IMPROVING THE STUDENTS' ABILITY TO WRITE DESCRIPTIVE TEXT THROUGH SHOW NOT TELL (SNT) TECHNIQUE
(A Classroom Action Research at Second Grade SMU Muhammadiyah 9 Perumnas Makassar)

ATHESIS

Submitted to the Faculty of Teacher Training and Education makassar Muhammadiyah University in Partial Fulfillment of the Requirement for the Degree of English Education

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Yang membuat perjanjian

MASARIAH

ABSTRACT

MASARIAH, 2015. ***Improving the Students' ability to Write Descriptive Text through Show Not Tell (SNT) technique (A classroom action research at second grade of SMU Muhammadiyah 09 Perumnas Makassar).*** English Education Department Faculty of Teacher Training and Education. The thesis guided by Andi Tenri Ampa and Hasnawati Latief.

The research aimed at improving the ability of the students at second grade of SMU Muhammadiyah 09 Perumnas Makassar to write descriptive text through Show Not Tell (SNT) technique which the number of subject were 25 students. The researcher used a classroom action research (CAR) which was conducted in two cycles and each cycle consisted of four meetings.

The research findings indicated that the Show Not Tell (SNT) helped the students to improve their ability to write descriptive text. It was proved by the students' getting score based on the result of the test in each cycle. The students' mean score in cycle II increased about 23.19 % from the mean score of cycle I where in the cycle I mean score was 5.82 and become 7.17 in cycle II. The students' achievement in cycle II had reached the target of 7.0 score, Criteria Minimum Score.

Based on the research findings stated above, the researcher then concluded that the students' ability to write descriptive text after implementation of Show Not Tell (SNT) technique in each meeting improves. The improvement can be seen by the mean score of cycle I which is higher than the mean score of cycle II. Mean score of cycle I classified as fair and cycle II classified as good.

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<div dir="rtl">بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ</div>

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

Alhamdulillahi Rabbil Alamin, the writer would like to express her praise and thankfulness to Allah SWT fro blessing, love, mercy, guidance and most of all, to finish this thesis. Shalawat and Salam are addressed to beloved chosen messenger Muhammad SAW.

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Finally, the writer realized that this thesis still have not been perfect yet and still need more suggestion and critics, thus more improvements for this thesis are strongly needed.

Hopefully, this thesis would be useful for many people who need it.

May almighty, Allah SWT bless us all now and forever, Aamiin.

Makassar,   June 2015

The writer

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CHAPTER I

INTRODUCTION

A.   Background

Writing is a means of communication and a way of expressing ideas through written form which enables the human being to communicative and express their feeling, ideas, and opinion. It can help the writer conveys the message to the reader indirectly. Most of people can not express their ideas, feeling, and opinion orally because of some cases, but they can express it by written form. For example, there are many students or peoples who live far from their family and friends; they can use written form such as letter or email to give information each other. An academic writer may express their opinion by journal or thesis. A scientist also may state the project theory in written form. A reporter informs the news through newspaper or magazine, and many other people or profession who use writing to express their though.

The ability to write is not a talent that brings someone since born. Even though he or she may be able to write a peace of letter or some kind of text. Learning to write well is not an easy case. It needs time and long process; the writer may add and increase their talent in writing if they take many writing course besides their learning writing in the school.

Teaching writing in Indonesia is not an easy case. English in not Indonesian first language and it should be paid more attentions. Many students think that writing is the most difficult subject and tends to get less attention. The difficulties that student faces maybe causes by less of vocabularies, ideas and

grammatical structure to arrange sentences. The less capacity of those compositions make the students have low interesting thus will affect the students' self confidence in writing. Beside that, the problems in teaching writing is not only caused by the students, but also caused by the teacher itself. Many language teacher find difficulties to teach communicative, they can not stimulate the classroom interaction and have no ideas of how to motivate the students to produce a good text. If the two of those classroom elements are not good in preparing to act in teaching and learning process, surely the lesson time will over in the classroom without any useful thing to do. To solve both of problems there are some method, approaches, strategies, and technique that develop by the scientists. The right chosen method is going to help the teacher to run the teaching and learning process. As long as the method is suitable with the classroom, whether the skill is speaking, listening, writing or reading, surely the learning process will flow with fewer problems.

Based on the curriculum of Senior High School which recommended by the government, there are some texts that have to be mastered by the students at senior high school. One of the texts is descriptive text. Descriptive text is text which describes something, someone, situation or write about the way, person, places, or things appear. In learning descriptive text, students may have difficulties in learning it. Students maybe confused what to write although they know the topic which has been given by the teacher. They are confused to write their idea about the topic.

In fact, when the researcher held the practical teaching at the second grade of SMA Muhammadiyah 09 Perumnas Makassar, she found the writing problem, especially in descriptive text. She found that the students still do not understand clearly what descriptive text is and how to describe persons, things, places, and their experience in writing English. The problem is recognized when the researcher conducted observation test. Their disabilities to arrange a good text make their writing is still confusing and ambiguity. If it is scored, their getting score is just 50 and 55. While the KKM score they have to get is 68 and at least 75% amount of them getting the score.

Referring to the case above, the researcher tries to conduct a research to solve the writing difficulties by using the Show Not Tell technique which is developed by Rebekah Kaplan. The researcher will try Show Not Tell technique to help students in writing especially in descriptive text and arrange the research as the title: Improving the Students' ability to write Descriptive Text through Show Not Tell Technique. (*A Classroom Action Research at Second Grade SMA Muhammadiyah 9 Perumnas Makassar).*

B. Problem Statement

Based on the previous description, the researcher formulates research question as follows;

1. How does the Show Not Tell improve the students' ability to write descriptive text viewed from the organization text ?

2. How does the Show Not Tell improve the students' ability to write descriptive text viewed from the mechanic of the text ?

C. Objective of the study

This research aims to find out:

1. The improvement of students' ability to write descriptive text by using the Show Not Tell technique viewed from the organization of the text.

2. The improvement of students' ability to write descriptive text by using the Show Not Tell viewed from the mechanic of the text.

D. The Significant of the Study

The finding of the research is expected to provide contribution and recommendation in identifying some problems faced by the English teacher in teaching learning English. Besides that, expected to increase the insight and knowledge of the teacher about Show Not Tell technique and extend contribution in chooses learning technique with arrange writing learning material that more effective and variation. And for the students expected to be able to give knowledge in theory although in application and writing exercise of descriptive text through show not tell technique and become manner to motivate the students to increase the interest, talent, and capability in writing.

E. Scope of the Study

In this research, the writer has limitation of the study to make the research easier. The study is only focused on the writing descriptive text using show not tell technique at the second grade SMA Muhammadiyah 9 Perumnas Makassar.

CHAPTER II

LITERATURE REVIEW

A. Show Not Tell

1. Definition of Show Not Tell

Rebekah Caplan in DePorter and Mike Hernacki, (2007) state that Show Not Tell (SNT) is a technique to advance the ideas development in writing process that starts from advising sentence form, afterward modify become a descriptive paragraph.

Show not tell technique is change the descriptive text become an illustrations that more life for each reader. Change the dry sentences becomes an illustration, until the people not only reading and understanding, but also they will connect and feeling it. Komaidi (2008) states that show not tell technique is adopted from advising sentences thus it is modified to become showing paragraphs. Laksana (2007 : 34) in *Creative Writing* book states that show not tell technique is illustrated " if you telling something to the other people, the people maybe believe maybe not, however if you showing something to them, they will believe". So that is the reason demonstrates what the character do will more effective better than telling to the reader that someone already do something.

Show Not Tell (SNT) technique based on *Quantum Learning* approach. Where quantum means an interaction that change the energy become a light. In quantum learning method that aims to get as much as possible "light" interaction of connection, inspiration in order to producing light for study (De Porter, 2007).

According to Herwono (2003), quantum learning is interaction in learning process that can change variety of potential in human being self become jet for getting new things afterwards impacted to other people. In other word, quantum learning realized as explanation of learning that is in content earn process interaction of learning that can actuate students' potency in order that they can study. The principle is suggest directly can influence the result of learning situation and every detail whatever it giving positive power or negative power (Mike Hernacki, 2007: 14).

2. The characteristic of Show Not Tell (SNT) technique

In technical, Show Not Tell techniue is held in several steps. It is started with preparation which is writing and pouring ideas, opinion and feeling, with writing the ideas that appear fastly. After that, those ideas is developed in rough draft. Students also obligated to using show not tell sentence and more focuss to the content. For the next step is sharing, here students are request to help to the other people or other student to make a feedback. This is usefull in giving input to rough draft. As for input and opinion from the other will be revised in the revition step. After that, do editing about the error spelling and the error sentences. Then re-writing is the next step before we held evaluation to ensure that it has finished what will to write.

The other character of this technique also started by modeling can be also completed with picture, draft, and diagram to agree with the plot of the story that will deliveried.

3. The implementation of Show Not Tell (SNT) technique

Komaidi (2008) suggests that there are seven steps in using show not tell technique, they are:

a. *Preparation*

In this step, the students asked to choose the topic based on their knowledge, ideas, and their experience.

b. *Rough Draft*

Here the students are asked to investigate and fostering their ideas and focus on the content than punctuation, grammar, and spelling. And remind them to remember the concept of Show Not Tell when they write.

c. *Sharing*

In take a space with their written, the students need to require the other students to read their written and give the feedback. They ask their classmate to read their written and require to show which part that have to repaired.

d. *Reparation*

After the student get the feedback about which one the clear and need to repair. Ask them to repair it.

e. *Editing*

In this step, the students asked to repair all the spelling error, grammar, and punctuation.

f. *Re-write*

Here, the students are asked to re-write what have their written, ask them to insert new contents and the changes in editing.

g. Evaluation

This step mark the last examination. here, the teacher give the scorring.

4.   The advantages of Show Not Tell (SNT) technique

Show not tells technique give the simplify for students to do their task based on the teacher instruction. Besides that, Show Not Tells techniques exercises and accustom the students to plays of word quickly. With this technique, expected the students will more easily to write the descriptive text and occur formation of character. Besides that, the advantages of show not tell techniques are to accelerating the arranging of ideas in writing because it is helped with mapping of concept, clustering, and sequence of ideas, and exercise the students to think logical.

According to the researchers' statement above, the writer conclude that show not tell can help the students to arise their motivation in writing because they have try hard to think logical, systematic and structural until they can write sentence in a good structure so their ability in writing especially in descriptive text is going to develop.

