information, or emotions through the use of written language. Writing is viewed as result of complex process of planning, drafting, reviewing and revising language writing. Defined as a process of delivery ideas by taking notes.<sup>13</sup>

### 4. Descriptive Text

Descriptive text is a text which is intended to describe a particular person, place or thing.<sup>14</sup> Descriptive text is a type of written or spoken composition that aims to clearly describe a person, place, object, event, or other subject matter.

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<sup>13</sup> Harmer, J. *How to Teach writing*, (Longman: Pearson Education Limited, 2004), p.11

<sup>14</sup> Puri Eka Yoandita, "An Analysis of Students' Ability and Difficulties in Writing Descriptive Text," *Jurnal JOEPALLT (Journal of English Pedagogy, Linguistics, Literature, and Teaching)* 7, no. 1 (2019): 114–21, <https://doi.org/10.35194/jj.v7i1.534>.

## CHAPTER II

### LITERATURE REVIEW

#### A. The Concept of Writing

##### 1. Definition of Writing

Writing is one of four language skills besides listening, speaking and reading. It is an activity in arranging words, phrase, and sentences that is grammatically correct and appropriate with its purpose. Writing is the activity to make letters or number on a surface especially using pen or pencil.<sup>15</sup> Writing can be defied as a process of transforming thought into written language.<sup>16</sup> Writing is very crucial to be learnt English as a second language or foreign language. Weigle stated that writing has received bigger attention in principle of communication language teaching both in second and foreign language.<sup>17</sup>

According to Harmer, writing is away to produce language and express idea, feeling and opinion. Furthermore, he states that writing is a process that what people write is often heavily influenced by the constraints of genes, and then these elements have to be present in learning activities.<sup>18</sup> Writing is one of the most significant culture accomplishments of human being. It allows us to record and convey

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<sup>15</sup> Hornby, *Oxford Advance Learner's Dictoanry*. (Oxford University Press,2007) 6<sup>th</sup> Ed. Page 528

<sup>16</sup> Tiwari, *Encyclopedia of Modern methods of Teaching 7*. New Delhi: Cresssent, 2005, Page 120

<sup>17</sup> Weigle, *Assesing Writing*. Cambridge : Cambridge University Press. 2002, Page

<sup>18</sup> Jeremy Harmer, *How to Teach writing*. (Longman: Pearson Education Limited, 2004), Page 31



information and stories beyond the immediate moment.<sup>19</sup> There are a lot of definitions stated by the expert; Raymond states one of them, he defined that writing is more than a medium of communication.<sup>20</sup> It means that writing is not just the way to interact with each other but also as means of ideas and emotional expression. Writing is also a way of finding out what people know and what people need to learn.<sup>21</sup> It can be seen writing is a way of remembering because it makes word permanent and writing also is a good way to communicate because when writing, the writer really thinks about what he or she want to be communicated by writing it.<sup>22</sup> Writing is a process of discovering and shaping meaning.<sup>23</sup>

Based on the definitions above, writing needs a process that must be exceeded by the writer. And writing is a tool of social beings to share knowledge or information with others because someone can read it several times. Writing is not only just talking about post, but also the process of writing that would make a lot of writing that makes people interested. The essential writing will need a long process from the

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<sup>19</sup> Henry Rogers. *Writing Systems: A Linguistics Approach*. Oxford. Blackwell Publishing. 2005. Page1

<sup>20</sup> James C Raymond. *Writing Is Unnatural Act*. New York. The Murray Printing Company. 1980. Page 2

<sup>21</sup> Ibid. Page 2

<sup>22</sup> Ibid. Page 2

<sup>23</sup> Rise Axelod and Charles R Cooper. *The St. Martin's Guide to Writing*. New York. St.Martin's Press, Inc.1983. Page 4

planning, drafting, writing and revising.<sup>24</sup> The steps of the writing process are to help the student in learning writing, so if they have previously followed the writing process they will understand to acquire this skill easily and be able to create good writing.

## 2. Cycles of Writing

Writing is activities to create a text into a sentence that can be understand by the reader. Writing process is not only a means of telling what the students know or understand, but also to exploring or explaining more ideas about the topic. To make a good sentence that clearly communicates thoughts, feeling, ideas and emotion. It is need several patterns. According to Harmer, he suggests four helpful processes of writing which consist of pre-writing, drafting, revising and editing.<sup>25</sup> There are:

### a. Planning (pre-writing)

Planning is a way for students to think about ideas related to the topic to be written, and also to organize your thoughts to put the ideas or information on the paper. At the planning, the writer must be considering tree main issues. The issues are the purpose of wiring, the readers they are writing for, and the content structure. Planning help the students to lead them in writing, by this stage the students

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<sup>24</sup> John Langan. *English Skill: Eight Edition*. New York. Mc Graw Hill Heigher Education. 2006. Page 20

<sup>25</sup> Jeremy Harmer, *How to How to Teach writing*. (Longman: Pearson Education Limited, 2004), Page

firstly think out things or information as the content of writing. In this process the student considers audience or the readers, discovers, ideas, narrows the topic thought brain storming, determines a controlling idea, select the supporting ideas, and organizes the idea in a logical way.

b. Drafting

Drafting is the next stage after planning, students write down piece of ideas that have been previously thought related to predetermined topics. After getting the ideas or information, the students make a draft as a piece of sentences. In this stage, the students need to arrange their writing. The students may can write by using native language first then translate into English or students can directly write in English with problems that may students' faces. Students can share their drafting result to teacher or their friends to get feedback about their mistake in writing. In addition, students must be concern about several aspects that related to writing a text such us grammar, mechanics (spelling and capitalization), vocabulary and the content of the students writing.

c. Revising

This stage means the students reads their writing draft to review the mistakes that might occur. They may change the words or sentences to make it readable. This is process where one revises the

composition in order that the ideas are conveyed logically and can be understood by readers.

d. Editing

The final stage is final version; the students rewrites the edited draft or text into a sentences or paragraph and the process where one checks the composition again whether it has used correct grammar, punctuation and spelling.

3. Type of writing

According to Troyka, writing is divided into four types, namely narration, description, exposition, and argumentation.<sup>26</sup>

a. Exposition

Exposition is one of four rhetorical model of discourse, along with argumentation, description and narration. It is also used for speeches. The purpose of exposition is to provide some background and inform the readers about the plot, character, setting and theme of the essay, story or motion picture.

b. Argumentation

Argumentation theory, or argumentation, also called persuasion, is the interdisciplinary study of how human should, can, and do reach conclusions through logical reasoning that is claims based, soundly

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<sup>26</sup> Troyka, Q.L. *Teori and Praktik Mengajar Bahasa Asing*. Jakarta: Katalis. 1987, Page.3

or not, on premises. It concluded the arts and sciences of civil debate, dialogue, conversation, and persuasion. It studied rules of inference, logic and procedural rules in both kind of evidence.

c. Description

Description is one of four rhetorical modes (also known as model of discourse). It is also the fiction-writing mode for transmitting a mental image or the particulars of a story. Description as a rhetorical mode the purposes of description are to re-create or visually present a person, place, event, or action so that the reader may picture that which is being described. Descriptive writing may be found in the other rhetorical modes. Description as a fiction-writing mode fiction is a form of narrative, fiction-writing also has distinct forms of expression, or modes, each with its own purposes and conventions. Together with dialogue, narration, exposition, and summarization, description is one of the most widely recognized of the fiction-writing modes.

d. Narration

Narration is some kind of retelling, often in words (though it is possible to mine a story), of something that happened (a story). Narration recount events perhaps leave some occurrences out because they are from some perspective insignificant, and perhaps

emphasizing other. Narration thus shapes history (the scene of event, the story of what happened).

#### 4. The purpose of writing

Writing is not merely an activity in which writers hold pen/pencil and communicate their ideas, feelings, or opinions to a piece of paper but there are some reasons or purposes which underlie the writers to do it. When someone communicates ideas in writing, they usually do it to express themselves, inform their readers, to convince readers or to create a literary work. According to Hart and Reinking, there are two purposes of writing in general, to inform and to persuade.<sup>27</sup>

##### a. To Inform

Sometimes, we only aim writing may be to provide information to our reader. Our assumption is that reader knows little or nothing about the topic on which we wish to provide information

##### b. To Persuade

In persuasive writing, our aim is to convince our reader to adopt a particular action or to do both.

Other purposes of writing according to Harmer, effective writers usually have a purpose in mind and construct their writing with a view to achieving that purpose. The most effective learning of writing skills is

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<sup>27</sup> Andrew W. Hart, James A. Reinking, *Writing for career – Education Students*, (New York: St. Martin's Press, 2003), Page .3

likely to take place when students are writing real message for real audience or to do in their out of class life.<sup>28</sup>

#### 5. Component of Writing

Writing is one skill that has to be must mastered by the student in learning English. In writing, the students have to pay attention to component of writing. According to Shehadeh there are five components of writing:

##### a. Content

Content is one of writing components that discuss about Knowledge of subject, development of thesis, coverage of topic, relevance of detail, substance and quantity of details.

##### b. Organization

Organization is one of components in writing that tell about the systematic of idea or flow ideas. In pertains the ideas which must be started clearly, well organized, logically sequence, and cohesive. Organization means there is communicate between the reader and the writer.

##### c. Grammar

Grammar is the use of sentence structure and construction, accuracy and correctness in the use of agreement, number, tense, word order, article, pronouns, preposition and negation.

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<sup>28</sup> Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2004), p. 39

d. Vocabulary

Vocabulary is the most important aspect in teaching a language mastery vocabulary. It uses of range, accuracy of word/idiom choice, mastery of word forms, appropriateness of register, effectiveness in the transmission meaning.

e. Mechanic

Mechanic is the use of the graphic convection of the language we have to pay attention the use of the punctuation, convention, spelling, capitalization and apply in of the word of sentence. Function is very determining whiter the writer can clear for the reader.

By the explanation above, it can be said that there are five components in writing that have to be paid attention in writing in order to make the writing better and understands by the reader.<sup>29</sup>

6. Criteria for Good Writing

Fachruddin Ambo Enre in his book *Dasar-Dasar Keterampilan Menulis* states about the good writing: “the good writing is that can be communicated effectively with the reader”.<sup>30</sup> Also states the criteria for good writing as follows:<sup>31</sup>

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<sup>29</sup> Shehadeh, *Effect an understanding of the distinct nature of L2 writing: The ESL research and its implications. TESOL Quarterly*, 27 (4) 657-677, 2011

<sup>30</sup> Fachruddin Ambo Enre, *Dasar-dasar keterampilan menulis*, Ujung pandang : IKIP, 1988, Page 8

<sup>31</sup> Ibid Page 9-11



a. Meaningful

Good writing must be able to convey something in which it is meaningful to someone and can give the evidences about what it's said.

b. Clear

It can be said as a clear writing if the intended reader can read in constant speed and catch the meaning. Clear writing shouldn't have been simple, but mustn't be more difficult than the situation as it ought to be.

c. Coherent

Other characteristic of good writing is coherent it means that the information is clearly connected and arranged. It has been original systematically so the reader can follow the composition easily

d. Economic

If the main purpose of the writer is giving information, she should avoid pleonasm. In a good writing, the words used are appropriate, and the sentences are clear, concise, emphatic, and correct. So, it doesn't waste time by veering away from focus without reason.

e. Cohesive

It means that the writing does not contain tons grammatical patterns, substitution, elliptical construction, preposition, conjunctions to relate among the clauses within paragraphs.

## B. The Concept of Descriptive Text

### 1. Definition of descriptive text

Many kinds of writing type are educated by the student at school and a descriptive text is one of the texts that are importantly learned by them. A descriptive text is often applied to describe what a person looks and acts. Descriptive text is a text about definition of descriptive text, generic structure and the purpose of descriptive text.<sup>32</sup> A descriptive text is text which expresses or describes place, thing and person in such vivid detail that the readers can easily visualize the described place, thing and person, or can feel that they involve in the experience. Some descriptive text may be technical, for instance, describing about things or place such as car or classroom; on the other hand, it may describe an event or a place and include more figurative language (simile, metaphor etc.) or describe feeling or emotion. Therefore, before writing a descriptive text is important to consider the purpose and the audience.

### 2. Component of descriptive text

Descriptive text is intended to describe place, person, and thing so that the reader will be able to visualize the descriptions. Components of descriptive texts are: identification and description.<sup>33</sup> In identification, writer introduces person, place, or things as an object of

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<sup>32</sup> Wardiman, Jahur, Djusma. *English in focus for grade VII Junior High School (SMP/MTS)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. Page 115

<sup>33</sup> Djuharie, O.S. *Genre Dilengkapi 700 soal uji pemahaman*. Cv. Yrama widya. 207. Page 24

the text. Writer will introduce it in general in order reader will understand what writer is going to talking about. In description, writer describes the thing that has been choose in identification, it can be started from its physical appearances, characteristic until quality.<sup>34</sup>

Writing descriptive text generally, you have to regard as the following generic structure of descriptive text:

a. Identification

Identification is a part in which you identify or write the recognition; moreover, it can be a general statement about place, person, or thing that you want to describe.

b. Descriptions

Descriptions are vivid detail of place, person, or thing that you want to describe so that the reader can easily imagine or picture the descriptions, or they can feel that they involve in the experience.

3. Language features of descriptive text

According to Utami, the language features of a descriptive text are follows:<sup>35</sup>

a. Use of particular nouns.

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<sup>34</sup> Gerot, L., Wignell. *Making sense of functional grammar*. NSW: Antipodean Educationa; Enteprise. 1994

<sup>35</sup> Utami, D. M. (*Graduated in 2013 from English Education StudyProgram of Indonesia University of Education 1(2)*). 2013 page 72–81

- b. Use of detailed noun groups to provide information about the subject.
- c. Use of a variety of types of adjectives.
- d. Use of relating verbs to provide information about subject.
- e. Use of thinking and feeling verbs to express the subject or to give an insight into the subjects' thought and feeling.
- f. Use of action verbs to describe the subjects' behavior.
- g. Use of adverbials to provide more information about this behavior.
- h. Use of similes, metaphors and other types of figurative language, particularly in literary description.

### **C. Review of Related Finding**

The researcher found that there were several studies that discussed about writing descriptive text. The first research from **Denil Mardiyah** entitled "The Second Grade Students Ability in Writing Text". He investigated the student ability in writing descriptive text in Candunag, Padang, West Sumatra. The purpose of the research was to analyze students' ability in writing descriptive text using generic structure and grammar properly. The kind of this thesis is descriptive quantitative research and she used clustering sampling to take sample of research and questionnaire as a data collection.

The second finding from **Rastiana** thesis with the title is Students' ability to write a descriptive text: A descriptive quantitative study at

eleventh grade of SMA Muhammadiyah Sungguminasa. The purpose of this research is to know how student ability in writing descriptive. The methods used in her research was a descriptive quantitative. The samples were taken by using a total sampling. From all result of the researcher accumulated the students' ability in writing descriptive categorized as good.

The third research with entitle *An Analysis Students' Ability and Difficulties in Writing Descriptive Text* from **Cut Santi Novita** thesis. The purpose of the research to describe students' ability and students difficulties in writing descriptive text at first year of SMA Bunga Bangsa. This research use qualitative research method with 30 students as sample. The sampling technique applies by researcher was purposive sapling.

Based on the explanation above, same related whit this research is about students' ability in writing descriptive text and this research has different from those researches. The differences in some parts; the first and second thesis are population, sample, location of thus thesis, instrument and technique of taking sample. For the third research is research design, population, sample and location of this research, and focus of the research, which she focuses in ability and difficulties of students in writing descriptive text and in this research the researcher need to find out the students.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter describes the method usage to conduct the research.

#### **A. Kind of the Research**

This study was descriptive quantitative research. According to Creswell, quantitative researches identify a research problem based on trend in the field or on the need to explain why something occurs.<sup>36</sup> According to Gay, descriptive research involves collecting data in order to test hypothesis or to answer question concerning the current status of the subject of the research.<sup>37</sup> Descriptive quantitative research studies generate information that situated at midpoint of the knowledge and this study that describes the subject of the study based on facts about research and descriptive is one of kind research method which to try describing and object interpretation is appropriate with a potluck. The research used this method because has goal to describe systematically of fact and characteristic object and subject which for perusal correctly.

This research uses descriptive study which had only one variable. In this research, the variable was student ability in writing descriptive text. Gay and Airasian state that quantitative approaches are used to describe current

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<sup>36</sup> Jhon W Cresswell, *Educational Research: planning, conducting and Evaluating quantitative and qualitative research*. 4th united states of America: Pearson Education, 2012

<sup>37</sup> L. R. Gay,) *Educational Research: Competencies for Analysis and Application*. New York: Merrill Publishing Company, 1987

conditions, investigate relationship, and study cause-effect phenomena.<sup>38</sup> In this research the researchers want to analyze the student's ability in writing descriptive text and describe the eighth-grade students' of SMPN 1 Rejang Lebong ability in writing descriptive text.

## B. Population and Sample

### 1. Population

Population is a generalization area consisting of objects and subjects that have certain qualities and characteristics determined by the study to be studied and then drawn conclusions.<sup>39</sup> Another statement comes from Sevilla, she states that "population is all person to be researched."<sup>40</sup> Besides that, Nana claims that population is a group to which the research of study is needed to apply.<sup>41</sup> Population refers to the people who are focus of the study. The population in this research is the Eighth Grade in SMPN 1 Rejang Lebong. Total of the population are 10 classes with 364 students.