B. Concept of Writing

1.   Meaning of writing

Writing is one way to develop our opinions or ideas, through sentences. If we could not express orally we can do it through writing. As Linbolm, in Murniati (2010: 14) give definition of writing as a learning to focus to our mind on important matters, and learning about them. By writing activity, a person can find the solution of difficult problems, master the fact that cannot be done through

another way. We can also say that writing is the act of expressing something through the application of linguistic system. So, when we writing there are two problematic are as namely "what to write and how to write it". It is then undrestandable that language skill are means as the ability to manipulate the rules of language convensionally, while extra linguistic system or knowledge of the world refer to what the writer knows about the subject to wrtite.

Another statement about writing comes from Kern (2000), writing is fungtional communication, making learners possible to create imagined worlds of their own design. It is one of four language skill that considered as a difficult skill becouse the writer should make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way.

Mayer in Wahid (2011:11) argued that writing is a way to produce language, which we do naturally when we speak. Writing is communicating with other with a verbal way. Writing is also an action a process of discovering and organizing our ideas, putting them on a paper and rephrasing and revising them. In addition, the importance of writing can be seen from the fact that scientific books, novels, reports, letters, magazines, brochures, and commercial advertisements are product of writing.

Another statement about writing also comes from (Byrne 1980:14) explain that writing is production of graphic syimbol to form word in a squence of sentence arranged in particular order and link together in certain ways also writing is process of encoding a message to transfer meaning to reader.

While Richard, (1997:98) states that writing is a way of expressing thought from mind to printing materials. We can state that writing is a kind of activity where writer puts all the ideas in her mind to a paper from words to sentences, sentences to paragraph to essay.

While Graham and Perin (2007) explain that writing well is not just an option for young people it is a necesssity. Writing skill is a predictor of academic succsess and a basic requirement for participation in the global economy, while writing is not a simple language skill of perform because of it is large areas that must be involved. In producing a peace of writing, linguistic competence and extra linguistic competence are always involved. The fact is that writing is not only means of expression, but also an essential criterian of competence in any field. This means that to write to seek expression or to have something to say the application of linguistic system.

Writing as the activity or accupation of writing, for example books, stories or articles. We can take more time to think and choose words in order to express our idea, thought and feeling (McKay: 2011). Writing is progresive activity this means that when we first write something down, we have already been thingking about what we are going to say and we are going to say it. After we have finished writing, we read over what we have written and make changes and corrections. Therefore, writing is never one stepp action.

Wherever someone considers how other will read their have written, they learn how their opinions compare with other. They also discover how they can make differences of what other think and say. Good writer do not know

everything about their subject, but they have listened well enough to enter into conversation with other about it and their comments can make differences anywhere.

2. The Characteristic of Good Writing

The connection understanding between what the writer conveys and what the reader receives shows the quality of writing. The teaching writing in the classroom is directed to have a good result of the students' writing. The characteristic of a good writing can be valued by some measurement, they are:

a. If the readers can understand about the content of the text easily.

One of the characteristic of good writing can be measured by the content. If the reader read a peace of writing text and he or she can undrerstand easily without ambiguity sentence or meaning in one of indicator the writing is good.

b. If the use of part of speech is correct.

One way to measured the characteristic of good writing is if the consists of correct part of speech, it indicates that the text is good. Such as the use of noun, adjective, conjunction, or adverb correctly.

c. If the content of writing is clear.

The clearness of the text content make the reader is easy ot read and easy to get information fron the text.

Those characteristics above help the reader or another to know whether the writing is good or bad. A good writing is also show the quality of the writer itself. As Adel Stein and Pival (1980) state that:

1. Good writing reflects the writers' ability to use the appropriate voice.

2. Good writing reflects the writes' ability to organize the material into a coherent whole, so that it moves logically.

3. Good writing reflects the writer ability to write clearly and unambiguously, to use sentence structure, language, and example.

4. Good writing reflects the writers' ability to write, it aims to make the readers interest in the subject or what the writers' produce.

5. Good writing reflects the writers' ability to check the words meaning and grammatical relationship within the sentences before submitting the finished product to the reader.

The good writers and the good writing product, both of them, are the main purpose of teaching writing in the classroom. The teachers are required to use an effective method or strategy to motivate the students so they interest to write. Their interesting probably encourages them to be good writers who can produce good writing. Another purpose of teaching writing in the classroom is stated by Byrne (1990) as follows:

a. The introduction and practice of some form of writing enables the teachers to provide for different learning style and needs. Some learners, especially those who do not learn easily through oral practice alone, fell more secure if they are allowed to read and write in the language. For such students, writing is likely to be aid retention, because they fell more at ease and relaxed.

b. Written work serves to provide the learners with some tangible evidence that they are making progress in the language. It is not likely to be a true index of their attainment, but once again it satisfied a psychological need.

c. Exposure to the foreign language through more than one medium, especially if skills are properly integrated, appears to be more effective than relying on a single medium alone. Even at elementary level, there are many opportunities for activities that effectively integrate skills.

d. Writing provides variety in the classroom activities, serving as a break from oral work (and is therefore a quieter and more relaxed time for both students and teacher). At the same time, it increases the amount of language contact through work that can be set out of class.

e. Writing is often needed for formal testing. Although in general oral ability should be measured through oral tests, in practice we are often obliged by circumstances, such as the amount of time we have at our disposal and the number of the students there are in the class, to use some form of written test.

Those have stated above, are pedagogical purposes which mean that if the teacher teaching writing in the classroom there are some of the students' ability will be developed.

The explanation above is the purpose of writing for general writer. But for the students is learning. Fred D. White in Muhammad (1986) stated the purpose of writing means learning. Because of that writing has several purposes for the students in writing or it also called several other function of writing for the students. They are;

a. Writing can improve a students' academic performance.

b. Writing allows a writer to create and maintain a marketable image of him or herself in the eyes of potential current employer.

c. Writing enchants personal and community relationships.

The development of students' ability in writing can be measured if the components of writing filled. There are some significant components in writing are content, organization, language use, mechanic. As explained following :

1. *Content*

The content of the text is what the writer wants to say. There are two parts to the content: the main idea and the key detail. Main idea; a single sentece that sums everything up and express the most important things the writer wants their readers to know. It should be something that is important to writer itself and they think will be important to their reader as well. Key detail is also main part of the content. Key detail is the vital pieces of information their readers have to have in order to unlock or understand the writer's main idea.

The content of writing should be clear for the readers so that the readers can understand the message conveyed and gain information from it. In order to have a good content of writing, its content should be well unified and competed. This term is usually known as unity and completeness, which become characteristic of good writing.

a. *Unity*

The good paragraph has unity, which means that in each paragraph; only one main idea is discussed. If we start to discuss a new idea, should begin a new

paragraph. Furthermore, every supporting sentence in the paragraph must be directly related to the main idea. Do not include any information that does not directly support the topic sentences.

b. *Completeness*

The complete paragraph means that the main idea must be explained and developed fully. Completness as Baker (1986) comments that the controlling idea which is developed thoroughly by these of particular information. It is relative to know how complete writing. It is expected that the content of writing will be clear and understandable for the readers.

2. ***Organization***

Organization of the writing is the writer focuses on how to arrange and organize the ideas chronologically. The writer should present their ideas based on the order which flow from the beginning to the end. There are many ways used to organized or arrange the writing. This organization is mainly recognized as order. There are two part of organization;

a. Coherence

Coherence in writing means that sticking together and in coherent essay, all the idea sticks together. A coherence paragraph is paragraph that all of the idea are put in right order and never confused. This makes the writer's thought is essay to follow sentence and paragraph. When the text is coherent the reader can understant at least two thing: (1). The writer purposes-the reader should be able to understand the writer's purpose. For example, is the text to give information, suggest a course of action, or express opinio

about the world events? A coherence of the text will not mask the writer's porpuse. (2). The writer's line of though- the reader should follow the writer's line of reasoning if the text is discursive piece. In descriptive text the reader should know what is being describrd, and what is looks, sounds, tastes, or smells like. (Jeremy Hammer:1988)

b.   Spatial Order

If the purpose of the paragraph is to tell them something looks most effective organization pattern is usually spatial, if the writer writes a description of neighborhood, a room, or what they are describing a house building, they will probably describe the exterior and the interior of the building by moving systematically rather than haphazardly over the scene, convey the viewer of the overall plan arrangement of the scene.

3.   *Language use / grammar*

Grammar plays important roles in the writing, in governs utterances that we produces to be right and orderly. Therefore it also has great influence on the quality of writing. In order to have a good grammar in the writing, the writer should pay anttention to the use of grammatical rule concerning tense, preposition, conjunction, clause (adjective or adverb clause), article, etc. The lack of good grammar will make the contain of writing vague and can makes misunderstanding, for example the use of tense.

Moreover, the rules of grammar control the way words sound, how they oprate in a sentence, and how they interact with each other. These rules regulates the construction of words in syllables, the phonetic pronunciation of words, the

parts of speech, the parts of a sentence, the parts must be included in a complete sentence, and the forms of clauses, phrases, and verb conjuction.

4. *Mechanic*

Mechanic is the conventions of print that do not exist in oral language, including spelling, punctuation, capitalization, and paragraphs. Because they do not exist in oral language, students have to consciously learn how mechanics function in written language.

For example, while speaker do not have to be conscious of the spellings of words, writer not only have to use standard spelling for each word but may even have to use different spellings for words that sound the same but have different meanings. The same hold true for punctuation: speakers do not have to think consciously about intonation and pauses, but writers have to decide where to use a period instead of a comma and how to indicate that they are quoting someone's exact words.

a. *Capitalization rules*

Capitalization is the writing of a word with its first letter in uppercase and the remaining letters in lowercase. In English there are many rules for using capital letters. Capitalization rules is a rules of using capital letter in English. By understanding the rules of capitalization, it will help the writer to decide the word that need to use capital letter and the ord that do not need capital letter. This understanding is usefull to help the students or writer in answer the questions and also in essay writing.

Here are some important rules for capitalization and examples, they are :

1.   The first word of the sentence.

       Example: *Star a sentence with a capital letter*

2.   Proper nouns. Proper nouns include:

   a.   Names of deities

        Examples *: God   Allah   Budha*

   b.   Names of people and their titles

        Examples : *Jane P. Doe, Ph.D.*

               Diana, Princess of Wales

               Dr. Jonas Salk

               Professor Henry Higgins

   c.   Names of specific places you cpuld find on map.

        Examples : *Gary, Indiana   Lake Toba*

   d.   Names of days. Month and special days.

        Examples : *Monday   January   Ramadhan   Independen Day*

   e.   Names of specific groups of people (nationalities, rases, and ethnic groups), language and religions.

        Examples : *Asian   Indonesian   Arabic   Moslem   English*

   f.   Names of geographis areas.

        Examples : *the Middle East   the Southwest   the North*

   But not the names of compass directions

   Example : *Drive east for two blocks, and then turn south*

g. Names of school subject with course numbers.

Examples : *Business Administration 17B*

German 101   Chemestry 10A

But not the names of classes without number. Expect language.

Example : *computer science, business administration, economics, German conversation, English composition.*

h. Names of specific structures such as building and bridges.

Examples : *the White House   Park Plaza Hotel*

Golden Gate Bridge

i. Names of specific organizations (businesess, clubs, schools).

Examples : *Muhammadiyah Universitiy*

International Students' Club

American Heart Assosiation

j. Titles of composition, stories, books, magazines, newspapers, plays, poems, and movis.

Examples *: Introducting Myself*

Introduction to Academic Writing

All Quiet on the Western Front

Star Wars

3. The pronoun *I*

Examples : *I will arrival at several minutes*

4. Abbrevations and acronyms, which are words formed from the first letters of the word in the names of organization.

Examples : ***FBI IBM AIDS   USA YMCA WHO UNICEF DTT***

5. Name of God, specific, deties. Religious figure, and holly books.

Examples : Gods ; *Allah   Budha Zeus*

Religious figures : *Muhammad Moses*

Holy books: *Holy Qor'an the Bible*

(http/www.towson.edu/ows/capitalization-rules htm)

b. Punctuation rules

Punctuation marks are signposts used by writers to give directions to their readers about which way a sentence is going. Using punctuation properly is one of the most crucial elements in making the meaning of the sentence absolutely clear. Alice and Ann (1997: 14) said that there are three punctuation that we can use at the end of a sentence: the period of , the question mark. And the exclamation mark. Bellow will be show some rules of punctuation.

1. The period; Put a period (full stop) at the end of statement.

    Example *: My name is Rahmawati Yunus.*

    They are the students.

2. The question mark; put question mark at the end of a question.

    Example *: What is your name ?*

    Do you speak English ?

3. The exclamation mark; put an exclamation mark at the end of a sentence to sho strong feeling.

    Example *: It sure is hot today !*

    He is crazy about soccer !

Among of some writing components above, the students' ability to arrange the organization, punctuation and capitalization will be used as measurement to measure the improvement ability of the students in writing ability

C.   Descriptive Text

Beside narrative text, argumentative text, exposition text, and explanatory text, descriptive text also is one of the kind of writing products which will be improve in this reseacrh. Anonim (2007) purposes three principles in writing descriptive text:

1. A descriptive text has one clear dominan expression, the dominan impression guides the author's selection of detail and is there by made clear to the reader in the thesis sentence.

2. A descriptive text can be objective or subjective, giving the author a wide choise of tone, diction and attitude.

3. The purpose of a purely descriptive essay is to involve the reader enough so he or she can actually visualize the thing being described. Therefore it is important to use spesific and concrete details.

The elements of descriptive text

Descriptive text has some elements, as Lila Fink, Phyllis Levy and Gwen brewer (1983) said that there are some of elements of descriptive text, they are;

a.   Concrete details

A concrete detail is a specific description that support, reflect, or expand a writer's attitude or purpose. For example; *the modern math students using calculator instead for a slide rule, makes speedy and accurate calculations.*

b.   Images

An image is a concrete, literal (real, actual) description of person, physical objects or sensory experience that can be known through one of the five sense (sight, sound, taste, touch and smell). For example ;

Lightening crackled and sizzled across the darkened sky. (sound and sight)

The orange calico kitten's bristled tongue scratched its way across my cheek. (sight and touch)

c.   Similes

A simile is a comparison, using like or as between two objects. The comparison is between two things essentially different yet similar in one aspect. For example;

Anger heated up in me like water about to boil

The lecturer was as exciting and informative as state beer

Anonim (2007) defines characterisitc of good descriptive writing as follow :

1.   Good descriptive text including many vivid sensory those paint a picture and appeals to all of the readers of senses of sight, hearing, touch, smell, and taste when appropriate. Descriptive writing may also paint picture of the feelings the person; place or the thing invokes the writer.

2.   Good descritive writing often make use of figurative language such analogies, similes and metaphor to help paint the picture in the readers of mind.

3.   Good descriptive writing uses preceive language. General adjective, nouns, and passive verbs do not have a place in good descriptive. Use spesific

adjectives and nouns and strong action verbs to give life to the pictures you are painting in readers' of mind.

4.   Good descriptive text is organized. Some ways to organize descriptive text include: chronological (time), spatial (location), and order of importance. When describing a person, you might begin with a physical description, followed by how that person think, feel and taste.

Descriptive text is one kind of writing product. Kane (2000:352) explains generally that descriptive text is about sensory experience how something looks, sounds, and tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. But in specific definition explained that descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Based on these explanations, it can be concluded that descriptive text appeals to the senses, so it tell how something looks, feels, smells, tastes, and/or sounds.

A good descriptive text is like a word picture; the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be seen clearly in the mind of the reader. Just as an artist plans where to place each object in the painting, a writer plan where to put each object in words painting.

In a descriptive text, writers often plan spatial order to organize their ideas. Spatial order is the arrangement of items in order by space. For example, when someone describing her favorite room at home, she could first describe things in the left side of the door way and then clockwise around to the right side. She

could also start on the right and move counter clockwise around to the left. If a writer jumped back and forth, it would be very difficult for the reader to try to see the room in his or her mind.

When someone describe a person, he or she could begin with an overall impression and then focus on the person's head, then the face, and then on one part of the face such as the eyes. It does not usually matter whether the spatial organization is left to right, right to left, near to far, far to near, outside to inside, inside to outside, top to bottom, or bottom to top. It is only helpful to use some kind of spatial order when she or he writes a description.

In organizing a descriptive text, as have explained before, a writer should start with general sentence to describe the object. To make the sentences organize orderly, use spatial order expression and try to paint a picture in words. In writing descriptive text, the simple present tense and present continuous tense are frequently used to tell about a habitual action or general truth (M.J. Lado:2007) and the activities that are happening in the scene the writer describing. Such as have explained by Oshima (1997: 50) that descriptive writing to the senses, so it tells how something looks, feels smells, tastes, and/or sounds. A good description is like a "word picture", the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be "seen" clearly in the mind of the reader. In a description, writers often use spatial order to organize their ideas. Spatial order is the arrangement of items in order by space. An outline of description would like this: *introduction, body, and conclusion.*

The other rule in writinng descriptive text is how to convey the writing. If above, explained that a good description text is like "word picture", so the writer have to know the generic structure of description text. Generally it consists of two *identification* and *description.* Hammond: 1992 explain both of these generic structures as follow:

1.   Identification

Identification is a part of description text which:

➢   Identifies fenomenan, thing, animal, or human to be described.

➢   Statement that describe the object will describe generally.

➢   The statement must be interesting, so it lets the reader to read completely.

➢   Commonly, it using the adjective or degree comparison.

When the writer identifies a thing, person or place, she or he has to know how to desctibe them. Below, there are some way to identify:

a. Identifiy a person

Personal name such as Muhammad, Joko Widodo, Riah and the other name do not need to define. All people know that they are personal name, so that it is not necessary to defined. In identification person, the writer just need to introduce the nationality, job, address, or the relationship with the others. The main purpose is to identify which person the writer meant. For example:

Joko Widodo is a great figure in Jakarta. He is a guvernor of Jakarta in period 2012-2016.

b. Identify an animal.

In describing animal, the identification part must tell about the sense impression of its unique. For instance:

A rabbit is a small mammal with a short tail and pointed ears.

c. Identify a places

Identification in describing a place needs to introduce the place. The writer has to tell everything about the place such as name of the place, location, how to get there, the unique parts of the place,ect. Here, the example: *one of the favorite place in South Sulawesi is Bira Beach. Its located in Bulukumba. The visitor may go there by their own motorcycle or car or by public transportation.*

2. Description

Description is the second element of generic structure in descriptive text. It tells about what the phenomenan, introduced in the identification, looks like. It is to say that identification is the opening part of descriptive text, while description is the body of it. To describe of a thing, the writer should:

➢ Giving description about the object that will describe.

➢ Describing the phenomenan in parts, qualities or characters.

➢ Using grammatical pattern (tense), verb, adjective for describing the condition of the object.

Hammond also explained the language feature of description text even though it has explained generally above. Here, the writer arranges the feature point per point as follows:

1. Descriptive text often uses simple present tense, however, sometimes it uses simple past if the thing to be described does not exist anymore.

2. Descriptive text uses adjective for describing, numbering, and classifying.

3. Descriptive text uses Noun Phrase to give information about the subject.

4. Descriptive text uses adverbials to give additional information about behavior.

5. Descriptive text uses action verbs 'Material Processes'.

6. Descriptive text, sometime uses figurative language.

D.   Conceptual framework

The Conceptual Framework of this research is illustrated in the following diagram.

```
            ┌─────────────────────────────────┐
            │   Writing Learning process      │
            └─────────────────────────────────┘
                            ↓
            ┌─────────────────────────────────┐
            │     Show Not Tell technique     │
            └─────────────────────────────────┘
                            ↓
```

Preparation	Rough Draft	Sharing
Students required to make a list of topic based on knowledge idea, and experience.	Students required to change the list sentence become a describe paragraph	Student required to exchange the assignment for corretedand scoring

```
                            ↓
            ┌─────────────────────────────────┐
            │       A Classroom Action        │
            └─────────────────────────────────┘
                            ↓
            ┌─────────────────────────────────┐
            │   The content of the text       │
            │                                 │
            │   The organization of the text  │
            └─────────────────────────────────┘
                            ↓
        ┌─────────────────────────────────────────┐
        │  Improvement  students' writing ability  │
        └─────────────────────────────────────────┘
```

CHAPTER III

RESEARCH METHOD

A.   Research design

The classroom action research conducted of cycle 1 to observe the students' competence in writing through Show Not Tell (SNT). After finding the result of cycle 1, the researcher was continuing cycle 2 to improve the result of the students' competence in writing through Show Not Tell (SNT). The concepts of cycle 1 were:

1.   Cycle 1

a.   planning

1. The teacher prepared the material to the students

2. The teacher made lesson planning for the first meeting, the second meeting, the third and the fourth meeting about writing Descriptive text.