**Table 3.1 The population of the research**

No	Class	Students
1	VIII A	37
2	VIII B	37

<sup>38</sup> Gay, L. R. *Educational Research Competencies for Analysis and Applications* (tenth ed.). New Jersey: Pearson Education. 2012

<sup>39</sup> Sugiyono, *METODE PENELITIAN PENDIDIKAN (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, Bandung: ALFABETA, 2015, Page 117

<sup>40</sup> Sevilla, *Pegantar Metode Penelitian* (Jakarta: Universitas Indonesia. 1993), P.

<sup>41</sup> Nana Sudjana dan Ibrahim, *Penelitian dan Pendidikan* (Bandung: Sinar baru)

3	VIII C	35
4	VIII D	37
5	VIII E	37
6	VIII F	37
7	VIII G	36
8	VIII H	37
9	VIII I	36
10	VIII J	35
	Total	364

## 2. Sample

Sample is a part of total and characteristics which was owned by its population.<sup>42</sup> According to Wallen, sample is the group on which information is obtained.<sup>43</sup> In this research, the researcher uses random sampling. Said Syekh states that random sampling is technique to take a sample randomly.<sup>44</sup> The technique of taking sample in this research is Cluster random sampling. The researcher used this technique because that unit is not an individual who are naturally together because the population is too large.

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<sup>42</sup> Ibid, Page 118

<sup>43</sup> Jack R Fraenkel, Norman E Wallen, and Helen H Hyun, *How to Design and Evaluate Research in Education* (1221 Avenue of the Americas, New York, NY 10020: McGraw-Hill Companies, Inc,2012) <https://doi.org/10.1017/CBO9781107415324.004>.

<sup>44</sup> S. Syekh , *Pengantar statistic dan social*, Gp press. 2011 page 15



According to Arikunto said that if the research subject more than 100, the researcher can take 10-15% or 20-25% from the population of the sample. That is why the researcher took 20% with the total sample are 2 class with 72 students. It was possible for the research taking all the population as the sample, so the researcher made the procedure of taking the sample. The steps of choosing the sample as follow:

- a. The researcher writes the name class in each piece paper
- b. Then, the researcher rolls the paper and puts in together in hand
- c. The rolls of paper shaken
- d. The researcher puts the paper down and chooses of them randomly
- e. The class in the chosen paper will be sample

Finally, the researcher got VIII A and VIIC that consist 72 students as a sample. But 15 students did not submit the test given because they have something to do. So that, there are 57 students as sample.

**Table 3.2 The sample of the research**

No	Class	Sample
1	VIII A	31
2	VIII C	26
	Total sample	57

### **C. Technique of Collecting Data**

In this research, the researcher used test writing descriptive text to obtain the data needed. Test is something (as a series of question or exercise for measuring skills, knowledge, intelligent, capacities or aptitudes of an individual or group).<sup>45</sup> According to Brown, explain that the test is instrument that provides an accurate and real measure of test taker of person ability, it's the why the researcher used the test for instrument to support in collecting data. The test in this research was a material related to descriptive text. There are several steps in collecting data from test as follows:

1. The researcher gave writing test to the students.
2. The researcher explained the instruction of the test to the students.
3. The researcher asked the students to do the test in 60 minutes.
4. The researcher collected the students answer sheets.

Due to time constraints, the researcher gave test time to students for continue make the test at home and collected it by sending via online (Whatapps application).

### **D. Research Instrument**

The instrument serves an important purpose in this study. The instruments the tool used by the researcher to collect data. Instrument is the generic term that researcher use for a measurement device (survey, test,

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<sup>45</sup> Definition test. <http://www.businessdictionary.com/definition/test.html> accessed on September 8 2019

questionnaire, etc.).<sup>46</sup> The research instrument in this study is a writing descriptive text because descriptive text into the learning material in syllabus of curriculum 2013. The researcher used writing test as instrument by looking 5 indicators of components in writing, they are content, organization, grammar, vocabulary and mechanic, and they are applied as the indicator of students' writing test assessment. For writing test the researcher distributed question to the students in essay from the number of question was 1, in which the question about writing a descriptive text containing minimal two paragraph about my school for 60 minutes.

## **E. Validity and Reliability**

### **1. Validity**

Validity is criterion of an instrument which measures what it is supported to be measure. It is about test or an instrument which measures accurately what it wants to measure. Fraenkel states that the concept of validity refers to the extent to which our observations do reflect the phenomena or variables of interest to us.<sup>47</sup> Validity is the extent to which an assessment instrument measures what it is supposed to measure. In this study, to determine the validity of the instrument, the researcher took two steps. The first step was to obtain content validity, and the second step was to obtain construct validity.

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<sup>46</sup>Research rundowns. <http://researchrundowns.com/quantitative-methds/instrument-validity-reliability/> access on September 8 2019

<sup>47</sup> Fraenkel, Wallen, and Hyun, *How to Design and Evaluate Research in Education*.

For the first step, the researcher got help from one of IAIN Curup's TBI English lecturers who had sufficient experience in validating the content of the instrument. For the second step is construct validity, the researcher got help from TBI lecturer and English teacher and the result of students' pretest was conducted using the Pearson Product Moment formula as follows:

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\}\{n \sum Y^2 - (\sum Y)^2\}}}$$

Where:

- $r_{xy}$  : the coefficient of correlation between variable X and Y
- X : the independent variable
- Y : the dependent variable
- n : the number of the sample
- $\sum XY$  : the sum product between X and Y
- $\sum X^2$  : the sum of square predictor X
- $\sum Y^2$  : the sum of square criterion Y

The researcher first conducted a descriptive writing test to 30 students, who were part of the population but not included in the sample of this study. The results of the trial were then calculated using the Pearson Product Moment formula above which was assisted by the SPSS 25 program to help researchers get easier and more accurate calculations. The calculation results for the descriptive writing test showed that all items were valid because the r value of each item exceeded the r table value (0,3494) obtained from the criteria (df = N-2 (30), with 5% sig). The r values obtained from all items ranged from

0,508 to 0,744. In conclusion, the students' descriptive writing test used as an instrument of this study is valid. That is the table result of construct validity:

### Correlations

		X01	X02	X03	X04	X05	TOTAL
X01	Pearson	1	.510**	.122	.199	.455*	.685**
	Correlation						
	Sig. (2-tailed)		.004	.521	.291	.011	.000
	N	30	30	30	30	30	30
X02	Pearson	.510**	1	.395*	.284	.268	.744**
	Correlation						
	Sig. (2-tailed)	.004		.031	.129	.152	.000
	N	30	30	30	30	30	30
X03	Pearson	.122	.395*	1	.225	-.021	.508**
	Correlation						
	Sig. (2-tailed)	.521	.031		.233	.913	.004
	N	30	30	30	30	30	30
X04	Pearson	.199	.284	.225	1	.578*	.682**
	Correlation					*	
	Sig. (2-tailed)	.291	.129	.233		.001	.000
	N	30	30	30	30	30	30

X05	Pearson	.455*	.268	-.021	.578**	1	.700**
	Correlation						
	Sig. (2-tailed)	.011	.152	.913	.001		.000
	N	30	30	30	30	30	30
TOT	Pearson	.685**	.744**	.508**	.682**	.700*	1
	AL					*	
	Correlation						
	Sig. (2-tailed)	.000	.000	.004	.000	.000	
	N	30	30	30	30	30	30

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

## 2. Reliability

Wallen explained that the concept of reliability refers to the extent to which our observations are stable, dependable, and can be replicated.<sup>48</sup> Reliability is the extent to which the assessment instrument yields consistent results for each student. Reliability refers to consistency or stability. With respect to educational testing and assessment, reliability refers to the consistency or stability of the scores we get from our tests and assessment procedures.<sup>49</sup> The researcher in this research used Cronbach Alpha formula to assess the reliability of

<sup>48</sup> Fraenkel, Wallen, and Hyun, *How to Design and Evaluate Research in Education*.

<sup>49</sup> Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif Dan R&D* (Bandung: Alfabeta, 2014).

instruments by getting aid from the program of SPSS 25 for doing accurate computation:

$$\alpha = \frac{n}{n-1} \left( 1 - \frac{\sum Vi}{V_{test}} \right)$$

- n = number of questions
- Vi = variance of scores on each question
- Vtest = total variance of overall scores (not %'s) on the entire test

Based on SPSS 25-based calculations, the students' descriptive text writing test is reliable because the alpha value obtained is 0.683, higher than 0.6. Thus, it can be concluded that the writing descriptive text students' used as an instrument of this study is reliable.

#### **Reliability Statistics**

Cronbach's	
Alpha	N of Items
.683	5

#### **F. Technique of Data Analysis**

Data analysis was an important step in every research since it was the process of organizing and scoring data. In analyzing the data related to the student test of writing ability, the researcher used analytical scoring rubric adapted from Brown.<sup>50</sup>

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<sup>50</sup> Brown . H. D. *Priciple of language and teaching*. New jersey : practice hall.inc. 2007

**Table 3.4 Scoring rubric of writing descriptive text**

<b>Aspects</b>	<b>Score</b>	<b>Criteria</b>	<b>Weighting</b>
Content (C) 30% -topic -detail	4	This topic is complete and clear and the details are relating to the topic	3 x
	3	This topic is complete and clear but the details are almost relating to the topic	
	2	This topic is complete and clear but the details are not relating to the topic	
	1	This topic is not clear and the details are not relating to the topic	
Organizing (O) 20% - identification -description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	



	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged miss misuse of connectives	
Grammar (G) 20%	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Very effective choice of word and word forms	1,5 x
	3	Effective choice of word and word forms	

	2	Limited range confusing words and word forms	
	1	Very poor knowledge or words, word forms, and no under stable	
Mechanics (M) 15% -spelling -punctuation - capitalization	4	It uses correct spelling, punctuation and capitalization	1,5 x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by error of spelling, punctuation and capitalization	

$$\text{score} = \frac{3C + 2O + 2G + 1,5V + 1,5M}{40} \times 10$$

After scoring the result of students' writing test the researcher accumulated all the scores to find out the mean score of the students, the researcher was used the formula as follows:

$$\bar{x} = \frac{\sum X}{N}$$

Where:

$\bar{X}$  : Mean score

$\sum X$  : Sum of all score

$N$  : Number of samples

The mean scored of the students' ability writing descriptive text as well as the ground of deciding which category of five ability categories provided the students are placed.

After found the classified of the students writing ability in writing descriptive text, the researcher employed the percentage descriptive analysis by using the formula as follow:

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

Where:

$P$  : Number of percentages

$F$  : Frequency of students' category

$N$  : Number of samples

After the students' scoring of students' abilities in writing descriptive text, the researcher counts the student ability in writing in each indicator/component of writing by using formula:

$$x = \frac{\sum X/W}{N} \times 25$$

Where:

$\bar{X}$  : Mean score

$\sum X$  : Sum of score

$W$  : Weighting of writing aspect

$N$  : Number of samples

The researcher used certain categories based on Harris to know how well students' ability in writing descriptive text.<sup>51</sup>

The respected categories from Harris are as follows:

**Table 3.5 Categories of writing descriptive text**

No	Score	Criteria
1	81-100	Excellent
2	61-80	Good
3	41-60	Average
4	21-40	Fair
5	0-20	Poor

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<sup>51</sup> Harris, D. P, *Testing English as a Second Language*. New York: McGraw-Hill. 1969.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

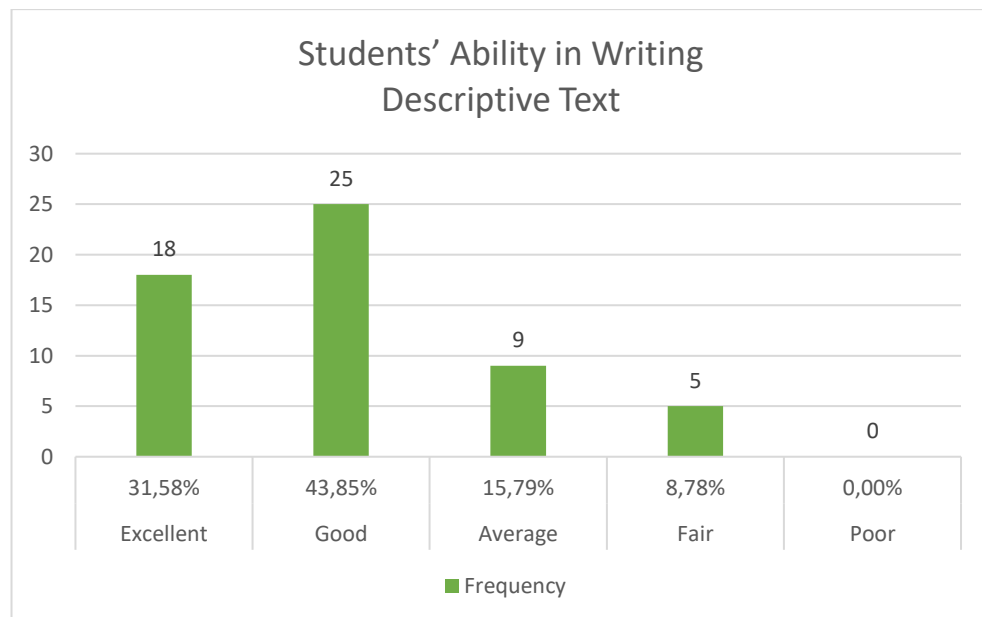
On this chapter, it deals with (1) research findings which consist of the result of students' writing test about descriptive text (2) discussion which presents the discussion of research findings, and its relationship to some theories about the topic discussed.

#### **A. Research Findings**

The finding cited below were the analysis of student writing descriptive text. As mention before previous chapter, the researcher conducted, the researcher used one instrument, that was writing test. The researcher used writing test descriptive text to saw the student ability in writing descriptive text. The sample that researcher have determined as many as 57 students.

##### **1. The analysis of students' ability in writing descriptive text**

The result of this study showed the result of the students' writing descriptive text. The result of the students writing test determine the category of students descriptive writing abilities which might be categorized into 5 categories, namely excellent, good, average, fair and poor. By distributing the writing test question, the researcher found that from the result of students' writing descriptive presented in table below:

**Chart 4.1 Students' Ability in Writing Descriptive Text**

The chart above showed the percentage of students' ability in writing descriptive text from 57 students, there were 18 students or 31,58% got in the range score between of 81-100 which mean they were categorized as excellent, there were 25 students or 43,85% got range score between 61-80 or they were categorized as good. 9 student or 15,79% got range score 41-60 or this student was categorized as average, and also in fair category 5 student or 8,78% categorized as fair. Meanwhile, none of the students were classified into the poor category.

**Table 4.4 Mean score of students' writing descriptive text**

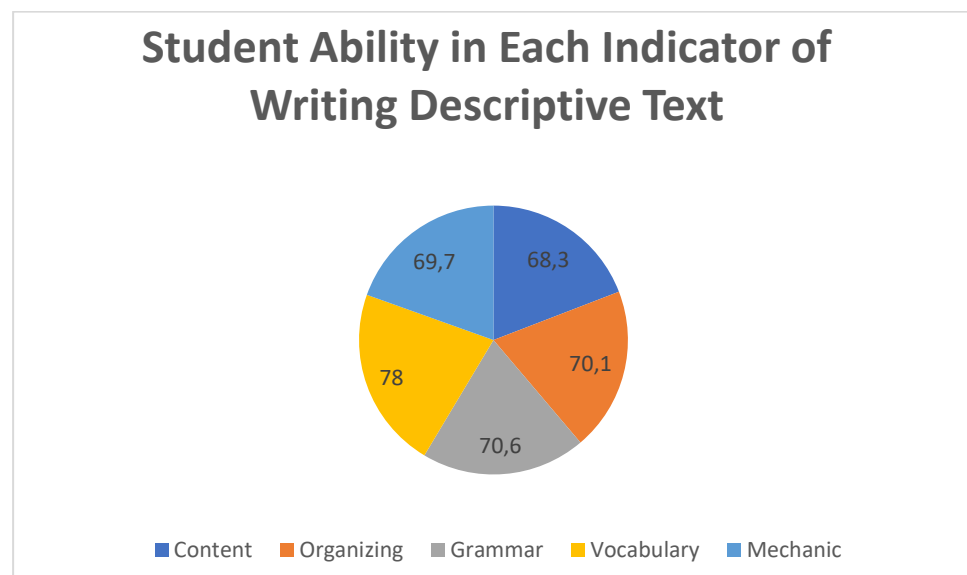
Total score	Mean score	Category
4042	70,9	Good

In table above showed the total final score of students in each category achieved by each student. All students' final scores were accumulated to get the total final score for all students. The table above shows, the total score of the overall student was 4042. The researcher calculates all the scores then divided with the number of the samples, and the mean score for students' writing ability in descriptive text in Eight grade at SMPN 1 Rejang Lebong 70,9 and it can be categorized as **GOOD**.

2. Analyzed the indicators each category

The result of test in each category was processed into the chart, can be seen clearly in the following as follow:

**Chart 4.2 Students' Ability in Each Indicator of Writing Descriptive Text**



The data on the chart shows that the result of students' ability in each category overall as good (61-80). In content indicator in writing descriptive text was classified as good. In content indicator, the students mean score was 68,6 with total score 469,5. The next category is organizing indicator in writing descriptive text was classified as good. In organizing indicator, the students mean score was 70,1 with total score 320. The result of grammar indicator category that shows in above tablet was classified as good. In grammar indicator, the students mean score was 70,6 with total score 322. Then, in vocabulary indicator on writing descriptive text was classified as good. In vocabulary indicator, the students mean score was 78 with the score 267. The last indicator, that is mechanic. In mechanic indicator shows that the result of students' ability in mechanic indicator in writing descriptive text was classified as good. In mechanic indicator, the students mean score was 69,7 with total score 238.

## **B. Discussion**

This section discusses the results of research which are the results of the analysis of students' abilities and factor that affect in writing descriptive text.

### **1. Students' ability in writing descriptive text**



Analyzing students' ability in writing descriptive text have been conducts investigate from various study. The first is **Rastiana** from Universitas Muhammadiyah Makkasar analyzed students ability in writing descriptive text based on 5 component in writing and the result was, in content of writing the students classified in the excellent category with score was 83,3. in organization of writing, the students classified in good category with score was 78,5, in grammar of writing, the student classified in good category with score was 76,7 from those result, in vocabulary of writing, the students classified in good category with score was 80,1 and the last is mechanic of writing, the students classified in good category with score was 69,3. The final score of writing descriptive text was 1.167 it can be categorized as good. The second is from **Isna Wahyumi**, from her research indicated that the students' ability in writing descriptive text was classified into very poor. The student ability in content categories was 2,63. It classified into very poor. The student ability in organization categories was 2,09. It classified into very poor. The student ability in grammar categories was 1,75. It classified into very poor. The student ability in vocabulary categories was 22,93. It classified into very poor and the last the student ability in mechanic categories was 2,33. It classified into very poor.

Based on the results of the research above, the researcher will explain the results of the research obtained by the researcher. The

researcher conducted a study with the title "an analysis of students' ability in writing descriptive text at eighth grade of SMPN 1 Rejang lebong. The research question of the research is "how students' ability in writing descriptive text?" and the purpose of the research is to find out the students' ability in writing descriptive text. The instrument used in this research is test writing descriptive text, for the assessment the researcher used Rubric scoring adapted Brown, which contains 5 indicators, namely content, organizing, grammar, vocabulary, and mechanic. Students' writing ability was divided into 5 categories, were excellent, good, average, fair, and poor. Based on the result of the test, the researcher finds out the student mean score, that is 70,9. This means that the students' ability was good because 70,9 into the good category with range 61-80.

## 2. Writing Descriptive Indicator

There are 5 indicators that should analyze in the students' writing test result there were content, organizing ideas, grammar, vocabulary, and mechanic. According to Shehadeh there are five components of writing, there are: content, organization, grammar, vocabulary and mechanic.<sup>52</sup> In content, the main idea should be clear and supported by all developing sentences (topic, state good topic,

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<sup>52</sup> Shehadeh, *Effect an understanding of the distinct nature of L2 writing: The ESL research and its implications*. *TESOL Quarterly*, 27 (4) 657-677, 2011

supporting sentences, and concluding sentences). Content is one of writing components that discuss about Knowledge of subject, development of thesis, coverage of topic, relevance of detail, substance and quantity of details<sup>53</sup> The results of the researcher test showed that the mean score, that is 68,6 with total score 469,5 that classified as good. In organizing ideas, the text should be coherent and the paragraph is unity. An important concept related to organization is the concept of coherence. Organization is one of components in writing that tell about the systematic of idea or flow ideas.<sup>54</sup> It pertains the ideas which must be started clearly, well organized, logically sequence, and cohesive. Organization means there is communicate between the reader and the writer. The results of the researcher test showed that the mean score, that is 70,1 with total score 320 that classified as good. In this indicator grammar, in writing descriptive text used present tense correctly, used relational verb and adjective words correctly. Grammar is the use of sentence structure and construction, accuracy and correctness in the use of agreement, number, tense, word order, article, pronouns, preposition and negation.<sup>55</sup> From the test, the researcher got mean score form grammar indicator that is 70,6 with total score 267 and classified as average. In vocabulary refers to the selection of words that are suitable

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<sup>53</sup> Ibid 665-667

<sup>54</sup> Ibid 665-667

<sup>55</sup> Ibid 665-667

for the content. To make good writing, the students need a lot of vocabulary, correct grammar, and good comprehension. Vocabulary is the most important aspect in teaching a language mastery vocabulary.<sup>56</sup> It uses of range, accuracy of word/idiom choice, mastery of word forms, appropriateness of register, effectiveness in the transmission meaning. The results of the researcher test showed that the mean score, that is 78 with total score 267 that classified as good. The last indicator is mechanics related to spelling, punctuation, and capitalization in writing descriptive writing. Mechanic is the use of the graphic convection of the language we have to pay attention the use of the punctuation, convention, spelling, capitalization and apply in of the word of sentence. Function is very determining whiter the writer can clear for the reader. From the test, the researcher got mean score form mechanic indicator that is 69,7 with total score 238,5 and classified as good.

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<sup>56</sup> Ibid 665-667

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Regarding the discussion of the research results that described in the previous chapter, the researcher concludes that the students of Eight grade of SMPN 1 Rejang Lebong has different abilities, but if the overall final score of the students is accumulated and then averaged, the students' ability in writing descriptive text can be categorized as "good" with the mean score was 70,9%. The frequency of students' ability in writing descriptive text showed the highest is good category, next excellent category, after that average category and the last fair category and none the students.

Related the 5 indicators that analyzed in the students writing test result also has been explained in the previous chapter where none of the students got the maximum score in all indicators (content, organizing ideas, grammar, vocabulary, grammar, and mechanics). Of the 5 indicators, students were only able to get a maximum score in one, two and three indicators. Even some students were not able to reach the maximum score of the 5 indicators.

The results of the researcher analyzed 5 indicators, are content, organizing ideas, grammar, vocabulary, and mechanics showed that the overall final score each indicator, vocabulary has the highest score while the lowest score is obtained by students was in content.

## **B. Suggestion**

Referring to the conclusion above, the researcher would like to recommend some suggestions as follows:

### **1. Suggestion for English teacher**

- a. The teacher must analyze the students' writing ability to determine the level of students' understanding.
- b. In analyzing students' abilities, teachers must measure students' understanding of each indicator so that teachers are able to know the strengths and weaknesses or difficulties of students in writing descriptive texts so as to reduce the problems faced by certain students.

### **2. Suggestion to further researcher**

From the results of this study, the researcher hopes that future researchers can get new references related to difficulties or mistakes made by students in writing descriptive text.



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## (Silabus)

**Mata Pelajaran** : Bahasa Inggris  
**Satuan Pendidikan** : SMP N 1 Rejang Lebong  
**Kelas / Semester** : VIII / 1  
**Tahun Pelajaran** : 2022/2023

Kompetensi Inti:

- **KI 1 dan KI 2 : Menghargai dan Menghayati** ajaran agama yang dianutnya serta **Menghargai dan Menghayati** perilaku jujur, disiplin, santun, percaya diri, percaya diri 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
- **KI 3** : 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.
- **KI 4** : 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.

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja,	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman</li> <li>• Struktur Teks               <ul style="list-style-type: none"> <li>- Memulai</li> </ul> </li> </ul>	3.1.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan meminta perhatian 3.1.2 Menyebutkan ungkapan meminta perhatian	-Religius -Mandiri -Gotongroyong -Kejujuran -Kerja keras -Percaya diri -Kerja sama	- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari	12 JP	-Buku penunjang kurikulum 2013 mata pelajaran bahasa inggris	-Lisan -Tertulis -Penugasan -Unjuk kerja -Produk -Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Menanggapi (diharapkan/ di luar dugaan)</li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan a.l. <i>Excuse me, Is it clear?, Great, I think so.,</i> dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang tindakan meminta perhatian, mengecek pemahaman,</li> </ul>	<p>3.1.3 Merespon ungkapan meminta perhatian</p> <p>3.1.4 Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan mengecek pemahaman</p> <p>3.1.5 Menyebutkan ungkapan mengecek pemahaman</p> <p>3.1.6 Merespon ungkapan mengecek pemahaman</p> <p>3.1.7 Mengidentifikasi fungsi social dan unsurkebahasaan dari ungkapan menghargai kinerja yang baik</p> <p>3.1.8 Menyebutkan ungkapan menghargai kinerja yang baik</p>		<ul style="list-style-type: none"> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</li> <li>- Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>		<p>when english rings the bells, kelas VIII, lembaran, revisi tahun 2017 -Kamus bahasa Inggris - pengalaman peserta didik dan guru</p>	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	menghargai kinerja, meminta dan mengungkapkan pendapat yang dapat menumbuhkan perilaku yang termuat di KI	<p>3.1.9 Merespon ungkapan menghargai kinerja yang baik</p> <p>3.1.10 Mengidentifikasi fungsi social dan unsur kebahasaan dari meminta dan mengungkapkan pendapat</p> <p>3.1.11 Menyebutkan ungkapan meminta dan mengungkapkan pendapat</p> <p>3.1.12 Merespon ungkapan meminta dan mengungkapkan pendapat</p> <p>4.1.1 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian.</p>					

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		<p>4.1.2 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan mengecek pemahaman</p> <p>4.1.3 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan menghargai kinerja yang baik.</p> <p>4.1.4 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta dan mengungkapkan pendapat.</p>					
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan	<ul style="list-style-type: none"> <li>Fungsi sosial Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya .</li> </ul>	3.2.1. Mengidentifikasi fungsi social dan unsur kebahasaan dari memberi dan meminta informasi terkait	<ul style="list-style-type: none"> <li>-Religius</li> <li>-Mandiri</li> <li>-Gotongroyong</li> <li>-Kejujuran</li> <li>-Kerja keras</li> </ul>	- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi	12 JP	-Buku penunjang kurikulum 2013 mata	<ul style="list-style-type: none"> <li>-Lisan</li> <li>-Tertulis</li> <li>-Penugasan</li> <li>-Unjuk kerja</li> <li>-Produk</li> </ul>



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>can, will</i>)</p> <p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/ di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: <i>can, will</i>.</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan</li> </ul> </li> </ul>	<p>kemampuan dan kemauan</p> <p>3.2.2. Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait kemampuan</p> <p>3.2.3. Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait kemauan</p> <p>4.2.1 Menulis teks lisan dan tulis sederhana untuk mengucapkan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan.</p>	<p>-Percaya diri</p> <p>-Kerja sama</p>	<p>kemampuan dan kemauan, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>- Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang</li> <li>- Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing untuk melakukan tindakan-tindakan tertentu</li> <li>- Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		<p>pelajaran bahasa inggris when english rings the bells, kelas VIII, lembaran bud, revisi tahun 2017</p> <p>-Kamus bahasa inggris</p> <p>- pengalaman peserta didik dan guru</p>	-Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	<p>tulisan tangan</p> <ul style="list-style-type: none"> <li>• Topik Interaksi antara peserta didik di dalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>						
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks	<ul style="list-style-type: none"> <li>• Fungsi sosial Menyuruh, melarang, dan menghimbau.</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/ di luar dugaan)</li> </ul> </li> </ul>	<p>3.3.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari memberi dan meminta informasi terkait kemampuan dan kemauan</p> <p>3.3.2 Menyebutkan ungkapan tindakan memberi</p>	<ul style="list-style-type: none"> <li>-Religius</li> <li>-Mandiri</li> <li>-Gotongroyong</li> <li>-Kejujuran</li> <li>-Kerja keras</li> <li>-Percaya diri</li> <li>-Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak, membaca, dan menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> </ul>	12 JP	-Buku penunjang kurikulum 2013 mata pelajaran bahasa inggris when english	-

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>penggunaannya (Perhatikan unsur kebahasaan <i>must, should</i>)</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>Unsur kebahasaan <ul style="list-style-type: none"> <li>Ungkapan keharusan, larangan, himbauan dengan modal <i>must, (don't) have to..., should,</i></li> <li>Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>Topik Interaksi antara peserta didik dan guru di dalam dan di</li> </ul>	<p>dan meminta informasi terkait keharusan sesuai dengan konteks</p> <p>3.3.3 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait larangan sesuai dengan konteks</p> <p>3.3.4 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait himbauan sesuai dengan konteks</p> <p>4.3.1 Menulis teks lisan dan tulis sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan</p>		<ul style="list-style-type: none"> <li>Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang</li> <li>Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan melakukan tindakan-tindakan tertentu</li> <li>Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		<p>rings the bells, kelas VIII, lembaran, revisi tahun 2017</p> <p>-Kamus bahasa Inggris</p> <p>- pengalaman peserta didik dan guru</p>	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat menumbuhkan perilaku yang termuat di KI	himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks					
3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapi, sesuai dengan konteks penggunaannya  4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi	<ul style="list-style-type: none"> <li>• Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman.</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/ di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan a.1 <i>let's ..., can you ..., would you like ...</i>,</li> </ul> </li> </ul>	3.4.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari memberi dan meminta informasi terkait menyuruh, mengajak, meminta ijin, serta menanggapi, sesuai dengan konteks penggunaannya  3.4.2 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait ungkapan menyuruh sesuai dengan konteks	-Religius -Mandiri -Gotongroyong -Kejujuran -Kerja keras -Percaya diri -Kerja sama	- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari	12 JP	-Buku penunjang kurikulum 2013 mata pelajaran bahasa inggris when english rings the bells, kelas VIII, leme ndikbud ,revisi tahun 2017	-Lisan -Tertulis -Penugasan -Unjuk kerja -Produk -Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>may I, please.</i></p> <ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta ijin yang dapat menumbuhkan</li> </ul>	<p>3.4.3 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait ungkapan mengajak sesuai dengan konteks</p> <p>3.4.4 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait ungkapan meminta ijin sesuai dengan konteks</p> <p>3.4.5 Menanggapi teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, dan meminta ijin, sesuai dengan konteks penggunaannya</p> <p>4.4.1 Menulis teks lisan dan tulis</p>		<p>dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas</p> <ul style="list-style-type: none"> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>		<p>-Kamus bahasa inggris</p> <p>- pengalaman peserta didik dan guru</p>	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	perilaku yang termuat di KI	<p>sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>					
<p>3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk <i>greeting card</i>, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya</p> <p>4.5 Menyusun teks khusus dalam bentuk <i>greeting card</i>, sangat pendek dan sederhana, terkait</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman.</li> <li>• Struktur Teks Teks <i>greeting card</i> dapat mencakup <ul style="list-style-type: none"> <li>- Identifikasi (nama peristiwa, hari</li> </ul> </li> </ul>	<p>3.5.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks khusus dalam bentuk <i>greeting card</i>, dengan memberi dan meminta informasi terkait dengan hari-hari spesial</p> <p>3.5.2 Menyebutkan teks Kartu ucapan selamat (<i>Greeting Cards</i>) terkait</p>	<ul style="list-style-type: none"> <li>-Religius</li> <li>-Mandiri</li> <li>-Gotongroyong</li> <li>-Kejujuran</li> <li>-Kerja keras</li> <li>-Percaya diri</li> <li>-Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk hari spesial tertentu</li> <li>- Mengidentifikasi dan menyebutkan ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar</li> <li>- Mencermati dan menemukan</li> </ul>	12 JP	-Buku penunjang kurikulum 2013 mata pelajaran bahasa inggris when english rings the bells, kelas VIII, leme	<ul style="list-style-type: none"> <li>-Lisan</li> <li>-Tertulis</li> <li>-Penugasan</li> <li>-Unjuk kerja</li> <li>-Produk</li> <li>-Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>istimewa) bersifat khusus</p> <ul style="list-style-type: none"> <li>- Ungkapan khusus yang relevan</li> <li>- Gambar, hiasan, komposisi warna</li> </ul> <ul style="list-style-type: none"> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan a.l. <i>Congratulations. Well done. Good job.</i>, dll.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik</li> </ul>	<p>dengan hari-hari spesial</p> <p>3.5.3 Merespon teks Kartu ucapan selamat (Greeting Cards) terkait dengan hari-hari spesial</p> <p>3.5.4 Menyebutkan teks Undangan pribadi</p> <p>4.5.1 Menulis informasi rinci yang terdapat pada teks greeting card</p> <p>4.5.2 Menulis teks khusus dalam bentuk greeting card sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>		<p>perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk event lain</p> <ul style="list-style-type: none"> <li>- Mengidentifikasi perbedaan dan persamaan, dan memberikan penilaiannya</li> <li>- Membuat <i>greeting card</i> terkait hari istimewa yang relevan dengan peserta didik saat itu.</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		<p>ndikbud, revisi tahun 2017</p> <ul style="list-style-type: none"> <li>-Kamus bahasa Inggris</li> <li>- pengalaman peserta didik dan guru</li> </ul>	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan dsb. yang dapat menumbuhkan perilaku yang termuat di KI						
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>there is/are</i>)</p> <p>4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya.</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/ di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan dengan <i>There is/are</i></li> <li>- Kata jumlah yang tidak</li> </ul> </li> </ul>	<p>3.6.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya</p> <p>3.6.2 Menyebutkan tindakan memberi dan meminta</p>	<ul style="list-style-type: none"> <li>-Religius</li> <li>-Mandiri</li> <li>-Gotongroyong</li> <li>-Kejujuran</li> <li>-Kerja keras</li> <li>-Percaya diri</li> <li>-Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</li> <li>- Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca</li> </ul>	12 JP	-Buku penunjang kurikulum 2013 mata pelajaran bahasa inggris when english rings the bells, kelas VIII, leme ndikbud ,revisi tahun 2017	<ul style="list-style-type: none"> <li>-Lisan</li> <li>-Tertulis</li> <li>-Penugasan</li> <li>-Unjuk kerja</li> <li>-Produk</li> <li>-Portofolio</li> </ul>