3. Making checklist observation to observe the students' activity.

4. Making research instrument.

b.   Action

The researcher conducted the first cycle which was included four meetings. The activity in the first meeting up to four was same because it has same instructional procedure in each meeting.

1. Teacher asked the students for choosing one of topic that prepared by the teacher.

2. Teacher asked the students to develop the topic into describing paragraph.

3. Teacher asked the students to exchanged their assignment and than give the feedback each other.

4. After got the feedback about thier written task which was incorrect and need to repaired, teacher asked the students to repair it.

5. After all of students finished their reparation, teacher asked the students to re-write their assignment.

6. The teacher submitted the students' assignment and gave the score.

c. **Observation**

In this phase, the researcher observed the students' activity in learning process by using checklist observation to know the students' activity (active or not active). After applying Show Not Tell (SNT) technique since fourth meeting, the researcher gave the evaluation to know the students' writing ability.

d. **Reflection**

The result of evaluating analyzed in cycle 1 was reflected to the cycle 2. The researcher had analyzed the result of cycle 1 and found out that the students' proficiency in writing was less. It seemed by the score. Based on the research's result, the researcher continued the action to the cycle 2.

2. **Cycle 2**

This cycle was the continuity from the cycle 1. Here, the researcher made some revision to fix the students' problem in cycle 1.

a. **Revised Planning**

1. The teacher prepared the lesson plan and teaching material.

2. The teacher prepared the list of observation.

3. The prepared evaluation instrument.

b. Action

After the action in cycle 1, the researcher conducted this cycle which was still consisted of four meetings. The activity in first meeting up to the fourth meeting was same because the same of instructional procedure. The difference was only the difficult level of teaching material.

1. Teacher asked the students for choosing one of topic that prepared by the teacher.

2. Teacher asked the students to developed the topic into describing paragraph.

3. Teacher asked the students to exchanged their assignment and than give the feedback each other.

4. After got the feedback about thier written task which was incorrect and need to repaired, teacher asked the students to repair it.

5. After all of students finished their reparation, teacher asked the students to re-write their assignment.

6. The teacher submitted the students' assignment and gave the score

c. Observation

Here, the teacher still did the same procedure such as in cycle 1. She observed the students using checklist observation to know whether they were more active or not.

d. Reflection

The reflection in cycle 2 meant for making conclusion. If the result of the cycle 2 was increasing and had significant improvement from cycle 1, the research would be finish.

B. Research Variable And Indicators

In this research use two variable they are:

1. Independent variable

The independent variable, in this research is the implementation of Show Not Tell technique. It was as method that used by the teacher when teaching the material in the class.

2. Dependent variable

The dependent variable was the students' writing skill in descriptive text, with the indicator was as follows:

a. The terms of organization are coherence and spatial order.

b. The terms of mechanics are punctuation and capitalization.

C. Research Subject

The research subject in this classroom action research was the second grade of SMU Muhammadiyah 09 Perumnas Makassar.

D. Data Collection

In this research data instrument consisted of some test writing and observation the researcher used to get data about the students' ability and attitude in the learning writing by using Show Not Tell technique. The collecting data in this classroom action research as follow:

1. Test : used to measure the students' ability in writing

2. Observation: used to measure the students presence and participation in learning.

E.   Data Analysis

Analyzing the data was done with the following procedures:

1. Data source: The researcher got data source in this research from the students' achievement in writing before applying SNT technique in teaching and learning process.

2. The researcher gave test to the students. It was done after implementation of Show Not Tell technique in the class or in the observation of classroom action research which was done in every cycle.

3. There were two components to be concerned by the researcher in this research to measure the writing proficiency. To measure the writing descriptive text. Scoring each of four writing component using the following scoring system:

Table 1 The Scoring Writing Rubric

	ORGANIZATION	**MECHANICS**

Score of 6	**Exemplary organization**
	
	❖ Strategically pieced topic sentence.
	❖ Clear and logical order.
	❖ Strong introductory paragraph, supporting and concluding paragraph.
	❖ Sophisticated transition within and between sentences, ideas, and paragraphs.
		Exemplary mechanics
		
		❖ May have minor errors
		  ➢ Punctuation
		  ➢ Capitalization
		  ➢ Spelling
		❖ Needs little or no editing

Score of 5	**Effective organization**
	
	❖ Effectively placed topic sentence.
	❖ Clear and logical order.
	❖ Introductory paragraph, supporting paragraph and concluding paragraph.
	❖ Purposeful transition within and between sentences, ideas and paragraphs.
		Effective Mechanics
		
		❖ Few errors
		  ➢ Punctuation
		  ➢ Capitalization
		  ➢ Spelling
		❖ Needs some editing

Score of 4	**Adequate organization**
	
	❖ Clearly stated topic sentence.
	❖ Evidence of logical order
	❖ Introductory paragraph, supporting paragraphs and concluding paragraph.
	❖ Appropriate transition within and between sentences, ideas paragraphs.
		Adequate Mechanics
		
		❖ Some errors
		  ➢ Punctuation
		  ➢ Capitalization
		  ➢ Spelling
		❖ Needs editing but does not impede readability.

Score of 3	**Limited organization**
	
	❖ Poorly stated topic sentence.
	❖ Some evidence of organization.
	❖ Introductory paragraph and concluding paragraphs.
	❖ Repetitive use of transition.
		Limited mechanics
		
		❖ Frequent errors
		  ➢ Punctuation
		  ➢ Capitalization
		  ➢ Spelling
		❖ Begins to impede readability.

Score of 2	**Minimal organization/response** ❖ Lack of acceptable topic sentence ❖ Lacks clear organization pattern sequencing of ideas and/or paragraphing ❖ May lack introductory paragraph supporting paragraph and/or concluding paragraph ❖ Ineffective or overused transition	**Minimal mechanic/Minimal response** ❖ Consistent errors ➢ Punctuation ➢ Capitalization ➢ Spelling ❖ Impedes readability
Score of 1	**Inadequate organization** ❖ Lack stated topic ❖ No logical pattern, difficult to follow ❖ Inadequate paragraphing ❖ Little or no transition	**Inadequate Mechanics** ❖ Serious and consistent errors ➢ Punctuation ➢ Capitalization ➢ Spelling ❖ Impedes understanding/communication.

West Virginia writing rubric

$$score = \frac{students'\,correct\ answer}{maximum\ score} \times 10$$

4. To calculate the mean score of the students' test result. The researcher used the following formula:

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

Where: $\overline{X}$ = the mean score

$\sum x$ = The sum of all score

N = the total number of subject

(gay , 1981: 298)

5. To calculate the percentage of the students' writing score, the following formula was used:

$$P = \frac{F}{N} \text{ x } 100$$

    Note: **P**   : Rate percentage

                F   : Number of correct

                N   : Number of sample

6. To know the development of the students' writing skill, the researcher used percentage technique.

$$P = \frac{X2 - x1}{x1} \text{ x } 100$$

    Where: P   : Percentage of the students

                X1   : The first mean score

                X2   : The second mean score.

7. To classify the students' score, here were seven classifications which were used as follows:

Table 2 the Classification of the Students' Score

No	Classification	Score
1	Excellent	9.6 – 10
2	Very good	8.6 – 9.5
3	Good	7.6 – 8.5
4	Fairly good	6.6 – 7.5
5	Fair	5.6 – 6.5
6	Poor	3.6 – 5.5
7	Very poor	0 – 3.5

(Depdikbud: 1994)

8. To calculate the students' activeness score, the following formula was used:

$$P = \frac{Fq}{4 \, x \, N} \, x \, 100$$

Note: **P** : Percentage of the students' score.

Fq : Frequency of the students' score

N : Number of subject.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of finding of the research and discussions. The findings present the improvement of the students' writing skill, the percentage of the students' progress and the students' participation during teaching and learning process. The discussion of the research covers further explanation of the finding.

A.   Findings

1.   Implementation of Show Not Tell technique

Show Not Tell (SNT) is technique that is used during teaching and learning process after the researcher held a diagnostic test to the students at second grade of SMA Muhammadiyah 09 Perumnas Makassar. Show Not Tell (SNT) is a technique developed by Rebekah Kaplan to help the students write so that they were able to create a picture in the reader's mind, to got away from the repetition of such empty words as weird, really neat, beautiful, wonderful and boring.

In this research, the researcher uses a classroom action research method to find out the improvement of the students' skill especially in writing descriptive text after the implementation of the technique above. The research is held for two cycles which is cycle consists of four meetings.

In the first meeting, the researcher gave the teaching material about describing a person. Before the technique was implemented, she gave the students warming up in order that the students were spirit in learning process. Then the

researcher explained the material how to describe a person and how to arrange a good descriptive text generally. To make the explanation unconfused to the students, the researcher also attached a sample of describing people text. After that, she gave the students some topics about people and then she asked the students to choose one of the topics they were wanted to describe. This marked the action of the method in the first meeting was done. When they finished writing, the time to check the errors, the researcher and the students discussed the errors, after that she asked the students to repair the errors.

The second meeting was held in the same procedure, the difference only in the selected topic they were going to write. They were still asked to write about describing people, if at the first meeting they were asked to write about describe a figure in this meeting they were asked to write about describing their friend in the classroom.

Such activity still done in the third meeting and also in the forth meeting, but here they were given teaching material about describing a place. They were asked to choose the topics that given by the researcher. Then they writing based on the topic that they have chosen. After implementing four meeting, the researcher held test of cycle 1. During the test, students would be asked to write carefully to measure their own ability in constructing a text with good organization and the use of punctuation and capitalization correctly. Based on the result of the test, the researcher concludes that among of 25 students, 4% of them got score in range 7.6 – 8.5 and categorized good, 44 % were categorized fairly good because they were in range 6.6 – 7.5, 8 % in

range score of 5.6 – 6.5 and categorized fair, poor category in range score of 3.5 – 5.5 were about 36 %, and 8 % in range score of 0 – 3.5 categorized very poor.