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>tertentu: <i>little, few, some, many, much, a lot (of)</i>.</p> <ul style="list-style-type: none"> <li>- Frasa kata depan: <i>in, on, under, in front of, below, above</i>, dan lain lain.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan</li> </ul>	<p>informasi terkait keberadaan orang, sesuai dengan konteks penggunaannya</p> <p>3.6.3 Menyebutkan tindakan memberi dan meminta informasi terkait benda, sesuai dengan konteks penggunaannya</p> <p>3.6.4 Menyebutkan tindakan memberi dan meminta informasi terkait binatang, sesuai dengan konteks penggunaannya</p> <p>4.6.1 Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan</p>		<p>dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang</li> <li>- Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar</li> <li>- Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		-Kamus bahasa inggris - pengalaman peserta didik dan guru	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	perilaku yang termuat di KI	sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks					
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran	<ul style="list-style-type: none"> <li>• Fungsi sosial Menjelaskan, mendeskripsikan</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/ di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan</li> </ul>	3.7.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/	<ul style="list-style-type: none"> <li>-Religius</li> <li>-Mandiri</li> <li>-Gotongroyong</li> <li>-Kejujuran</li> <li>-Kerja keras</li> <li>-Percaya diri</li> <li>-Kerja sama</li> </ul>	- Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal peserta didik, dengan ucapan dan tekanan kata yang benar	12 JP	-Buku penunjang kurikulum 2013 mata pelajaran bahasa inggris when english rings the bells,kela	<ul style="list-style-type: none"> <li>-Lisan</li> <li>-Tertulis</li> <li>-Penugasan</li> <li>-Unjuk kerja</li> <li>-Produk</li> <li>-Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)</p> <p>4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam <i>Simple Present Tense</i>.</li> <li>- Adverbial: <i>always, often, sometimes, never, usually, every</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p>• Topik</p>	<p>tindakan/kegiatan / kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya</p> <p>3.7.2 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait keadaan yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum</p> <p>3.7.3 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait tindakan yang</p>		<ul style="list-style-type: none"> <li>- Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks</li> <li>- Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain</li> <li>- Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah</li> <li>- Mengumpulkan informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya untuk membuat teks-teks</li> </ul>		<p>s VIII, lemendikbud, revisi tahun 2017</p> <p>-Kamus bahasa Inggris</p> <p>- pengalaman peserta didik dan guru</p>	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	Kegiatan/kejadian sehari-hari dan kebenaran umum yang dapat menumbuhkan perilaku yang termuat di KI	<p>dilakukan/terjadi secara rutin atau merupakan kebenaran umum</p> <p>3.7.4 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait kegiatan yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum</p> <p>3.7.5 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum</p>		<p>pendek dan sederhana</p> <ul style="list-style-type: none"> <li>- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		<p>4.7.1 Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ ndakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>					

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense)</p> <p>4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Menjelaskan, mendeskripsikan</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/ di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam <i>Present Continuous Tense</i></li> <li>- Adverbia: <i>now</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those,</i></li> </ul> </li> </ul>	<p>3.8.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan / kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaannya</p> <p>3.8.2 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait keadaan yang</p>	<ul style="list-style-type: none"> <li>-Religius</li> <li>-Mandiri</li> <li>-Gotongroyong</li> <li>-Kejujuran</li> <li>-Kerja keras</li> <li>-Percaya diri</li> <li>-Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru menyebutkan tindakan, kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi</li> <li>- Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka</li> <li>- Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video)</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>-Buku penunjang kurikulum 2013 mata pelajaran bahasa inggris when english rings the bells, kelas VIII,lembud ,revisi tahun 2017</li> <li>-Kamus bahasa inggris</li> <li>- pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>-Lisan</li> <li>-Tertulis</li> <li>-Penugasan</li> <li>-Unjuk kerja</li> <li>-Produk</li> <li>-Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p><i>my, their,</i> dsb.</p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p>• Topik Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>dilakukan/terjadi pada saat diucapkan</p> <p>3.8.3 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait tindakan yang dilakukan/terjadi pada saat diucapkan</p> <p>3.8.4 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait kegiatan yang dilakukan/terjadi pada saat diucapkan</p> <p>3.8.5 Menyebutkan teks lisan dan tulis memberi dan meminta informasi</p>		<p>- Membuat teks pendek berdasarkan tampilan visual lainnya</p> <p>- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</p> <p>- Melakukan refleksi tentang proses dan hasil belajarnya</p>			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		<p>terkait kejadian yang dilakukan/terjadi pada saat diucapkan</p> <p>4.8.1 Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan /kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan</p>					



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		unsur kebahasaan yang benar dan sesuai konteks					
<p>3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>degree of comparison</i>)</p> <p>4.9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang,</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi.</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/ di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat perbandingan positif, komparatif dan superlatif dengan: <i>as ... as, -er, -est, more ..., the most ...</i></li> </ul> </li> </ul>	<p>3.9.1. Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya</p> <p>3.9.2. Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait perbandingan</p>	<ul style="list-style-type: none"> <li>-Religius</li> <li>-Mandiri</li> <li>-Gotongroyong</li> <li>-Kejujuran</li> <li>-Kerja keras</li> <li>-Percaya diri</li> <li>-Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membaca interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar</li> <li>- Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan.</li> <li>- Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda</li> <li>- Bertanya jawab untuk</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>-Buku penunjang kurikulum 2013 mata pelajaran bahasa Inggris when english rings the bells, kelas VIII, Lemendikbud, revisi tahun 2017</li> <li>-Kamus bahasa Inggris</li> <li>- pengalaman peserta</li> </ul>	<ul style="list-style-type: none"> <li>-Lisan</li> <li>-Tertulis</li> <li>-Penugasan</li> <li>-Unjuk kerja</li> <li>-Produk</li> <li>-Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> <li>- Perbandingan jumlah: <i>more, fewer, less</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Perbandingan orang, benda, binatang di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan</li> </ul>	<p>jumlah dan sifat orang sesuai dengan konteks penggunaannya</p> <p>3.9.3. Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait perbandingan jumlah dan sifat binatang sesuai dengan konteks penggunaannya</p> <p>3.9.4. Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait perbandingan jumlah dan sifat benda sesuai dengan konteks penggunaannya</p>		<p>membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya</p> <ul style="list-style-type: none"> <li>- Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui</li> <li>- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		didik dan guru	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	perilaku yang termuat di KI	4.9.1 Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks					
3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan	<ul style="list-style-type: none"> <li>Fungsi sosial Melaporkan, menceritakan, menjelaskan kejadian yang dilakukan/terjadi</li> </ul>	3.10.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional	<ul style="list-style-type: none"> <li>-Religius</li> <li>-Mandiri</li> <li>-Gotongroyong</li> <li>-Kejujuran</li> <li>-Kerja keras</li> </ul>	- Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang	12 JP	-Buku penunjang kurikulum 2013 mata	<ul style="list-style-type: none"> <li>-Lisan</li> <li>-Tertulis</li> <li>-Penugasan</li> <li>-Unjuk kerja</li> <li>-Produk</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)</p> <p>4.10 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi,</p>	<p>di, di waktu lampau.</p> <ul style="list-style-type: none"> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/ di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam bentuk <i>Simple Past Tense</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> <li>- Ucapan, tekanan kata,</li> </ul> </li> </ul>	<p>lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya</p> <p>3.10.2 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait keadaan yang</p>	<p>-Percaya diri</p> <p>-Kerja sama</p>	<p>terjadi di masa lampau</p> <ul style="list-style-type: none"> <li>- Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar</li> <li>- Bertanya jawab tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami</li> <li>- Mengumpulkan informasi tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teks-teks pendek dan sederhana</li> <li>- Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya,</li> </ul>		<p>pelajaran bahasa inggris when english rings the bells, kelas VIII, lemendikbud, revisi tahun 2017</p> <p>-Kamus bahasa inggris</p> <p>- pengalaman peserta didik dan guru</p>	-Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>intonasi, ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>• Topik Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau</p> <p>3.10.3 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait tindakan yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau</p> <p>3.10.4 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait kegiatan yang dilakukan/terjadi,</p>		<p>secara lisan, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		<p>rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau</p> <p>3.10.5 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau</p> <p>4.10.1 Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan</p>					

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks					
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount	<ul style="list-style-type: none"> <li>Fungsi sosial Melaporkan, mengambil teladan, membanggakan</li> </ul>	3.11.1 Mengidentifikasi fungsi social dan unsur kebahasaan beberapa teks personal recount	<ul style="list-style-type: none"> <li>-Religius</li> <li>-Mandiri</li> <li>-Gotongroyong</li> <li>-Kejujuran</li> <li>-Kerja keras</li> </ul>	- Menyimak guru membaca beberapa teks <i>recount</i> tentang pengalaman pribadi seseorang	20 JP	-Buku penunjang kurikulum 2013 mata	<ul style="list-style-type: none"> <li>-Lisan</li> <li>-Tertulis</li> <li>-Penugasan</li> <li>-Unjuk kerja</li> <li>-Produk</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.11. Teks recount</p> <p>4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)</p> <p>4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan</p>	<ul style="list-style-type: none"> <li>• Struktur teks <ul style="list-style-type: none"> <li>Dapat mencakup <ul style="list-style-type: none"> <li>- orientasi</li> <li>- urutan kejadian/kegiatan</li> <li>- orientasi ulang</li> </ul> </li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam <i>Simple Past tense</i></li> <li>- Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, an hour ago</i>, dan sebagainya.</li> <li>- Adverbia penghubung</li> </ul> </li> </ul>	<p>lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>3.11.2 Menyebutkan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana</p> <p>4.10.1 Memperesentasikan teks recount</p>	<p>-Percaya diri</p> <p>-Kerja sama</p>	<ul style="list-style-type: none"> <li>- Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis</li> <li>- Menggunakan bagan alir untuk mempelajari alur cerita</li> <li>- Didektekan guru, menuliskan teks-teks pendek tersebut dengan tulisan tangan.</li> <li>- Melengkapi ringkasan pengalaman tsb. dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar</li> <li>- Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks-teks pendek dan sederhana</li> <li>- Saling mempresentasikan,</li> </ul>		<p>pelajaran bahasa inggris when english rings the bells, kelas VIII, lemendikbud, revisi tahun 2017</p> <p>-Kamus bahasa inggris</p> <p>- pengalaman peserta didik dan guru</p>	-Portofolio



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>waktu: <i>first, then, after that, before, at last, finally</i>, dan sebagainya.</p> <ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan</li> </ul>	<p>4.11.1.1 Menulis makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana</p> <p>4.11.2.1 Membuat teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial,</p>		<p>menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	perilaku yang termuat di KI	struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks					
<p>3.12 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p> <p>4.12. Teks pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>)</p> <p>4.12.1 Menangkap makna secara kontekstual terkait dengan fungsi</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Memberi informasi tindakan dilaksanakan sesuai yang diharapkan.</li> <li>• Struktur text Dapat mencakup: <ul style="list-style-type: none"> <li>- Judul atau tujuan pengumuman</li> <li>- Informasi rinci yang diumumkan</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan-ungkapan</li> </ul> </li> </ul>	<p>3.12.1 Mengidentifikasi fungsi social dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p> <p>3.12.2 Menjelaskan teks khusus dalam</p>	<ul style="list-style-type: none"> <li>-Religius</li> <li>-Mandiri</li> <li>-Gotongroyong</li> <li>-Kejujuran</li> <li>-Kerja keras</li> <li>-Percaya diri</li> <li>-Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca dengan suara lantang setiap pengumuman/ pemberitahuan, dengan ucapan dan tekanan kata yang benar</li> <li>- Menyimak untuk menemukan perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis</li> <li>- Mempelajari contoh dan kemudian mempresentasikan hasil analisis tersebut di atas</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>-Buku penunjang kurikulum 2013 mata pelajaran bahasa inggris when english rings the bells,kelas VIII,lembendikbud, revisi tahun 2017</li> <li>-Kamus bahasa inggris</li> </ul>	<ul style="list-style-type: none"> <li>-Lisan</li> <li>-Tertulis</li> <li>-Penugasan</li> <li>-Unjuk kerja</li> <li>-Produk</li> <li>-Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/pemberitahuan (notice) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah</p> <p>4.12.2 Menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>yang lazim digunakan dalam pengumuman yang berbeda-beda</p> <ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Kegiatan, kejadian, peristiwa, dan hal penting bagi peserta didik dan guru</li> </ul>	<p>bentuk pesan singkat dan pengumuman/pemberitahuan (notice)</p> <p>3.12.3 Menyebutkan teks khusus dalam bentuk pesan singkat dengan memberi dan meminta informasi terkait kegiatan sekolah</p> <p>3.12.4 Menyebutkan teks khusus dalam bentuk pengumuman/pemberitahuan (notice) dengan memberi dan meminta informasi terkait kegiatan sekolah</p>		<p>secara lisan, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Membuat pengumuman/pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		- pengalaman peserta didik dan guru	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	<p>yang dapat menumbuhkan perilaku yang termuat di KI</p> <ul style="list-style-type: none"> <li>• Multimedia</li> </ul> <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik.</p>	<p>4.12.1 Memperesentasikan Teks pesan singkat dan pengumuman/pemberitahuan (notice)</p> <p>4.12.1.1 Meulis makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/pemberitahuan (notice) lisan dan tulis, sangat pendek dan sederhana</p> <p>4.12.2.1 Membuat teks khusus dalam bentuk pesan</p>					

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		singkat dan pengumuman/pemberitahuan (notice), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks					
3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs 4.13 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur	<ul style="list-style-type: none"> <li>Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif</li> <li>Unsur kebahasaan</li> </ul>	3.13.1. Menggali fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs 3.13.2. Menyebutkan pesan moral	-Religius -Mandiri -Gotongroyong -Kejujuran -Kerja keras -Percaya diri -Kerja sama	- Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Menyebutkan pesan yang terkait dengan	8 JP	-Buku penunjang kurikulum 2013 mata pelajaran bahasa inggris when	-Lisan -Tertulis -Penugasan -Unjuk kerja -Produk -Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	<ul style="list-style-type: none"> <li>- Kosakata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI.</li> </ul>	<p>dalam lagu dan menghargai lagu sebagai karya Seni sesuai konteks</p> <p>3.13.3. Merespon lagu dan memahami pesan moral lagu serta menghargai lagu sebagai karya Seni sesuai konteks</p> <p>4.13.1 Menulis makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>		<p>bagian-bagian tertentu</p> <ul style="list-style-type: none"> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		<p>english rings the bells, kelas VIII, Lemendikbud, revisi tahun 2017</p> <ul style="list-style-type: none"> <li>- Kamus bahasa Inggris</li> <li>- pengalaman peserta didik dan guru</li> </ul>	

**Table 4.1 Mean score of students' writing descriptive text**

No	Name	3C	2O	2G	1,5V	1,5M	Total	Score
1	Student 1	7,5	4	6	4,5	3,75	25,75	64,375
2	Student 2	7,5	6	6	5,25	3,75	28,5	71,25
3	Student 3	7,5	4	6	4,5	3	25	62,5
4	Student 4	6	6	5	4,5	3,75	25,25	63,125
5	Student 5	12	8	6	6	4,5	36,5	91,25
6	Student 6	9	4	5	4,5	3,75	26,25	65,625
7	Student 7	9	4	5	3	3,75	24,75	61,875
8	Student 8	3	4	6	4,5	4,5	22	55
9	Student 9	12	8	6	4,5	5,25	35,75	89,375
10	Student 10	6	4	5	3	3,75	21,75	54,375
11	Student 11	3	3	2	3	3	14	35
12	Student 12	12	8	6	6	4,5	36,5	91,25
13	Student 13	9	7	6	6	4,5	32,5	81,25
14	Student 14	9	6	7	4,5	4,5	31	77,5
15	Student 15	9	7	6	5,25	3	30,25	75,625
16	Student 16	9	8	6	4,5	4,5	32	80
17	Student 17	12	8	6	4,5	4,5	35	87,5
18	Student 18	12	8	6	6	4,5	36,5	91,25

19	Student 19	9	6	4	4,5	4,5	28	70
20	Student 20	6	4	4	3,75	3,75	21,5	53,75
21	Student 21	6	6	4	3	3,75	22,75	56,875
22	Student 22	12	8	6	4,5	4,5	35	87,5
23	Student 23	12	8	6	4,5	4,5	35	87,5
24	Student 24	9	6	7	4,5	4,5	31	77,5
25	Student 25	9	6	6	5,25	4,5	30,75	76,875
26	Student 26	12	8	6	6	4,5	36,5	91,25
27	Student 27	3	2	4	3	2,25	14,25	35,625
28	Student 28	6	6	6	6	4,5	28,5	71,25
29	Student 29	12	6	7	6	4,5	35,5	88,75
30	Student 30	3	2	6	3,75	4,5	19,25	48,125
31	Student 31	12	8	6	5,25	4,5	35,75	89,375
32	Student 32	12	8	6	4,5	4,5	35	87,5
33	Student 33	9	5	6	5,25	4,5	29,75	74,375
34	Student 34	9	6	6	5,25	3	29,25	73,125
35	Student 35	6	5	6	4,5	4,5	26	65
36	Student 36	3	2	5	4,5	4,5	19	47,5
37	Student 37	9	7	6	5,25	4,5	31,75	79,375
38	Student 38	12	8	6	4,5	4,5	35	87,5
39	Student 39	9	7	6	6	4,5	32,5	81,25