After conducting the cycle I, the cycle II was implemented. Such as the cycle I before, here also held four meetings which was each meeting had some procedure. The students were given some writing exercise by the researcher, and then they asked to do that individually. In the first and the second meeting the students were gave the exercise with the topic animal. So that, they were write which was the animal they most like. When all meeting were completely conducting, the test of cycle II was held. From the test result, the researcher got that the students' writing score viewed by the organization and the mechanic of the text was getting increase. The percentage of the score was classified where 4 % from 25 students were categorized very good because they were in range score of 8.6 – 9.5. 24 % of them were categorized as good because they were in range of score 7.6 – 8.5. And 48 % of them were categorized as fairly good because they were in range of score 6.6 – 7.5. And 16 % for fair categorized in range score 5.6 – 6.5 and 8 % of them whom in range of 0 – 3.5 categorized as very poor.

From the calculating score above, it can be concluded that, after implementing Show Not Tell (SNT) technique as teaching method during teaching and learning process, the students; score getting increase. This technique stimulate the students' ability how to produce good writing with good organization and the using correct punctuation and capitalization especially in descriptive text.

2. **The students' achievement in writing descriptive text in term of organization**

The implementation of Show Not Tell (SNT) technique in writing teaching and learning process gives a good contribution to the students in the way how they can organize some ideas become a complete text. It was proved by the result of the test which was given after the implementation of the method above in every cycle. The improvement of the students' getting score was displayed in the following table:

Table 3 the Students' Score in Term of Organization

No	Variable	Cycle I	Cycle II	Improvement score
1	Organization	Mean score	Mean score	22.50 %
		5.82	7.13	

The table 3 above shows the result of the test in term of text's organization from cycle I and cycle II after Show Not Tell (SNT) technique was implemented in learning process. The data shows that there was different score where the students; test score of cycle II was higher than the score in cycle I. the mean score in cycle I was 5.82 while the mean score of cycle II was 7.13 which increased around 22.50% from the mean score of cycle I. if this score was classified, the score in cycle I was categorized fair and the score of cycle II was categorized fairly good. The students' score above was presented clearly in the following graphic.
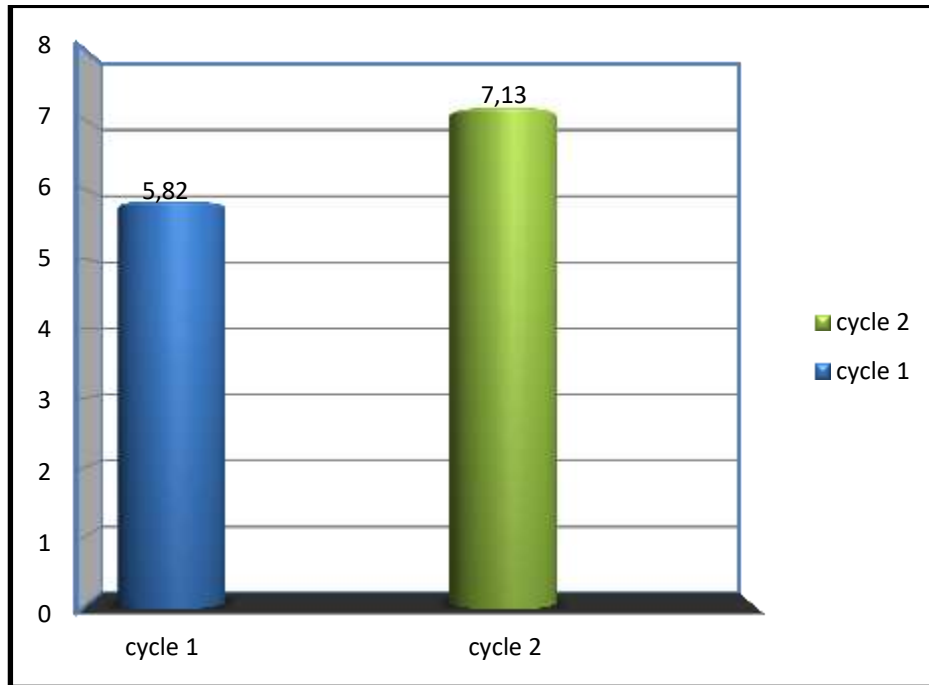
Graphic 1 the students' score in term organization

The graphic 1 above provide clear information about the improvement of the students' score in cycle I and cycle II. Such as have explained before, the getting in term of organization of the text after conducting test in every cycle was increased from mean score 5.82 in cycle I to 7.13 in cycle II. It indicates that the implementation of Show Not Tell (SNT) technique in writing teaching and learning process to improve the students' was success.

3. **The Students' Achievement in writing Descriptive Text in Tern of Mechanic.**

The use of punctuation and capitalization correctly was one of variable to measurethe students' successfulness in writing descriptive text after the

implementation of Show Not Tell (SNT) technique during writing teaching and learning process. The tests' result of cycle I and cycle II indicate the improvement of their ability to use correct punctuation and capitalization in their own writing. Most of them are success. The following data, informs the tests' mean score.

Table 4 the Students' score in Tern of Mechanic

No	Variable	Cycle I	Cycle II	Improvement
		Mean score	Mean score	score
1	Mechanic	5.82	7.20	23.71 %

The table4 above shows the students' means score in cycle I and cycle II after the score calculating in tern of mechanics. In cycle I the score was 5.82 while in cycle II, the score was 7.20. The mean score was getting to increase about 23.71%.

To see the clearly about the score, the following graphic presents:
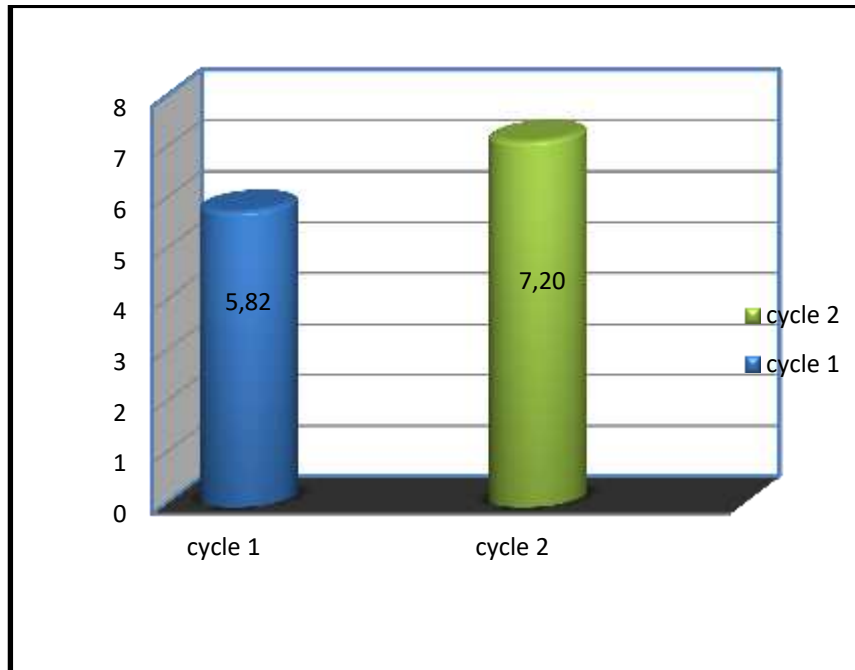
Graphic 2 the Students' Score in Term Mechanic

The graphic 2 above clearly displayed the improvement score of the students' from cycle I and cycle II in tern punctuation and capitalization. As explained in the table that the percentage of the score of the students' improvement about 23.7 %. It was categorized low but the implementation of SNT in writing teaching and learning process still helped the students' to arise their getting score.

4.   **The students' writing score**

Here will be stated about the students' writing score after the test of cycle I and cycle II were held. The following table displays the score.

Table 5 the Students' Writing Score

No	Variable	Cycle I	Cycle II	Improvement Score
1	Descriptive writing	Mean score	Mean score	23.19 %
		5.82	7.17	

The table 5 above clearly informs that, there was progress of the students' writing ability. The progress may be seemed by the students' getting score in cycle II which was higher than score of cycle I. in cycle I the mean score is 5.82, and in cycle II, the score increased about 32.19 % become 7.17.

The following graphic also presents the students' writing score.
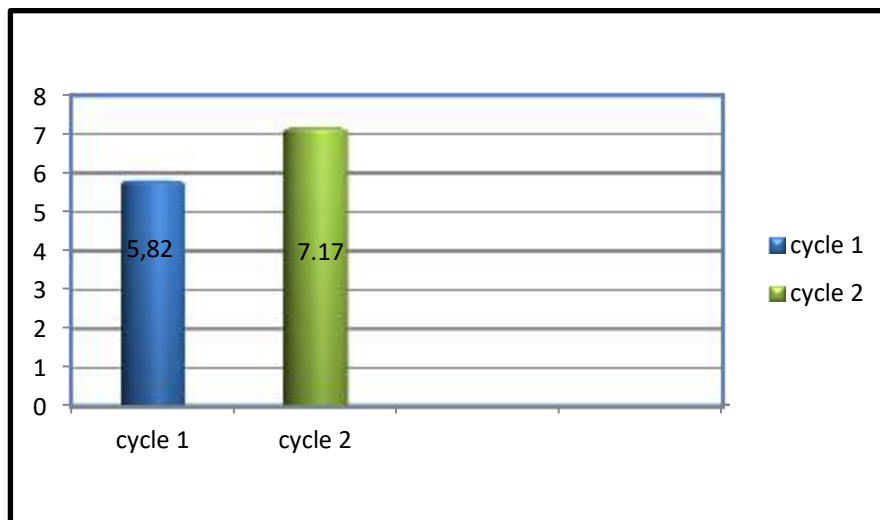
Graphic 3 the students' writing score

After calculating both oftwo variables' score, organization and mechanic the score in graphic 3 above represents the students' writing score. In cycle I, the writing score was 5.82 and increase about 23.19 % in cycle II become 7.17. The score of cycle II have reach the successful minimum criteria. According to the score, the research through implementation of Show Not Tell (SNT) was success.

5. **The percentage of the students' writing score**

Below,will be displayed in table and graphic about the classification of the students' writing score in each cycle.