40	Student 40	3	2	4	4,5	3	16,5	41,25
41	Student 41	12	8	6	6	4,5	36,5	91,25
42	Student 42	9	6	4	3,75	3	25,75	64,375
43	Student 43	3	2	6	4,5	4,5	20	50
44	Student 44	6	4	6	3,75	4,5	24,25	60,625
45	Student 45	3	2	4	3	3	15	37,5
46	Student 46	9	6	6	6	4,5	31,5	78,75
47	Student 47	3	2	6	3,75	4,5	19,25	48,125
48	Student 48	12	8	6	3,75	4,5	34,25	85,625
49	Student 49	3	3	6	4,5	4,5	21	52,5
50	Student 50	9	4	7	4,5	4,5	29	72,5
51	Student 51	9	4	4	3,75	3	23,75	59,375
52	Student 52	12	8	6	6	4,5	36,5	91,25
53	Student 53	9	6	6	6	4,5	31,5	78,75
54	Student 54	9	6	7	4,5	5,25	31,75	79,375
55	Student 55	9	7	6	4,5	5,25	31,75	79,375
56	Student 56	6	4	6	4,5	4,5	25	62,5
57	Student 57	9	7	6	6	4,5	32,5	81,25
	Total	469,5	320	322	267	238,5	1617	4042,5

**Table 4.2 Students' categories in writing descriptive text**

No	Name	Student Categories					
		Score	Excellent	Good	Average	Fair	Poor
			81-100	61-80	41-60	21-40	0-20
1	Student 1	64		✓			
2	Student 2	71		✓			
3	Student 3	63		✓			
4	Student 4	63		✓			
5	Student 5	91	✓				
6	Student 6	66		✓			
7	Student 7	62		✓			
8	Student 8	55			✓		
9	Student 9	89	✓				
10	Student 10	54			✓		
11	Student 11	35				✓	
12	Student 12	91	✓				
13	Student 13	81	✓				
14	Student 14	78		✓			
15	Student 15	76		✓			
16	Student 16	80		✓			
17	Student 17	88	✓				

18	Student 18	91	✓				
19	Student 19	70		✓			
20	Student 20	54			✓		
21	Student 21	57			✓		
22	Student 22	88	✓				
23	Student 23	88	✓				
24	Student 24	76		✓			
25	Student 25	77		✓			
26	Student 26	91	✓				
27	Student 27	36				✓	
28	Student 28	71		✓			
29	Student 29	89	✓				
30	Student 30	48				✓	
31	Student 31	89	✓				
32	Student 32	88	✓				
33	Student 33	74		✓			
34	Student 34	73		✓			
35	Student 35	65		✓			
36	Student 36	48			✓		
37	Student 37	79		✓			
38	Student 38	88	✓				

39	Student 39	81	✓				
40	Student 40	41			✓		
41	Student 41	91	✓				
42	Student 42	64		✓			
43	Student 43	50			✓		
44	Student 44	61		✓			
45	Student 45	38				✓	
46	Student 46	79		✓			
47	Student47	48				✓	
48	Student 48	86	✓				
49	Student 49	52			✓		
50	Student 50	73		✓			
51	Student 51	59			✓		
52	Student 52	91	✓				
53	Student 53	79		✓			
52	Student 52	79		✓			
54	Student 54	79		✓			
55	Student 55	79		✓			
56	Student 56	63		✓			
57	Student 57	81	✓				
	Total	4042	18	25	9	5	0

**Surat Pernyataan**

**( Informed Content )**

**Sebagai Interrater Penelitian**

Yang bertanda tangan dibawah ini, saya :

Nama : Rizky Indra Guci, M.Pd

Pekerjaan : Dosen IAIN Curup

Setelah mendapat penjelasan dari peneliti tentang penelitian dengan judul : **“An Analysis of Students’ Ability in Writing Descriptive Text at Eighth Grade of SMPN 1 Rejang Lebong”**. Setelah mendapat petunjuk tentang pelaksanaan penilaian maka dengan ini menyatakan bahwa saya telah memberikan penilaian yang sungguh- sungguh dan bertanggung jawab atas pemeriksaan writing descriptive text dari siswa/siswa kelas 8 SMPN 1 Rejang Lebong.

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

Curup, November 2023

**Peneliti**



Melati Husni Putri  
NIM. 17551079

**Rater**



Rizky Indra Guci, M.Pd

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

Yang bertanda tangan dibawah ini, saya :

Nama : Leni Agustin, M.Pd

Pekerjaan : Guru SMPN 5 Rejang Lebong

Setelah mendapat penjelasan dari peneliti tentang penelitian dengan judul : **“An Analysis of Students’ Ability in Writing Descriptive Text at Eighth Grade of SMPN 1 Rejang Lebong”**. Setelah mendapat petunjuk tentang pelaksanaan penilaian maka dengan ini menyatakan bahwa saya telah memberikan penilaian yang sungguh- sungguh dan bertanggung jawab atas pemeriksaan writing descriptive text dari siswa/siswa kelas 8 SMPN 1 Rejang Lebong.

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

**Peneliti**



Melati Husni Putri  
NIM. 17551079

Curup, November 2023

**Rater**



Leni Agustin, M.Pd  
NIP.197708062000122002

Kelas 8A

No	Name	Content	Organization	Grammar	Vocabulary	Mechanic
1	Abbe Jovan C.	2	2	3	3	2
2	Anindya Diva P.	2	2	3	3	2
3	Anna Regy Intan S.	2	2	3	3	2
4	Aulia Amanda Z.	2	3	3	3	3
5	Bintang fadillah A.	4	4	3	4	3
6	Ceisar Rofaldo L.	3	2	3	3	2
7	Dea Oktavia S.	3	2	2	2	2
8	Fadillah Zahira R.	3	2	3	3	3
9	Fahis Rivian Satria	4	4	3	3	3
10	Farel Al-Rosyad	—	—	—	—	—
11	Farhan Meihandi	2	2	2	2	2
12	Kaira Aufani B	1	1	1	2	2
13	Kasih putri Devi	4	4	3	4	3
14	Lintang Nur A	3	3	3	4	3
15	Livina Eliza S	3	3	3	3	3
16	M. Alfi Muzzaqi	3	3	3	3	2
17	M. Fazza	3	4	3	3	3
18	M. Fikry Arya S.	—	—	—	—	—
19	M. Thoriq K.	4	4	3	3	3
20	Meisya Putri G.	4	4	3	4	3
21	Michael Sebastian	3	3	2	3	3
22	Mochammad Raka	—	—	—	—	—
23	M. Alif Athasyah	2	2	2	2	2
24	M. Ghaisan Zafiro	2	3	2	2	2
25	Nurdia Enjellina	4	4	3	3	3
26	Pricessa Pradischa	—	—	—	—	—
27	Raisava Bariq S	4	4	3	3	3
28	Razeq Al ghifari	—	—	—	—	—
29	Rhequena G.	3	3	3	3	3
30	Rifki Al Falah	3	3	3	3	3
31	Rizky Dwi B.	4	4	3	4	3
32	Seyra Safha N.	1	1	2	2	2
33	Shofi Rarasati H.	2	3	3	3	3
34	Sophie Audria I.	4	3	3	4	3
35	Tria Rafael C.	—	—	—	—	—
36	Vita Adya R.	1	1	3	3	3
37	Zaky Brian R.	4	4	3	3	3

Pater.  
  
 Rika WPPA Gucci, M.Pd.

Kelas 8C

No	Name	Content	Organization	Grammar	Vocabulary	Mechanic
1	Akbar Pratama	—	—	—	—	—
2	Andieni Khairunnisa	4	4	3	3	3
3	Anggun Zakia Putri	3	2	3	3	3
4	Anisa Syadza O.	3	3	3	3	2
5	Aqila Hurriyah I.	2	2	3	3	3
6	Asqalani A.	1	1	3	3	3
7	Aura Putri Adinka	3	3	3	3	3
8	Ayu Putri Wandira P.	4	4	3	3	3
9	Azky Fayyad Anwar	—	—	—	—	—
10	Azra Auni Fildzah	3	3	3	4	3
11	Bintang Aurellia	—	—	—	—	—
12	Chintia Merta Sahfitri	1	1	2	3	2
13	Dimas Fery Prayoga	4	4	3	4	3
14	Dio Ahmad	3	3	2	2	2
15	Fadhil Rizky Putra Y.	1	1	3	3	3
16	Fakhri Jonatan	2	2	3	3	3
17	Hijaz Pratama Yudha	—	—	—	—	—
18	Ilham Bagus Prasetia	—	—	—	—	—
19	Indry Caya	1	1	2	2	2
20	Intan Ramadianti	3	3	3	4	3
21	Lutfiah K. P.	1	1	3	3	3
22	M.Najib Harum Z.	—	—	—	—	—
23	M.Rafael Arkendo	—	—	—	—	—
24	M.Ridho Al Fahrezi	4	4	3	3	3
25	Muja Stevanny	1	1	3	3	3
26	Nadia Aulia Putri	3	2	3	3	3
27	Nadira Safina	3	2	2	2	2
28	Razzan Saka Jornadi	4	4	3	4	3
29	Ravi Anggara Tri L.	—	—	—	—	—
30	Rezil Azizi Azwar	3	3	3	4	3
31	Sufeni Kurnia Putri U.	3	3	3	3	3
32	Tiara Jelita	—	—	—	—	—
33	Tristan Dzaki P.	3	3	3	3	3
34	Zaskia Syifarahma A.	2	2	3	3	3
35	Zerrin Sabrina H.	3	3	3	4	3

Rater,  
*[Signature]*  
 Rizki Indira Guci, M.Pd.



Kelas 8A

No	Name	Content	Organization	Grammar	Vocabulary	Mechanic
1	Abbe Jovan C.	3	2	3	3	3
2	Anindya Diva P.	3	4	3	4	3
3	Anna Regy Intan S.	3	2	3	3	2
4	Aulia Amanda Z.	2	3	2	3	2
5	Bintang Fadillah A.	4	4	3	4	3
6	Ceisar Rofaldo L.	3	2	2	3	3
7	Dea Oktavia S.	3	2	3	2	3
8	Fadillah Zahira R.	1	2	3	3	3
9	Fahis Rivan Satria	4	4	3	3	4
10	Farel Al-Rosyad	-	-	-	-	-
11	Farhan Meihandi	2	2	3	2	3
12	Kaira Aufani B	1	2	1	2	2
13	Kasih putri Devi	4	4	3	4	3
14	Lintang Nur A	3	4	3	4	3
15	Livina Eliza S	3	3	4	3	3
16	M. Alfi Muzzaqi	3	4	3	4	2
17	M. Fazza	3	4	3	3	3
18	M. Fikry Arya S.	-	-	-	-	-
19	M. Thoriq K.	4	4	3	3	3
20	Meisya Putri G.	4	4	3	4	3
21	Michael Sebastian	3	3	2	3	3
22	Mochammad Raka	-	-	-	-	-
23	M. Alif Athasyah	2	2	2	3	3
24	M. Ghaisan Zafiro	2	3	2	2	3
25	Nurdia Enjellina	4	4	3	3	3
26	Pricessa Pradischa	-	-	-	-	-
27	Raisava Bariq S	4	4	3	3	3
28	Razeq Al ghifari	-	-	-	-	-
29	Rhequena G.	3	3	4	3	3
30	Rifki Al Falah	3	3	3	4	3
31	Rizky Dwi B.	4	4	3	4	3
32	Seyra Safha N.	1	1	2	2	1
33	Shofi Rarasati H.	2	3	3	4	3
34	Sophie Audria I.	4	3	4	4	3
35	Tria Rafael C.	-	-	-	-	-
36	Vita Adya R.	1	1	3	2	3
37	Zaky Brian R.	4	4	3	4	3

Rater,

  
(Leni Agustina, M.Pd)

Kelas 8C

No	Name	Content	Organization	Grammar	Vocabulary	Mechanic
1	Akbar Pratama	-	-	-	-	-
2	Andieni Khairunnisa	4	4	3	3	3
3	Anggun Zaskia Putri	3	3	3	4	3
4	Anisa Syadza O.	3	3	3	4	2
5	Aqila Hurriyah I.	2	3	3	3	3
6	Asqalani A.	1	1	2	3	3
7	Aura Putri Adinka	3	4	3	4	3
8	Ayu Putri Wandira P.	4	4	3	3	3
9	Azky Fayyad Anwar	-	-	-	-	-
10	Azra Auni Fildzah	3	4	3	4	3
11	Bintang Aurellia	-	-	-	-	-
12	Chintia Merta Sahfitri	1	1	2	3	2
13	Dimas Fery Prayoga	4	4	3	4	3
14	Dio Ahmad	3	3	2	3	2
15	Fadhil Rizky Putra Y.	1	1	3	3	3
16	Fakhri Jonatan	2	2	3	2	3
17	Hijaz Pratama Yudha	-	-	-	-	-
18	Ilham Bagus Prasetya	-	-	-	-	-
19	Indry Caya	1	1	2	2	2
20	Intan Ramadanti	3	3	3	4	3
21	Lutfiah K. P.	1	1	3	2	3
22	M.Najib Harum Z.	-	-	-	-	-
23	M.Rafael Arkendo	-	-	-	-	-
24	M.Ridho Al Fahrezi	4	4	3	2	3
25	Muja Stevanny	1	2	3	3	3
26	Nadia Aulia Putri	3	2	4	3	3
27	Nadira Safina	3	2	2	3	2
28	Razzan Saka Jornadi	4	4	3	4	3
29	Ravi Anggara Tri L.	-	-	-	-	-
30	Rezil Azizi Azwar	3	3	3	4	3
31	Sufeni Kurnia Putri U.	3	3	4	3	4
32	Tiara Jelita	-	-	-	-	-
33	Tristan Dzaki P.	3	4	3	3	4
34	Zaskia Syifarahma A.	2	2	3	3	3
35	Zerrin Sabrina H.	3	4	3	4	3

Rater,

*Leni Agustina*

(Leni Agustina, M.Pd)

### Correlations

		X01	X02	X03	X04	X05	TOTAL
X01	Pearson Correlation	1	.510**	.122	.199	.455*	.685**
	Sig. (2-tailed)		.004	.521	.291	.011	.000
	N	30	30	30	30	30	30
X02	Pearson Correlation	.510**	1	.395*	.284	.268	.744**
	Sig. (2-tailed)	.004		.031	.129	.152	.000
	N	30	30	30	30	30	30
X03	Pearson Correlation	.122	.395*	1	.225	-.021	.508**
	Sig. (2-tailed)	.521	.031		.233	.913	.004
	N	30	30	30	30	30	30
X04	Pearson Correlation	.199	.284	.225	1	.578**	.682**
	Sig. (2-tailed)	.291	.129	.233		.001	.000
	N	30	30	30	30	30	30
X05	Pearson Correlation	.455*	.268	-.021	.578**	1	.700**
	Sig. (2-tailed)	.011	.152	.913	.001		.000
	N	30	30	30	30	30	30
TOTAL	Pearson Correlation	.685**	.744**	.508**	.682**	.700**	1
	Sig. (2-tailed)	.000	.000	.004	.000	.000	
	N	30	30	30	30	30	30

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

### Reliability Statistics

Cronbach's	
Alpha	N of Items
.683	5

### SCORING RUBRIC OF WRITING DESCRIPTIVE TEXT

Aspects	Score	Criteria	Weighting
Content (C) 30% -topic -detail	4	This topic is complete and clear and the details are relating to the topic	3 x
	3	This topic is complete and clear but the details are almost relating to the topic	
	2	This topic is complete and clear but the details are not relating to the topic	
	1	This topic is not clear and the details are not relating to the topic	
Organizing (O) 20% - identification -description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged miss misuse of connectives	
Grammar (G) 20%	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Very effective choice of word and word forms	1,5 x
	3	Effective choice of word and word forms	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge or words, word forms, and no under stable	
Mechanics (M) 15% -spelling	4	It uses correct spelling, punctuation and capitalization	1,5 x
	3	It has occasional errors of spelling, punctuation and capitalization	

-puncuation	2	It has frequent errors of spelling, punctuation and capitalization	
- capitalization	1	It is dominated by error of spelling, punctuation and capitalization	

**Catatan Validator:**

**Menurut pertimbangan validator instrumen ini sudah baku dan valid karena diadaptasi dari sumber yang bagus. instrumen ini juga sudah teruji sering digunakan oleh peneliti peneliti lain. Silahkan peneliti lanjut mengambil data dengan instrumen ini.**

Curup, 20 Oktober 2022

Validator



Ruly Morganna, M.Pd

Tabel r untuk df = 1 - 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432



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

Alamat : 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)