Table 6 the Classification of the Students' Score

No	classification	Score	Cycle I		Cycle II	
			Fq	%	Fq	%
1	Excellent	9.6 – 10	-	0	-	0
2	Very good	8.6 – 9.5	-	0	1	4
3	Good	7.6 – 8.5	1	4	6	24
4	Fairly good	6.6 – 7.5	11	44	12	48
5	Fair	5.6 – 6.5	2	8	4	16
6	Poor	3.6 – 5.5	9	36	2	8
7	Very poor	0 – 35	2	8	-	0
Total			25	100	25	100

The table 6 clearly informs that the students' score improved. In cycle I, no students' are classified as very good, but in cycle II 1 of 25 students were in very good classification. For good classification, there was 1 student in cycle I, 6 students are in cycle II. For fairly good classification,there are 11 students in cycle I, while in

cycle II, 12 students get it. 2 students in cycle I classified fair and 4 students in cycle II. And for poor classification, in cycle I was 9 students and 2 in cycle II. And in very poor classification, there were twoin cycle I, and no in cycle II. See the percentage of each classification in the graphic.

Graphic 4 the Percentage of the Students' Score
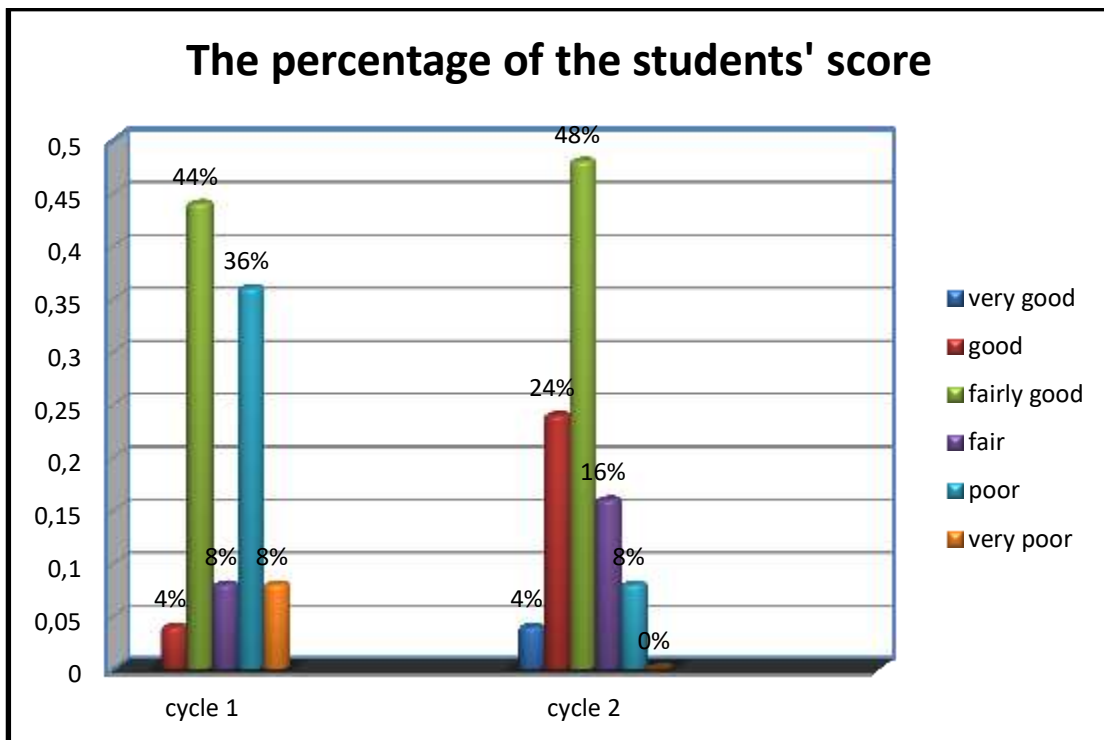
6. The result of observation of the students' participation

The following table displayed the percentage of the students' participation during teaching and learning process in cycle I and cycle II.

Table 7 the Result of students' participation

Cycle	The Students' Participation (%)			
	Meeting			
	1st	2nd	3rd	4th
Cycle I	42%	50%	58%	65%
Cycle II	61%	67%	64%	73%

The table 7 above shows the observation result of the students' participation during the learning process. Based on the table, can be analyzed that in cycle I, the percentage of the students' participation in each meeting was getting increased.

But in cycle II, the students' participation is low. It was indicated by the percentage of participation the worst percentage is the third meeting in cycle II. To see clearly the percentage of the students' participation, the graphic bellow displays.

The Percentage of the Students' Activeness
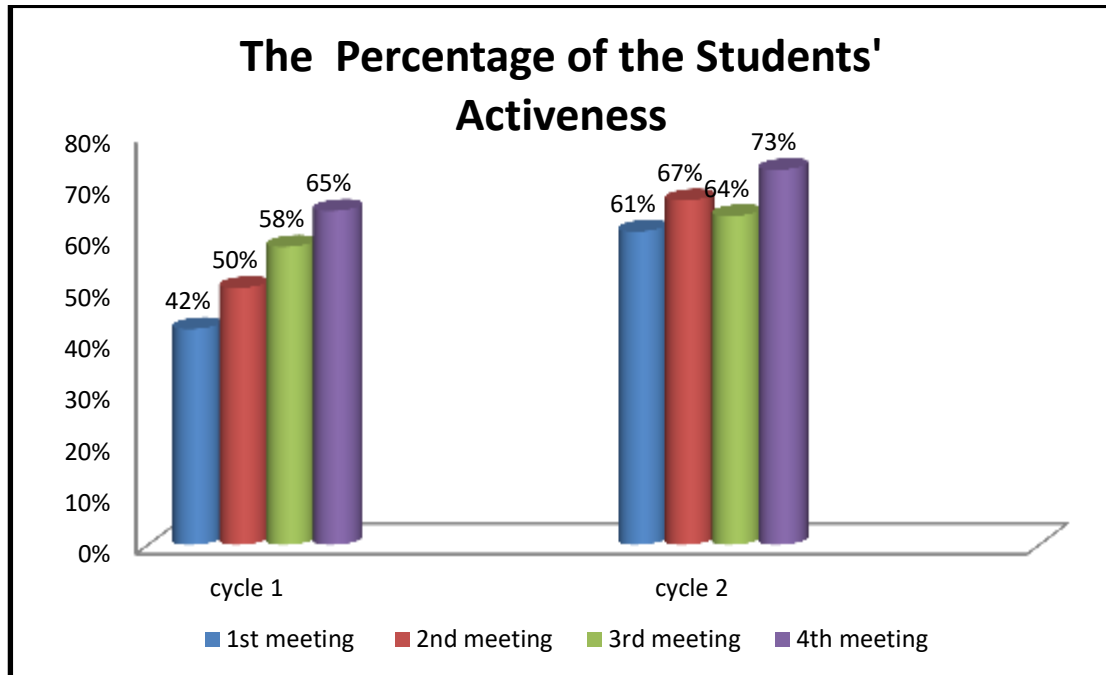
Graphic 5 the percentage of the students' participation

B.   Discussion

For this part, the researcher will discuss the result of the findings. The discussion aims at describing the improvement of the students writing ability after Show Not Tell (SNT) technique is implemented during writing class.

1.   The improvement of the students' achievement in writing descriptive text in term of organization.

The implementation of SNT technique in writing class was effective. It means by this method, the students' writing ability can be improved. The improvement may be seemed by the increased score they have got. In the test of cycle I, the students'

means score viewed by the organization of the text was 5.82 and the score increases about 22.50% in cycle II become 7.13.

During teaching and learning process, the researcher finds that, the students were difficult to organize the text. Actually they have many ideas to write, but they were confused on how to organize their ideas into a good organization text. To solve this problem, the researcher conducts action in cycle I and implements SNT technique during the writing class to help them. By this method, the students were gave some topic by the researcher, then the students asked to choose which one the topic they want to described into descriptive text. Here the students were challenged how to make a good descriptive text. After the students finished their written, they were suggested to collect their written for correction. If in the written found some errors, they were asked to repaired the errors. It was purposed to ignore the incoherence paragraph. Surely the researcher shouldgave deep explanation about the organization of descriptive text first.

The effectiveness of SNT technique implementation in writing class may be seen by the result of the cycle I test. After the test was conducted, the mean score of the students in term of organization was getting increased; it was compared with the mean score of diagnostic test. The increase was about 14.11 % from 5.10 to 5.82. Even though the score improved but the score did not reach the minimum criteria score's target. That was the reason why the researcher should conduct the cycle II using the same method.

The procedure was still implemented in cycle II such as the procedure in cycle I. the different occur only in teaching material. In cycle I, the students had to describe about the place and person. For two meeting they described about the place through SNT technique, and two last meeting the students describe about person surely used SNT technique also. In cycle II, two meeting they will describe about animal, and two meeting later they write about place again.

When the test cycle II, have conducted, the researcher calculate their score and concludes that their mean score was higher than before where it increased about 22.50%. If in cycle I, their mean score was 5.82, after the implementation of SNT technique during the writing class, and held the test of cycle II, the score was getting improved about 1.31% become 7.13.

2. The improvement of the students' Achievement in Writing Descriptive text in term mechanic.

The second variable which was used to increase the improvement of the students' ability was mechanic. Here the students are hoped to usedcorrect punctuation and capitalization correctly when their arranged the sentences.

During the writing activity, the most errors were the used of punctuation and capitalization. Many students still did not know the used of punctuation and capitalization. So, to solving this problem, before the students asked to write, the researcher explain about the use of punctuation and capitalization in sentences or paragraph deeply and showed a simple example to make the students understood the usage clearly.

In the cycle I, the mean score of the students was 5.82. It increased about 37 % from the mean score of diagnostic test which the mean score was 4.23. Based on the getting score, the researcher held the cycle II and conducted the test after four meeting finished. The mean score of cycle II improves about 23.71 % from 5.82 the mean score of cycle I, become 7.20 the score of cycle II

3.   The percentage of the students' progress in writing descriptive text

In previous section, at finding, the percentage of the students' progress displayed clearly in the table and graphic. Showed in the table that, the percentage of the students' progress in writing was about 23.19 % where in cycle I, the students mean score was 5.82, while in cycle II increased became 7.17. The score above was the calculating of the total score from two measured variables, text organization and mechanic (punctuation and capitalization) and reached the Minimum Criteria score, so the research held until cycle II.

The progress of the students' ability to write descriptive text was the effect of the implementation of SNT technique as teaching method. By this method, the students were stimulated to create a good written through teacher instructions. By the instructions students were hoped be able to make a good organization text. Besides that, they were also invited to use the punctuation and capitalization correctly.