Nomor : 473 Tahun 2023

Tentang

**PENUNJUKAN PEMBIMBING I 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 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.  
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 : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Surat Rekomendasi Penggantian Pembimbing dari Ketua Prodi TBI Nomor :B-141/FT.2 /PP.00.9/TBI/2023  
2. SK Dekan Fakultas Tarbiyah no 359 tahun 2021 tentang Penunjukan Pembimbing I dan 2 dalam penulisan Skripsi IAIN Curup

**MEMUTUSKAN :**

**Menetapkan**

- Pertama** : 1. **Dr. Eka Apriani, M.Pd** **19900403 201503 2 005**  
2. **Dr. Paidi Gusmulliana, M.Pd** **19840917 201501 1 004**

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

N A M A : **Melati Husni Putri**

N I M : **17551079**

JUDUL SKRIPSI : **An Analysis of Students' Ability in Writing Descriptive Text at Eight Grade of SMPN 1 Rejang Lebong**

- 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 07 Juli 2023  
Dekan,





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

**SURAT IZIN**

Nomor : 503/368 /IP/DPMPTSP/IX/2022

**TENTANG PENELITIAN  
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG**

- Dasar :
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 Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : 1074/In.34/FT/PP.00.9/07/2022 tanggal 29 Juli 2022 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL : Melati Husni Putri/ Bengkulu, 08 September 1998  
NIM : 17551079  
Pekerjaan : Mahasiswa  
Program Studi / Fakultas : Tadris Bahasa Inggris (TBI)/ Tarbiyah  
Judul Proposal Penelitian : **The Correlation Between Students' Tense Mastery And Ability In Writing Descriptive Paragraph**  
Lokasi Penelitian : SMP Negeri 01 Rejang Lebong  
Waktu Penelitian : 21 September 2022 s/d 29 Oktober 2022  
Penanggung Jawab : Wakil Dekan I 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 : 21 September 2022

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



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

Tembusan :

1. Kepala Badan Kesbangpol Kab. RL
2. Wakil Dekan I Fakultas Tarbiyah IAIN Curup
3. Kepala SMPNegeri 01 Rejang Lebong
4. Yang Bersangkutan
5. Arsip





### KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA ..... Melati Humri Putri  
MAHASISWA .....  
NIM ..... 17551079  
PEMBIMBING I ..... Dr. Eka Apriani, M.Pd  
PEMBIMBING II ..... Dr. Pardi Gusmulana, M.Pd  
JUDUL SKRIPSI ..... An Analysis of student Ability in Writing  
Descriptive Text (A Descriptive Quantitative  
at The Eight Grade Student of  
SMPN 1 Pegang (Leang))

Surat konsultasi ini harap di bawa pada setiap konsultasi dengan pembimbing 1 dan pembimbing 2;

di ajarkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang disediakan;

jika ada waktu cukup untuk memperbaiki Skripsi sebelum di ujikan di hadapan pembimbing 2, maka konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum di ujikan skripsi.



### KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA ..... Melati Humri Putri  
MAHASISWA .....  
NIM ..... 17551079  
PEMBIMBING I ..... Dr. Eka Apriani, M.Pd  
PEMBIMBING II ..... Dr. Pardi Gusmulana, M.Pd  
JUDUL SKRIPSI ..... An Analysis of student Ability in Writing  
Descriptive Text (A Descriptive Quantitative  
at The Eight Grade Students of  
SMPN 1 Pegang (Leang))

Kami berpendapat bahwa skripsi ini sudah dapat dijadikan untuk ujian skripsi IAIN Curup.

Pembimbing I

*(Signature)*

Dr. Eka Apriani, M.Pd  
NIP. 1996 0803 2015 03 2005

Pembimbing II

Dr. Pardi Gusmulana, M.Pd  
NIP. 1984 0817 2015 03 1 004



Tanggal	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
	Pengantar Judul dan : The correlation of student ability <del>and learning achievement</del>		
	- BAB I : "Penul" (background penelitian)		
	- BAB II : "Penul" (Perumusan Teori & dll)		
	- BAB III : "Penul" (Pembahasan Subjeda, Instrumen, dll)		
	- BAB VI dan V : (Discussion, Findings)		



No	Tanggal	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.		Pengantar Judul dari :		
2.		- BAB I : "Penul" (backgrounds Research &)		
3.		- BAB II : "Penul" (Subject, Instrument, Teorid)		
4.		- BAB III : (Validitas, Reliabilitas, Uji t/other)		
5.		- BAB N (Discussion & Findings)		
6.				
7.				
8.				



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

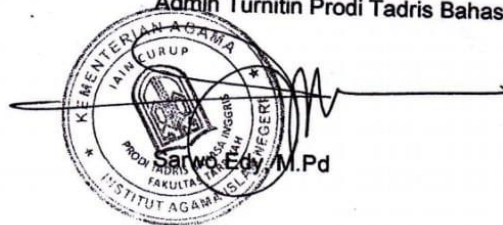
Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul : **AN ANALYSIS OF STUDENTS' ABILITY IN  
WRITING DESCRIPTIVE TEXT (A DESCRIPTIVE  
QUANTITATIVE AT THE EIGHTH GRADE  
STUDENTS' OF SMPN 1 REJANG LEBONG)**

Penulis : **MELATI HUSNI PUTRI**  
NIM : **17551079**

Dengan tingkat kesamaan sebesar 16%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 25 Juli 2023  
Pemeriksa,  
Admin Turnitin Prodi Tadris Bahasa Inggris



## AN ANALYSIS OF STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT

### ORIGINALITY REPORT

**16%**

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<b>3</b>	<a href="http://repository.ar-raniry.ac.id">repository.ar-raniry.ac.id</a> Internet Source	<b>2%</b>
<b>4</b>	<a href="http://e-theses.iaincurup.ac.id">e-theses.iaincurup.ac.id</a> Internet Source	<b>2%</b>
<b>5</b>	<a href="http://repository.uin-suska.ac.id">repository.uin-suska.ac.id</a> Internet Source	<b>1%</b>
<b>6</b>	<a href="http://eprints.walisongo.ac.id">eprints.walisongo.ac.id</a> Internet Source	<b>1%</b>
<b>7</b>	<a href="http://text-id.123dok.com">text-id.123dok.com</a> Internet Source	<b>1%</b>
<b>8</b>	<a href="http://repository.iainpare.ac.id">repository.iainpare.ac.id</a> Internet Source	<b>1%</b>
<b>9</b>	<a href="http://ejournal.stkipbudidaya.ac.id">ejournal.stkipbudidaya.ac.id</a> Internet Source	<b>&lt;1%</b>

## DOCUMENTATION







Nama : Meisya putri g

SMPN 1 RL

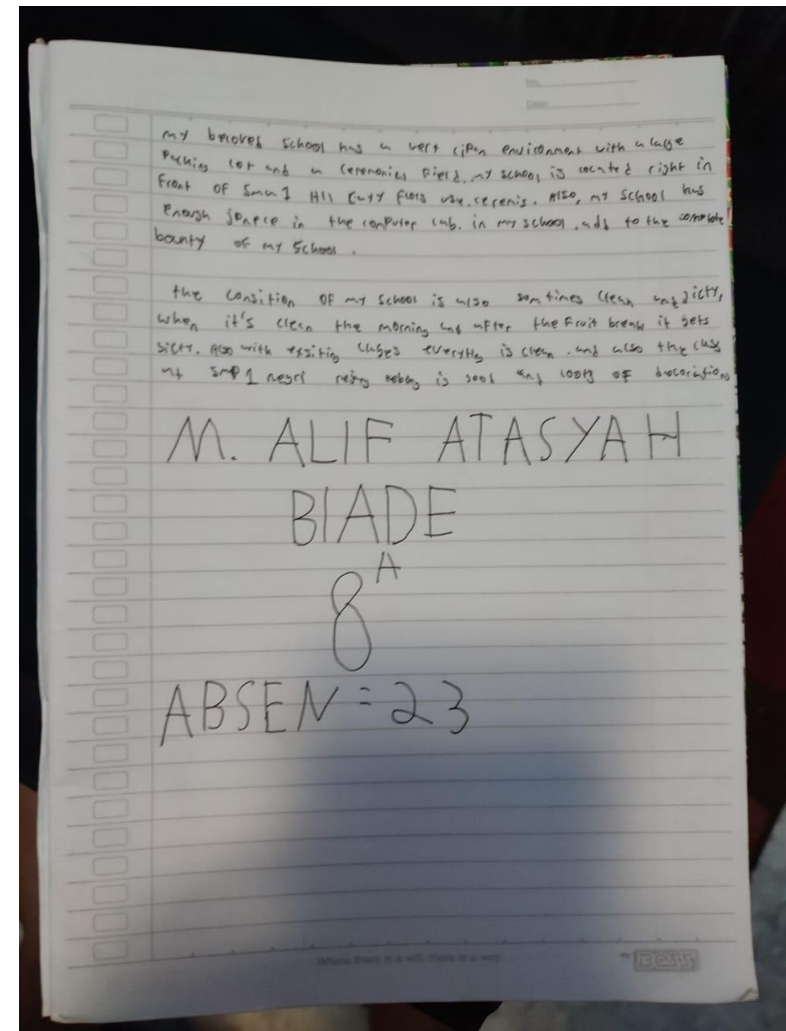
My school is one of the best schools in Curup Rejang Lebong. No matter what, my school always attracts new students every year. This is a natural thing because my school always ranks first in every competition it participates in, either at the provincial or national level. My school is green and beautiful. There are so many big trees that make the air so fresh. My school is very large with an area and is limited by a high fence.

My school also has many classrooms and has a 2-floor building, there is a teacher's room, door room, UKS, prayer room and 5 canteens. Despite having so many buildings, there are lots of plants with shady trees lining every corner. Even in front of every class.

My school also has a large canteen. The canteen is located at the back of the class and there is also the front of the class. My school canteen also sells a lot of food, such as; snacks, meatballs, fried rice, noodles, and many others.

Even though it sells various types of food, my school always maintains cleanliness. This school, is the leading school in my province, and always makes me proud.

Nama : M. Alif atayah biade

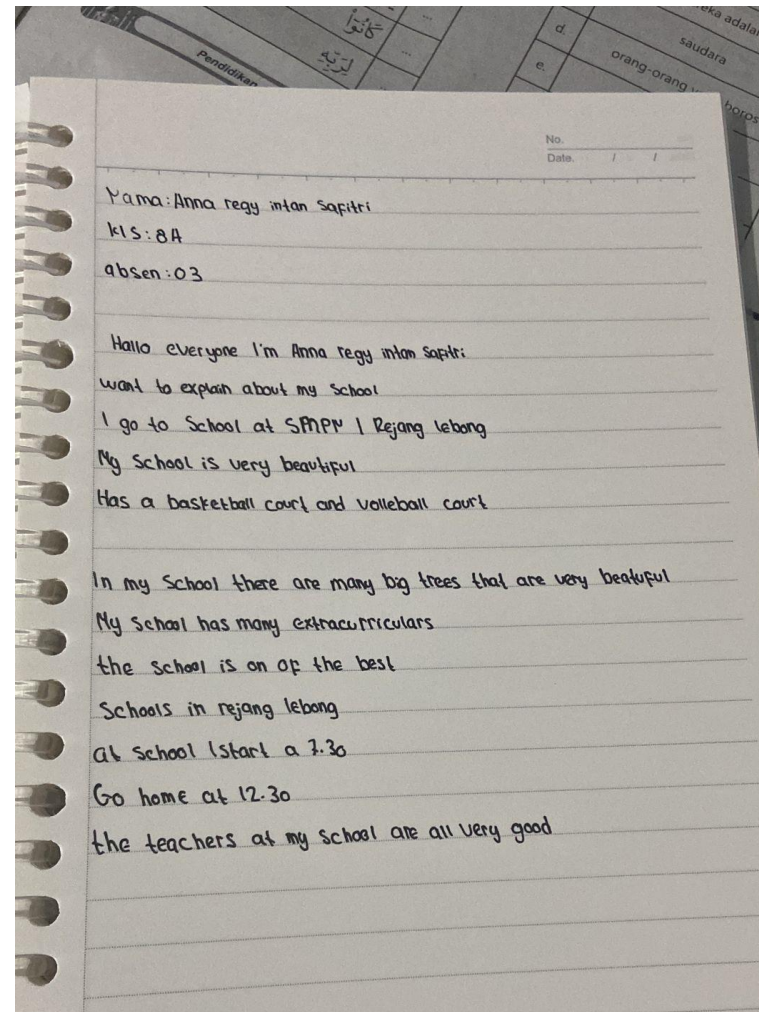




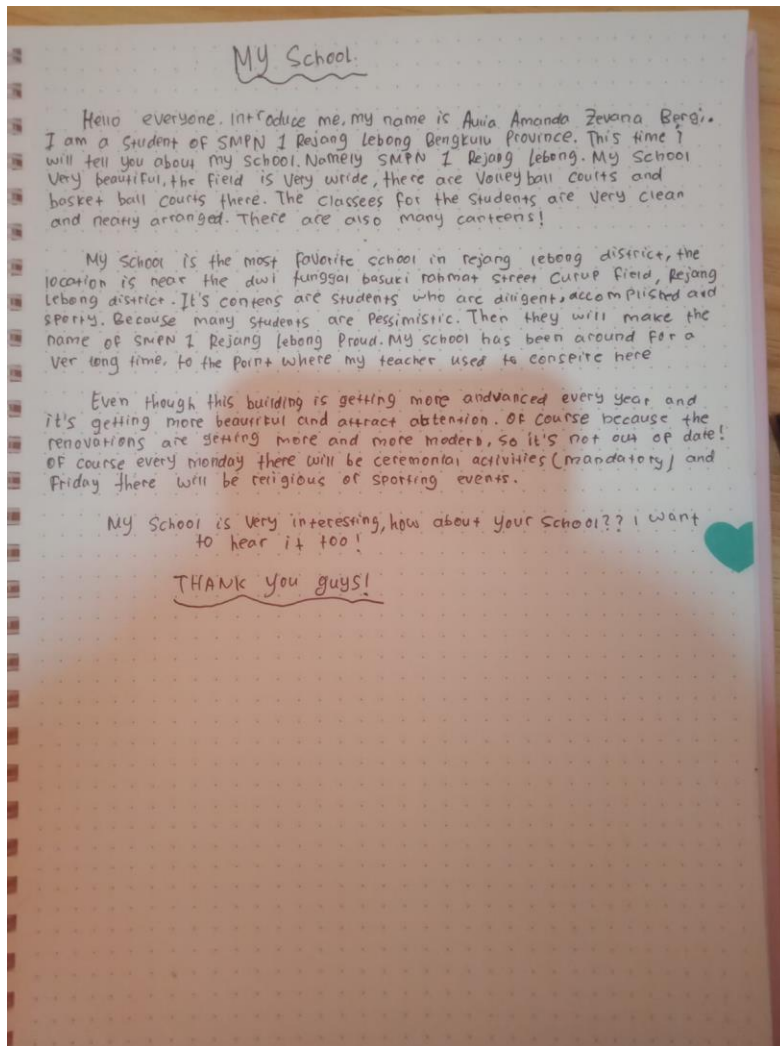
Nama : Anindya Diva Priyadi



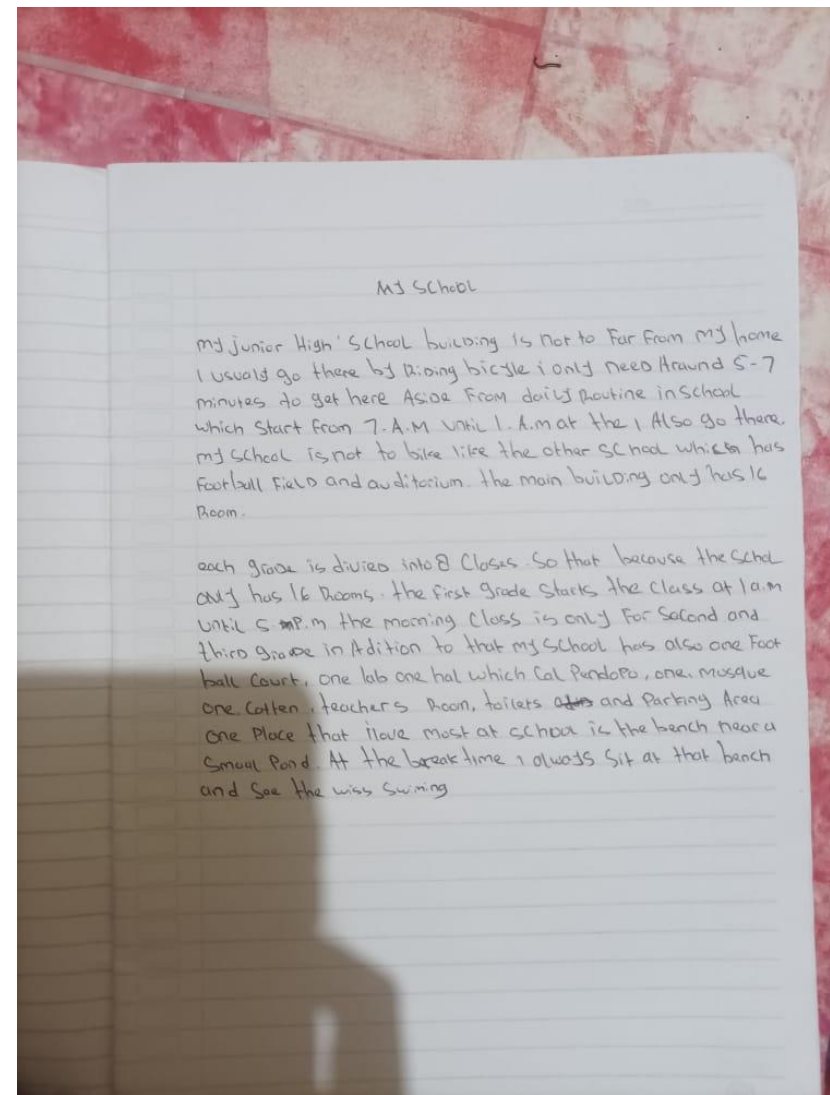
Nama : Anna regy intan



Nama : Aulia Amanda Zevana



Nama : caesar Roffaldo lim



Nama : deaoktolovia suansah

Dec oktavia .s  
8a

### SMP 1 RL

SMP 1 RL is my school. There, class students and teachers take turns on pickets every day to clean the field and the masjid, there are 3 canteens and 1 cooperative. Usually if there is an event will be on field, there is also a schedule for praying that alternates every day for classes. In grade 7 consists of A-k ~~alphabet~~ alphabet, grade 8 consists of A-j alphabet, grade 9 consists of A-l alphabet. Many of the students there have achieved great achievements, because of that, SMP 1 has a myriad of achievements. And that's the story about the environment from me so thank you.

Nama : kasih putri devi

My School.

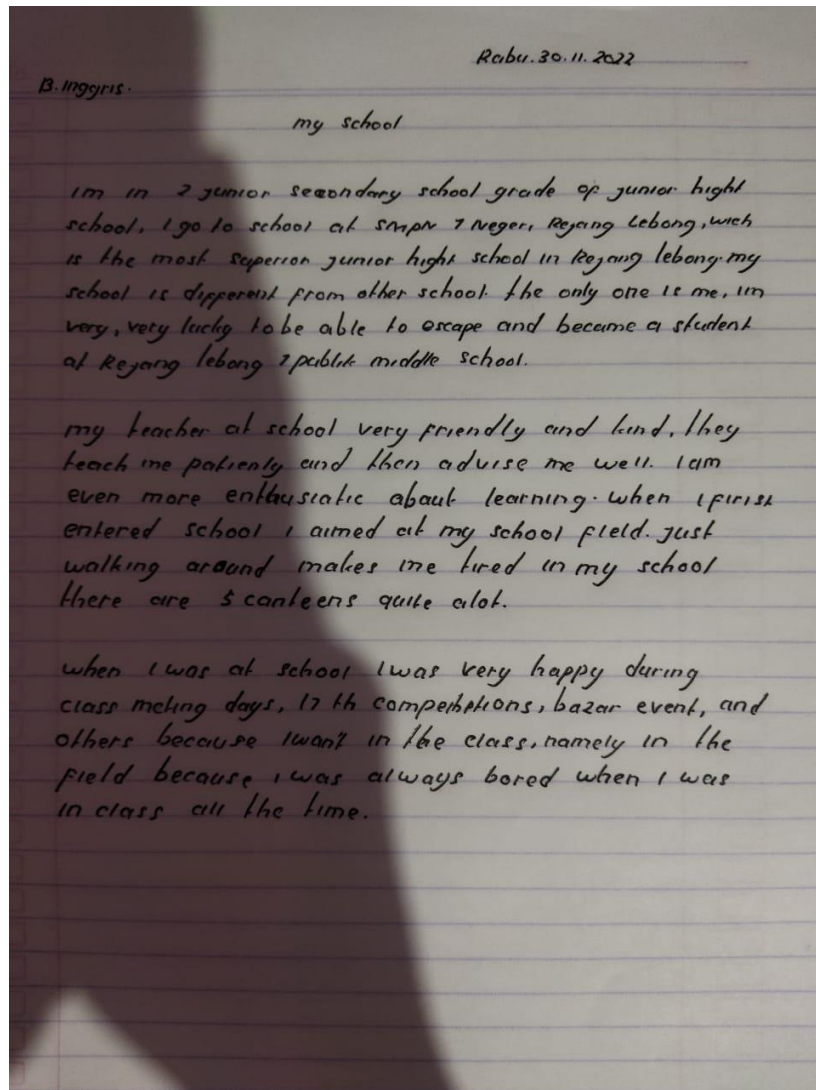
Hello everyone, my name is kasih Putri Devi, from class VIII.A, Absent 13. I will tell about my School.

I Study at Smp Negri 1 Rejang Lebong, which is located at Dwi tunggal, My School is not too far from my house, I usually go to school at 06.50 and go home at 13.30, I also take part in extracurricular ~~pospatso~~ and participate in Intra-School Student organizations (osis).

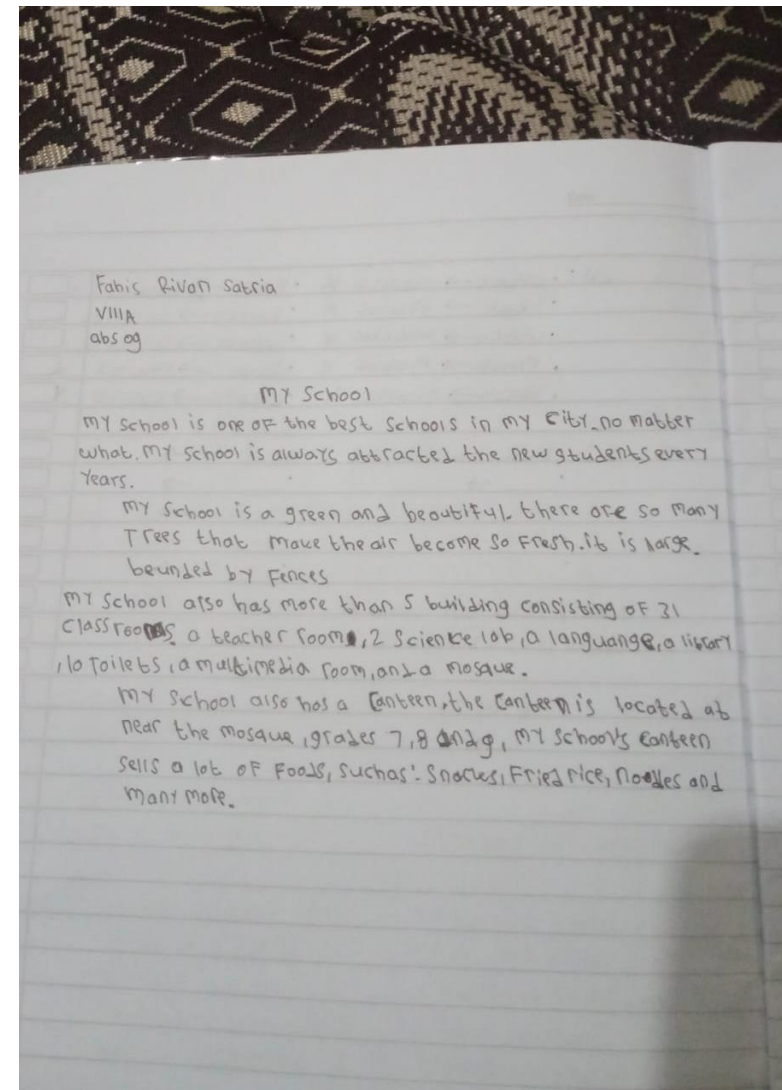
My School is big and very beautiful and has many achievements, In my School there are lots of green plants that make the school environment fresh every day. There are 5 canteens at my school that sell food and drinks which are practically complete. In addition, my school has a basketball court, volleyball court, science lab, library, fish pond, computer lab, nurse room, prayer room, and has many toilets.

I am very happy to be able to gain knowledge from Smp Negri 1 Rejang Lebong because the school is of high quality, achievement, and is beautiful.

Nama : Fadillah Zahira risty



Nama : Fahis Rivian Satria



Nama : Farhan meihandi

Date : \_\_\_\_\_

My School

My school name SMP Negeri 1 Rejang Lebong, people call him SMP 1 Rejang Lebong, my school has 5 buildings and has a basketball court, volleyball court, in my school there are four kantens one cooperative, 1 teacher's room and 1 principal's room, 1 multimedia, 1 counselor, guidance room, 1 Musholla, 1 big gate 2 small gates, science laboratory, ~~two~~ language laboratory, toilet.

Classes

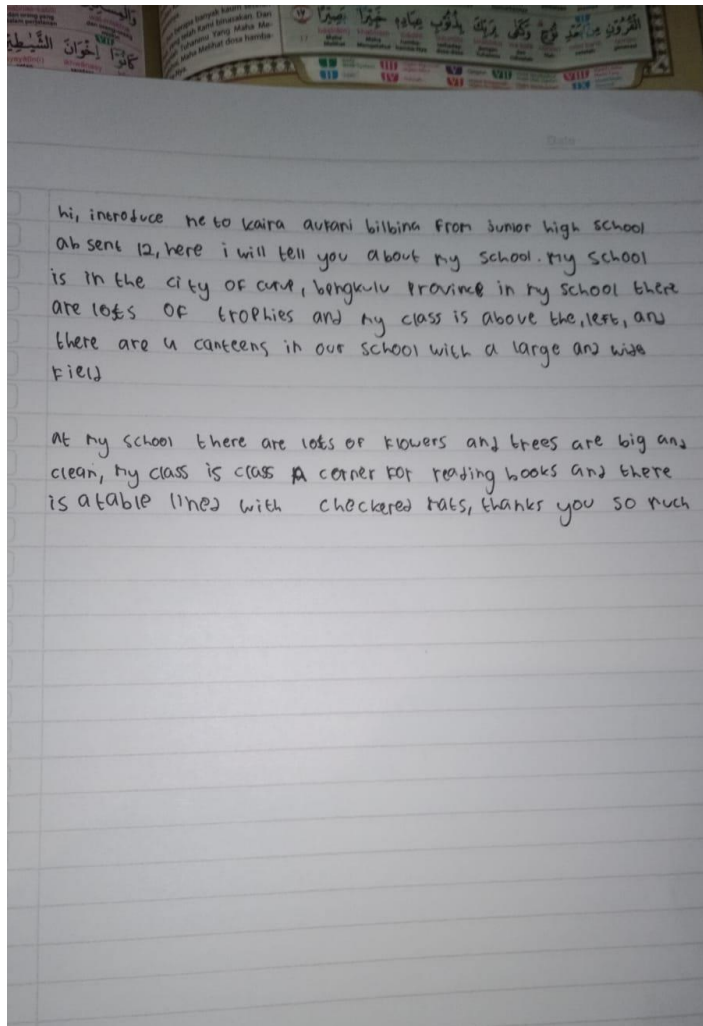
My school has ~~classes~~ From A-J. My school is green, lots of trees and plants at my school are also clean because it is often cleaned by residents SMP 1 Rejang Lebong. My school is in the ~~city~~ city of Curup Jl, Basuki Rahmat Old Water.

Nama : M.ghaisan.z.p.k

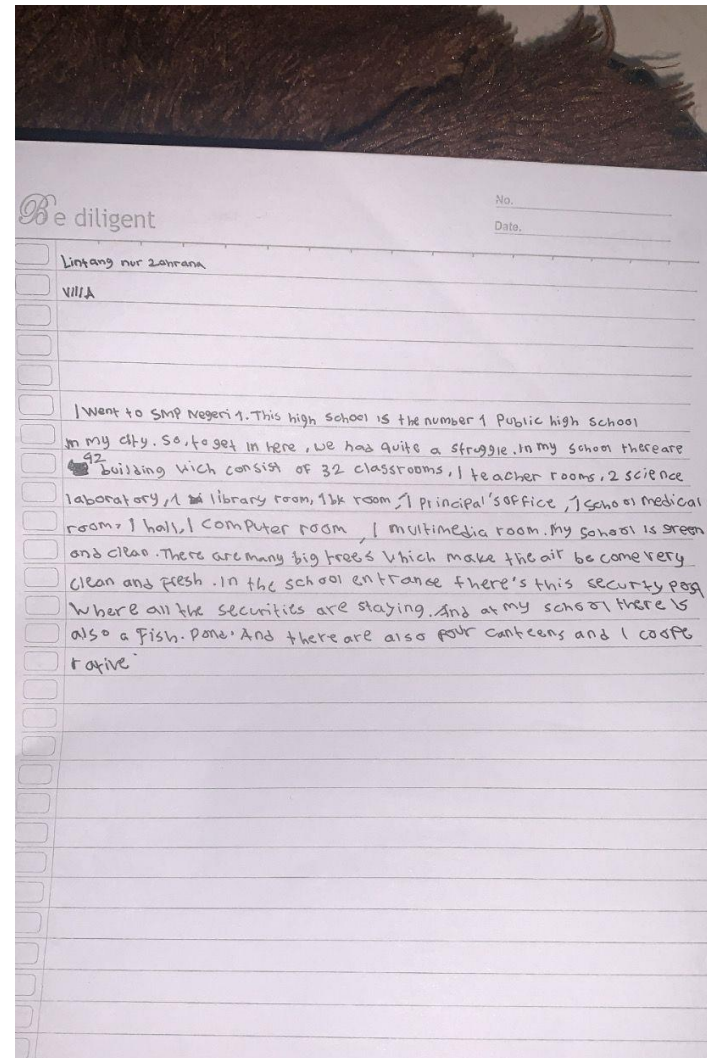
So my school is called Rejang Lebong 1 Public High School, this school is located at the address, namely Jl. Basuki Rahmat, air Putih lama, kec. Curup, Rejang Lebong Regency, Bengkulu. My school is famous because many students have won awards to the national level and because it is in the middle of the city, even though many students are interested in this school, our school can keep clean.

and my school has a building with a capacity of 1000 people and 4 classes, 2 courts namely Basket Ball and Volleyball courts, 1 BU room, 1 teacher's room, 3 lab, 1 principal's room, 1 libraries and several other. Because every few weeks we do community service this school becomes given in the right hands.

Nama : kaira aufani bilbina

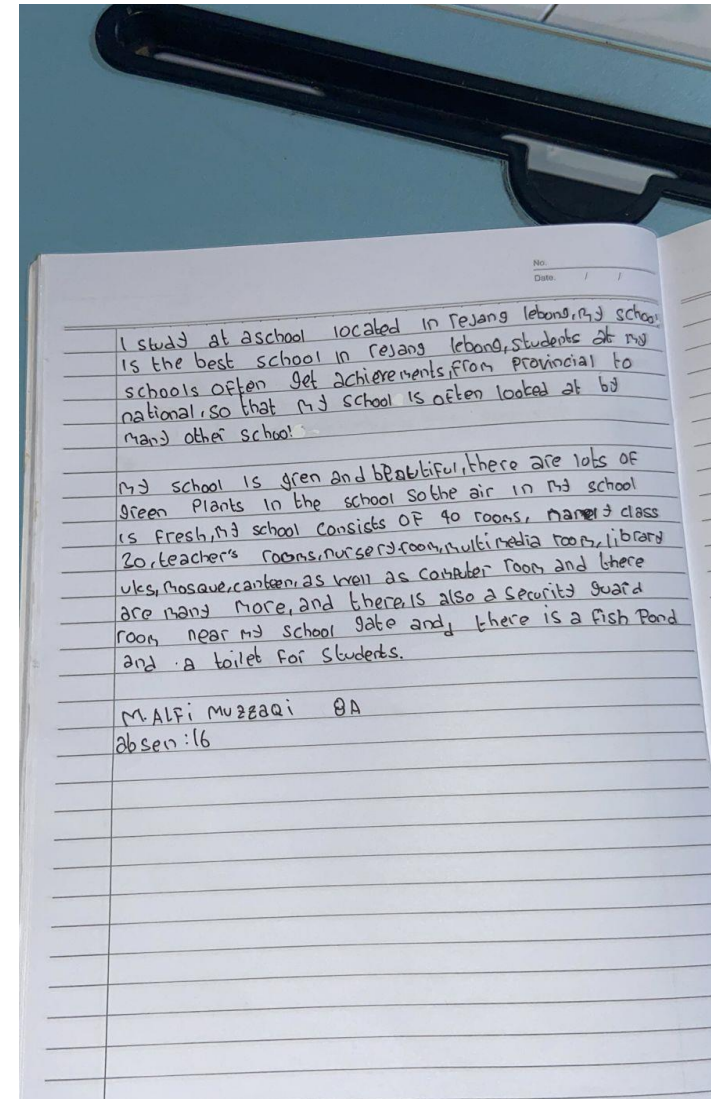
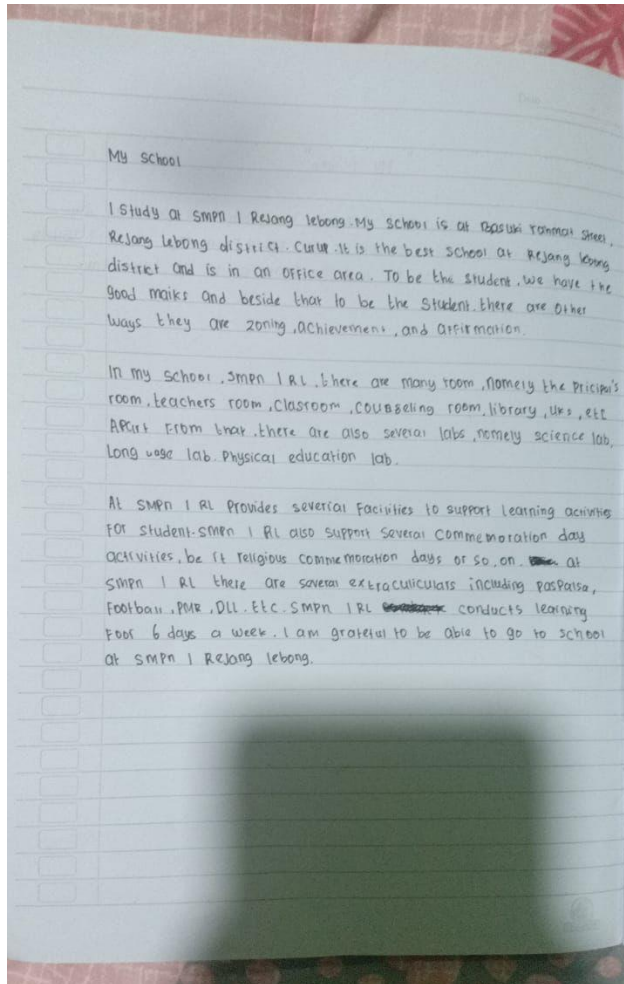