In cycle I and cycle II, the research conducted four meeting where in each meeting, the students were asked to write through SNT technique. Every meeting they would write in different topic. Firstly, the researcher gave some topics and then asked the students to choose one of the topics they want to describe into descriptive

text. Next, the researcher instructs the students to write based on the SNT technique. Where, before the students start to development their written, they were asked to write the advising sentences then they change it into descriptive text. This was aimed in order the students were able to create a picture in the reader's mind, to get away from the repetition of such empty words as weird, really neat, and boring.

4. The observation result

The students' activeness during teaching and learning process displayed clearly in previous section at finding. Based on the table or graphic, the activeness of the students in cycle I increase normally where in each meeting their activeness percentage was getting increase. In the first meeting their activeness percentage was 42 %. Increased in the second, third and forth meeting become 50%, 58% and 65 %.

If in cycle I, the percentage increased in each meeting, the problem occurred in cycle II where in the first meeting the percentage decreases significantly. In the second meeting, there was a bit increasing which the percentage was 67 %. The lower percentage occurred again in third meeting. The percentage decreased to 64%. Two meeting the percentage decreases, the researcher then formulates some question to the students. Most of them argue that, they fell unhappy and unfocused in writing class because of the external factors. Some of them are the hot weather, and also caused by the English schedule was at 12.45 a.m. where they have felt tired after joined the lesson along day. Based on the answer, before the class in the forth meeting was started, the researcher take some minutes asked them to discussed about interesting

thing. After that, they looked fresh and their activeness percentage increase significantly becomes 73%.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections. The first sections deals with the conclusion of the findings, and the second one deals with suggestion.

A. Conclusion

After conducting a Classroom Action Research (CAR) about the implementation SNT technique to improve the students' writing ability at second grade of SMUMuhammadiyah 09Perumnas Makassar, the researcher may conclude that:

1. Show Not Tell (SNT) technique helps to improve the students' ability to write descriptive text viewed by organization of the text. Where the result of the students writing in term of organization about 22.50%.It can be proved by their score from 5.82 in cycle I improve to 7.13 in cycle II.

2. Show Not Tell (SNT) technique helps to improve the students' ability to write descriptive text viewed by the mechanic. Where the result of the students in term of mechanicabout 23.71%. The improvement can be seen by the score where it increases from 5.82 in cycle I to 7.20 in cycle II.

B. Suggestion

In order to improve the students' writing ability, the researcher puts some suggestion as follows:

1. The teacher may use SNT technique to stimulate the students' motivation in writing class because this method may create fun and challenging writing.

2. To create good atmosphere in writing class, the teacher may invite the students to write in outdoor. It aims at ignoring the students felt bored because they have to write in the same situation and condition in every meeting.

3. The researcher suggests to the teacher or the next researcher to find out the appropriate strategies, teaching methods and models, and learning approaches to help the students were able to improve their ability in English.

APPENDICES

Rencana Pelaksanaan Pembelajaran

        Nama sekolah   : SMA Muhammadiyah 9, Makassar
        Mata pelajaran   : Bahasa Inggris
        Kelas   : XI (sebelas)

Standar kompetensi   : Mengungkapkan makna dalam teks tulis fungsional pendek dan essai sederhana berbentuk descriptive dalam kehidupan sehari-hari.

Kompetensi dasar   : Mengungkapkan makna dan langkah retorika dalam esai sederhana dengan menggunakan ragam bahsa tulisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk descriptive.

Indicator   : Menulis teks pendek sederhana dalam bentuk paragraf deskriptif.

Tema   : Describing people

Aspek skill   : Writing

Waktu   : 2x45 menit

Tujuan pembelajaran : Siswa diharapkan mampu membuat teks atau paragraph sederhana berbentuk deskriptif

Metode   : Show Not Tell

Langkah-langkah kegiatan:

- Kegiatan awal
  - Memberi salam
  - Mengecek absensi siswa
- Kegiatan inti
  - Guru memberikan topik text berdasarkan pengetahuan, dan pengalaman yang mereka jumpai dalam lingkungan sekitar mereka.
  - Guru mengarahkan siswa untuk mengembangkan topik ke dalam bentuk paragraf deskripsi dengan menggunakan teknik Show Not Tell.
  - Guru meminta siswa untuk menukar hasil pekerjaan mereka satu dengan lainnya untuk memperoleh umpan balik.
  - Setelah memperoleh umpan balik tentang bagian mana yang sudah jelas dan bagian mana yang perlu di perbaiki, guru meminta siswa untuk memperbaikinya.

- Setelah perbaikan selesai, guru meminta siswa menulis kembali hasil perbaikan pekerjaan siswa.
- Guru mengumpulkan hasil pekerjaan siswa untuk penilaian.
- Kegiatan akhir
    - Guru memberikan penguatan tentang materi yang telah dipelajari.
    - Guru memberikan motivasi kepada siswa agar lebih giat belajar dan rajin latihan menulis.
    - Menutup kelas

Sumber belajar   : Look Ahead for SMA XI

Penilaian:

SCORE	ORGANIZATION	MECHANICS
Score of 6	**Exemplary organization** ❖ Strategically pieced topic sentence. ❖ Clear and logical order. ❖ Strong introductory paragraph, supporting and concluding paragraph. ❖ Sophisticated transition within and between sentences, ideas, and paragraphs.	**Exemplary mechanics** ❖ May have minor errors ➢ Punctuation ➢ Capitalization ➢ Spelling ❖ Needs little or no editing
Score of 5	**Effective organization** ❖ Effectively placed topic sentence. ❖ Clear and logical order. ❖ Introductory paragraph, supporting paragraph and concluding paragraph. ❖ Purposeful transition within and between sentences, ideas and paragraphs.	**Effective Mechanics** ❖ Few errors ➢ Punctuation ➢ Capitalization ➢ Spelling ❖ Needs some editing
Score of 4	**Adequate organization** ❖ Clearly stated topic sentence. ❖ Evidence of logical order ❖ Introductory paragraph, supporting paragraphs and concluding paragraph. ❖ Appropriate transition within and between sentences, ideas paragraphs.	**Adequate Mechanics** ❖ Some errors ➢ Punctuation ➢ Capitalization ➢ Spelling ❖ Needs editing but does not impede readability.
Score of 3	**Limited organization** ❖ Poorly stated topic sentence. ❖ Some evidence of organization. ❖ Introductory paragraph and concluding paragraphs. ❖ Repetitive use of transition.	**Limited mechanics** ❖ Frequent errors ➢ Punctuation ➢ Capitalization ➢ Spelling ❖ Begins to impede readability.

Score of 2	**Minimal organization/response**
	
	❖ Lack of acceptable topic sentence
	❖ Lacks clear organization pattern, sequencing of ideas and/or paragraphing
	❖ May lack introductory paragraph, supporting paragraph and/or concluding paragraph
	❖ Ineffective or overused transition
		Minimal mechanic/Minimal response
		
		❖ Consistent errors
		  ➢ Punctuation
		  ➢ Capitalization
		  ➢ Spelling
		❖ Impedes readability

Score of 1	**Inadequate organization**
	
	❖ Lack stated topic
	❖ No logical pattern, difficult to follow
	❖ Inadequate paragraphing
	❖ Little or no transition
		Inadequate Mechanics
		
		❖ Serious and consistent errors
		  ➢ Punctuation
		  ➢ Capitalization
		  ➢ Spelling
		❖ Impedes understanding/communication.

West Virginia writing rubric

<div align="center">

Teaching Material
(First meeting in cycle 1)

</div>

A. Descriptive text

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

B. **The Generic Structure of Descriptive Text**

Descriptive text has structure as below:

Identification: (identifying) is an introduction, like general image of a topic to be describe.

Identify People: All people know that Susilo, Mother, Rany, Father Etc are personal name. So that, it is not necessary to defined. In identification person, the writer just needs to introduce the nationality, job, address, or the relationship with the others. The main purpose is to identify which person the writer meant.

Description; Describing the phenomenon in parts, qualities, or special characteristics.

C. The features of descriptive text

- ✓ Using simple present tense
- ✓ Using attribute verb like to be (am, is are)
- ✓ Only focused on one topic or object to be described.

D. The use of punctuation and capitalization

- o The basic guidelines for using **capital letters** in English:
    - ✓ Capitalize the first word in a **sentence.**
    - ✓ Capitalize the pronoun *I.*
    - ✓ Capitalize **proper nouns** and most adjectives formed from proper nouns.
- o The basic guidelines for using **punctuation** in English:
    - ✓ Put a period (full stop) at the end of a statement or sentence.
    - ✓ Put a question mark at the end of a question.
    - ✓ Put an exclamation at the end of a sentence to show strong feeling.

E. Explanation :

- To create an interesting story, the writer needs to show not tell the reader about people, places, and things they are writing about.

- Showing creates mental pictures in the reader's mind becouse when the readers get a clear pictures, they are more engaged in the writer's story.

F. **Example of Show Not Tell** : **Sentence.**

- Telling sentence
    - o My Beautiful Mom

- Showing sentence/ paragraph

She is not tall but nor short, and she has curly hair and black. Her eyes color like honey and her skin color light brown, and she has a beautiful smile.

She is very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my Mom, because she is a good example to me. She loves being in the mosque and she love eading holy qur'an.

G. How to develop the character.

To develop the story, begin by thinking about the main character. You want to show the reader what the character is like. Reveal their character through six means :

- What they say...
- What they think...
- What they do...
- Description...
- What the other character say about them...
- How the other character react to them...

H. Assignment

1. Choose one of the telling sentence bellow and make a descriptive text, adding capital letters, commas, full stop and question marks :

   a. She is a good teacher.

   b. He is a clever student.

2. Look up your dictionary if you find difficult or strange words to translate.

Rencana Pelaksanaan Pembelajaran

Nama sekolah   : SMA Muhammadiyah 9, Makassar
Mata pelajaran   : Bahasa Inggris
Kelas   : XI (sebelas)

Standar kompetensi : Mengungkapkan makna dalam teks tulis fungsional pendek dan essai sederhana berbentuk descriptive dalam kehidupan sehari-hari.

Kompetensi dasar : Mengungkapkan makna dan langkah retorika dalam esai sederhana dengan menggunakan ragam bahsa tulisab secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk descriptive.

Indicator : Menulis teks pendek sederhana dalam bentuk paragraf deskriptif.