Nama : Lintang Nur

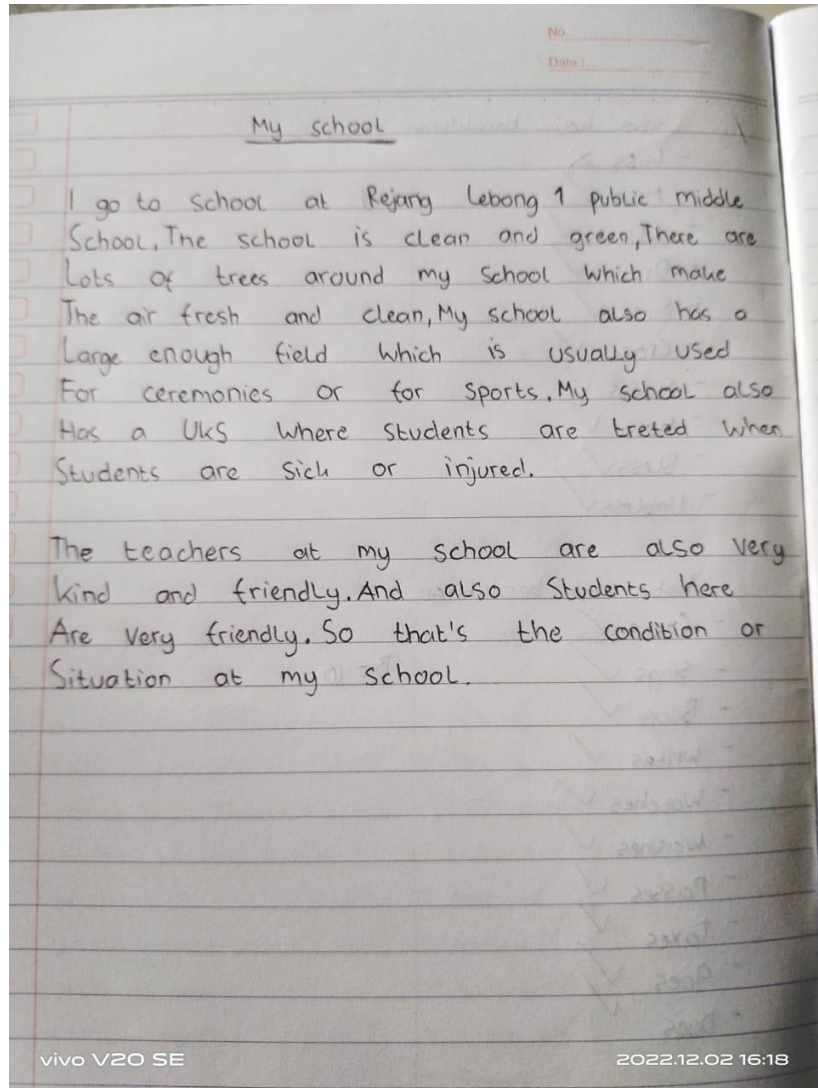


Nama : M.Alfi muzzaqi

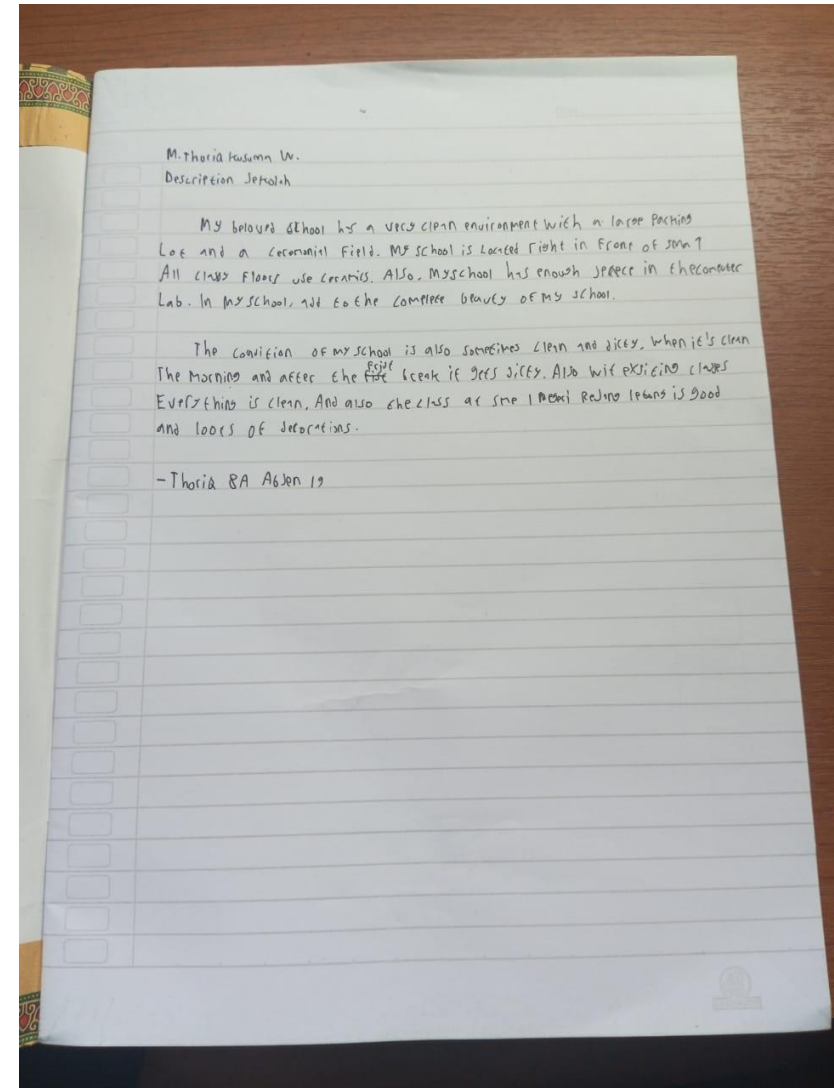
Nama : Livina Eliza Syakila putri



Nama : .Michael Sebastian



Nama : Muhammad Thoriq Kusuma Wardana





Nama : nurdia enjellina

No. \_\_\_\_\_ Date \_\_\_\_\_

My School

I study at SMPN 1 Rejang Lebong. SMPN 1 Rejang Lebong is the most popular and best school in Rejang Lebong district, which is located on Basuki Rahmat Street, Curup, Rejang Lebong.

My school environment is very beautiful and cool, because many kinds of plants and flowers are planted, and also my school looks clean and well-maintained because it is diligently cleaned, we also maintain cleanliness by not littering. In my school there are many rooms such as classrooms, teachers' room, principal's room, science laboratory, sports and language laboratory, library room, prayer room, etc. There are also many good facilities here.

At my school there are also various kinds of extracurriculars in the fields of sports, academics, arts, and health such as scouts, Paskibra (flag-raising troops), basketball, football, self-defense, and many more.

My school also routinely carries out activities such as the flag ceremony every Monday, joint gymnastics and other activities every week.

Here, I found many good friends, as well as good and qualified teachers. Here, we are not only required to have good grades in lessons, but also have good attitude, do, and speak good words.

I am very proud and grateful to be able to study here. I got a lot of new experiences here.

Nama : Raissava Bariq Syahputra

No. \_\_\_\_\_ Date \_\_\_\_\_

My School

My school is one of the best schools in my town. No matter what, my school is always attracted the new students every year.

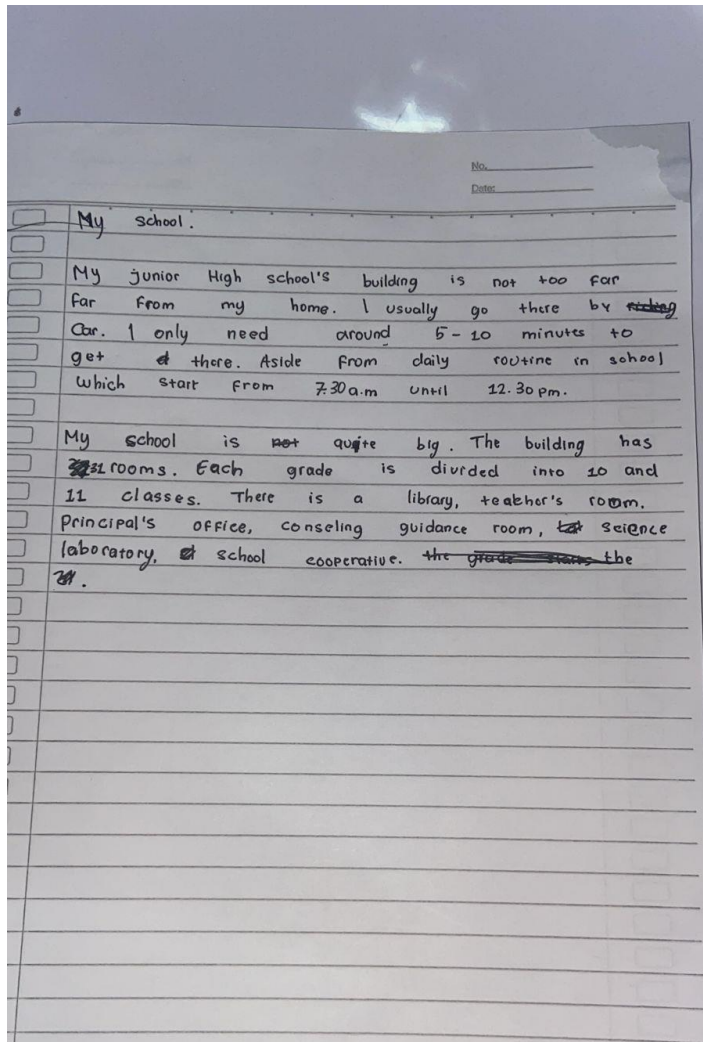
My school is a green and beautiful. There are so many trees that make the air become so fresh. It is large, bounded by fences.

My school also has more than 5 buildings consisting of 31 classrooms, 1 teacher room, 1 science lab, 1 language library, 10 toilets, 1 multimedia room, and a mosque.

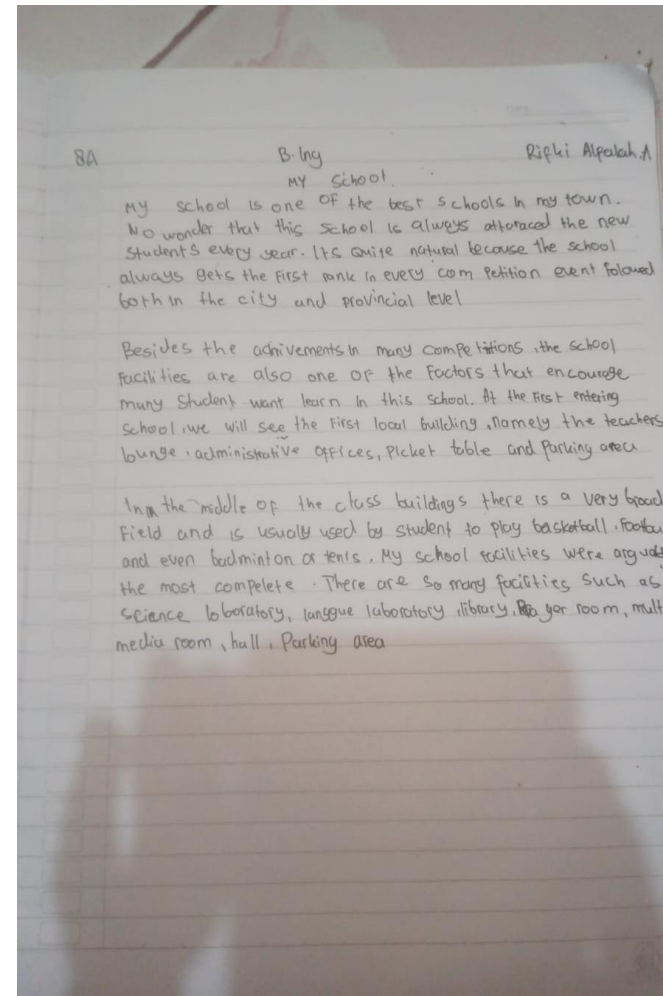
My school also has a canteen. The canteen is located at near the mosque, grades 7-8. My school's canteen sells a lot of foods such as: snacks, fried rice, noodles, and many more.

-Raissava Bariq Syahputra, DA. Absen 27

Nama : Rhequeena Ghaniyyah P.V



Nama : Rifki alfalaha



Nama : Rizky Dwi bintara

BING

MY School

My School is a green and beautiful school. There are so many large trees which make the air around my school become very fresh and clean. It is very large with an area around 600 m<sup>2</sup> and surrounded by high fences. Overall, it has 30 buildings consisting of 21 classrooms, 2 teacher room, a language laboratory, a Science Laboratory, 2 toilets, a Multimedia room and a Hall. Those buildings are arranged to form a rectangle and surrounded field in the middle commonly used as sport place and ceremony. When enter my school, we are greeted by billboards that written "Let's go forward with us" in front of the gate. On the right side is complex of classes for 1st and 2nd grade, while on the left side is a complex of classes for 3rd grade and another buildings

Nama : Seyra Safa Natasha

Seyra Safa Natasha U.M.A. "My School"

Hi everyone my name is Seyra Safa Natasha Class Eight "A". Today I will talking about my school... So I school in SMP 01 Pejang Lebong. SMP 01 is favorite school in my city. A lot of accomplished kids there. Children in SMP 01 good attitude, good people and the teachers there are good. I am happy to be a student at SMP 01 Pejang Lebong.

There are many classrooms, has a large mosque, has a wide library, has quite a lot of canteens, the people there are very kind, beautiful, handsome. SMP 01 have a large field.

Nama : Sophie Audria ikhsan

NAME SOPHIE AUDRIA IKHSAN VIII A

My School

I study at SMPN 1 RL. My school is at Basuki Rahmat street, Rejang Lebong district, culup. It is the best school at Rejang Lebong district and is in an office area. To be the student, we have the good moives and beside that to be the student, there are other ways they are zoning, achievement, and affirmation.

In my school, SMPN 1 RL, there are many rooms, namely the principal's room, teacher's room, classrom, Counseling room, library, uics, etc. Apart from that, there are also several labs, namely Science lab, Long wage lab, Physical Education lab, etc. In the SMP 1 RL garden there are several plants. There are also many trees that make the atmosphere of the school environment beautiful and cool. There is a fairly large field. There is a basiketball court and volleyball court. There are several canteens for students to shop during recess.

At SMPN 1 RL provides several facilities to support learning activities for students. SMPN 1 RL also supports several commemoration day activities, be it religious commemoration days or so. on. At SMPN 1 RL there are several extracurriculors including Paspalsa, Scouts, football, KIR, DMR, etc. SMPN 1 RL conducts learning for 6 days a week. I am grateful to be able to go to school at SMPN 1 RL.

Nam : Vita Adya Rosella

Vita Adya Rosella 8A

Tugas B.ing

MY School

I go to school at SMP Negeri 1 Rejang Lebong, From grade 8a. at school I follow the Paspalsa extracurricular, Paspalsa is a marching extracurricular. MY favorite Place at School in the front porch of the class, it's very comfortable there.

Paspalsa extracurricular is the extracurricular that I follow from grade 7, during Paspalsa Practice on Tuesdays and Saturdays, my class is located above the Principal's room, i really like class 8a because of my Friends.

## **BIOGRAOHY**



**MELATI HUSNI PUTRI**, was born on September 08<sup>th</sup>, 1998 in Bengkulu. The researcher is first child from by sibling marriage of her parents Rizondra and Desi Maryeni (Alm.). In 2006 the researcher as student elementary school, SDN 2 Centre Curup and she graduated in 2011. The next in the same year the researcher resisted as student in SMPN 6 Rejang Lebong, graduated in 2014. Then the researcher resisted in Senior high school, SMKN 2 Curup Timur and graduated in 2017. The next in the same year, the researcher register to study of English Study Program in IAIN Curup. And Finally the researcher finished.