Tema : Describing people

Aspek skill : Writing

Waktu : 2x45 menit

Tujuan pembelajaran : Siswa diharapkan mampu membuat teks atau paragraph sederhana berbentuk deskriptif

Metode : Show Not Tell

Langkah-langkah kegiatan:

- Kegiatan awal
  - Memberi salam
  - Mengecek absensi siswa
- Kegiatan inti
  - Guru memberikan topik kepada siswa text berdasarkan pengetahuan, dan pengalaman yang mereka jumpai dalam lingkungan sekitar mereka.
  - Guru mengarahkan siswa untuk mengembangkan topik ke dalam bentuk paragraf deskripsi dengan menggunakan teknik Show Not Tell.
  - Guru meminta siswa untuk menukar hasil pekerjaan mereka satu dengan lainnya untuk memperoleh umpan balik.
  - Setelah memperoleh umpan balik tentang bagian mana yang sudah jelas dan bagian mana yang perlu di perbaiki, guru meminta siswa untuk memperbaikinya.

- Setelah perbaikan selesai, guru meminta siswa menulis kembali hasil perbaikan pekerjaan siswa.
- Guru mengumpulkan hasil pekerjaan siswa untuk penilaian.
- Kegiatan akhir
  - Guru memberikan penguatan tentang materi yang telah dipelajari.
  - Guru memberikan motivasi kepada siswa agar lebih giat belajar dan rajin latihan menulis.
  - Menutup kelas

Sumber belajar   : Look Ahead for SMA XI

Penilaian:

SCORE	ORGANIZATION	MECHANICS

Score of 6	**Exemplary organization**
	
	❖ Strategically pieced topic sentence.
	❖ Clear and logical order.
	❖ Strong introductory paragraph, supporting and concluding paragraph.
	❖ Sophisticated transition within and between sentences, ideas, and paragraphs.
		Exemplary mechanics
		
		❖ May have minor errors
		  ➢ Punctuation
		  ➢ Capitalization
		  ➢ Spelling
		❖ Needs little or no editing

Score of 5	**Effective organization**
	
	❖ Effectively placed topic sentence.
	❖ Clear and logical order.
	❖ Introductory paragraph, supporting paragraph and concluding paragraph.
	❖ Purposeful transition within and between sentences, ideas and paragraphs.
		Effective Mechanics
		
		❖ Few errors
		  ➢ Punctuation
		  ➢ Capitalization
		  ➢ Spelling
		❖ Needs some editing

Score of 4	**Adequate organization**
	
	❖ Clearly stated topic sentence.
	❖ Evidence of logical order
	❖ Introductory paragraph, supporting paragraphs and concluding paragraph.
	❖ Appropriate transition within and between sentences, ideas paragraphs.
		Adequate Mechanics
		
		❖ Some errors
		  ➢ Punctuation
		  ➢ Capitalization
		  ➢ Spelling
		❖ Needs editing but does not impede readability.

Score of 3	**Limited organization**
	
	❖ Poorly stated topic sentence.
	❖ Some evidence of organization.
	❖ Introductory paragraph and concluding paragraphs.
	❖ Repetitive use of transition.
		Limited mechanics
		
		❖ Frequent errors
		   ➤ Punctuation
		   ➤ Capitalization
		   ➤ Spelling
		❖ Begins to impede readability.

Score of 2	**Minimal organization/response**
	
	❖ Lack of acceptable topic sentence
	❖ Lacks clear organization pattern, sequencing of ideas and/or paragraphing
	❖ May lack introductory paragraph, supporting paragraph and/or concluding paragraph
	❖ Ineffective or overused transition
		Minimal mechanic/Minimal response
		
		❖ Consistent errors
		   ➤ Punctuation
		   ➤ Capitalization
		   ➤ Spelling
		❖ Impedes readability

Score of 1	**Inadequate organization**
	
	❖ Lack stated topic
	❖ No logical pattern, difficult to follow
	❖ Inadequate paragraphing
	❖ Little or no transition
		Inadequate Mechanics
		
		❖ Serious and consistent errors
		   ➤ Punctuation
		   ➤ Capitalization
		   ➤ Spelling
		❖ Impedes understanding/communication.

West Virginia writing rubric

A. Descriptive text

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

B. Text organization

Descriptive text has structure as below:

Identification: (identifying) is an introduction, like general image of a topic to be describe.

Identify People: All people know that Susilo, Mother, Rany, Father Etc are personal name. So that, it is not necessary to defined. In identification person, the writer just needs to introduce the nationality, job, address, or the relationship with the others. The main purpose is to identify which person the writer meant.

Description; Describing the phenomenon in parts, qualities, or special characteristics.

C. The language features of descriptive text

✓ Using simple present tense
✓ Using attribute verb like to be (am, is are)
✓ Only focused on one topic or object to be described.

D. The use of punctuation and capitalization

o The basic guidelines for using **capital letters** in English:
    ✓ Capitalize the first word in a **sentence.**
    ✓ Capitalize the pronoun *I.*
    ✓ Capitalize **proper nouns** and most adjectives formed from proper nouns.
o The basic guidelines for using **punctuation** in English:
    ✓ Put a period (full stop) at the end of a statement or sentence.
    ✓ Put a question mark at the end of a question.
    ✓ Put an exclamation at the end of a sentence to show strong feeling.

E. Explanation :

- To create an interesting story, the writer needs to show not tell the reader about people, places, and things they are writing about.

- Showing creates mental pictures in the reader's mind becouse when the readers get a clear pictures, they are more engaged in the writer's story.

F. Example of Show Not Tell : **Sentence.**

- Telling sentence

    My Friend's New Shoes

- Showing sentence/paragraph

I have a close Friend. She is beautiful, attractive and trendy. She always wants to be a trend setter of the day. She always pays much attention on her appearance. Recently, she bought a new stylist foot legs from blowfish shoes products. This shoe really matches on her.

Her new blowfish women's shoes are wonderful. When she are walking on that shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. She really has perfect appearance.

She is really mad on those shoes. She said that the products covered all genders. The blowfish men's shoes are as elegant as she has. The products provide varieties of choice. Ballet, casual, boot athletic shoes are designed in attractive way. The products are international trade mark and become the hottest trend.

G.   How to develop the character.

To develop the story, begin by thinking about the main character. You want to show the reader what the character is like. Reveal their character through six means :

- What they say...
- What they think...
- What they do...
- Description...
- What the other character say about them...
- How the other character react to them…

Assignment

1. Choose one of the telling sentence bellow and make a descriptive text, adding capital letters, commas, full stop and question marks :
   a. My family
   b. My litle sister
2. You may use your dictionary if you find difficult or strange words to translate.

Rencana Pelaksanaan Pembelajaran

Nama sekolah	: SMA Muhammadiyah 9, Makassar
Mata pelajaran	: Bahasa Inggris
Kelas	: XI (sebelas)

Standar kompetensi : Mengungkapkan makna dalam teks tulis fungsional pendek dan essai sederhana berbentuk descriptive dalam kehidupan sehari-hari.

Kompetensi dasar : Mengungkapkan makna dan langkah retorika dalam esai sederhana dengan menggunakan ragam bahsa tulisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk descriptive.

Indicator : Menulis teks pendek sederhana dalam bentuk paragraf deskriptif.

Tema : Describing place.

Aspek skill : Writing

Waktu : 2x45 menit

Tujuan pembelajaran : Siswa diharapkan mampu membuat teks atau paragraph sederhana berbentuk deskriptif

Metode :Show Not Tell

Langkah-langkah kegiatan:

- Kegiatan awal
  - Memberi salam
  - Mengecek absensi siswa
- Kegiatan inti
  - Guru memperlihatkan beberapa gambar atau nama-nama tempat yang akan di descripsikan kepada siswa dan menyuruh siswa memilih salah satu di antaranya.
  - Guru mengarahkan siswa untuk mendescripsikan gambar atau nama tempat yang di pilih dengan menggunakan teknik Show Not Tell.
  - Guru merevisi hasil pekerjaan siswa.

- Kegiatan akhir
  - Guru memberikan penguatan tentang materi yang telah dipelajari.

- Guru memberikan motivasi agar siswa lebih giat belajar dan rajin latihan menulis.
- Menutup kelas

Sumber belajar   : Look Ahead for SMA XI

Penilaian:

SCORE	ORGANIZATION	MECHANICS

Score of 6	**Exemplary organization**
	
	❖ Strategically pieced topic sentence.
	❖ Clear and logical order.
	❖ Strong introductory paragraph, supporting and concluding paragraph.
	❖ Sophisticated transition within and between sentences, ideas, and paragraphs.
		Exemplary mechanics
		
		❖ May have minor errors
		   ➢ Punctuation
		   ➢ Capitalization
		   ➢ Spelling
		❖ Needs little or no editing

Score of 5	**Effective organization**
	
	❖ Effectively placed topic sentence.
	❖ Clear and logical order.
	❖ Introductory paragraph, supporting paragraph and concluding paragraph.
	❖ Purposeful transition within and between sentences, ideas and paragraphs.
		Effective Mechanics
		
		❖ Few errors
		   ➢ Punctuation
		   ➢ Capitalization
		   ➢ Spelling
		❖ Needs some editing

Score of 4	**Adequate organization**
	
	❖ Clearly stated topic sentence.
	❖ Evidence of logical order
	❖ Introductory paragraph, supporting paragraphs and concluding paragraph.
	❖ Appropriate transition within and between sentences, ideas paragraphs.
		Adequate Mechanics
		
		❖ Some errors
		   ➢ Punctuation
		   ➢ Capitalization
		   ➢ Spelling
		❖ Needs editing but does not impede readability.

Score of 3	**Limited organization**
	
	❖ Poorly stated topic sentence.
	❖ Some evidence of organization.
	❖ Introductory paragraph and concluding paragraphs.
	❖ Repetitive use of transition.
		Limited mechanics
		
		❖ Frequent errors
		   ➢ Punctuation
		   ➢ Capitalization
		   ➢ Spelling
		❖ Begins to impede readability.

Score of 2	**Minimal organization/response**	**Minimal mechanic/Minimal response**
	❖ Lack of acceptable topic sentence ❖ Lacks clear organization pattern, sequencing of ideas and/or paragraphing ❖ May lack introductory paragraph, supporting paragraph and/or concluding paragraph ❖ Ineffective or overused transition	❖ Consistent errors ➢ Punctuation ➢ Capitalization ➢ Spelling ❖ Impedes readability
Score of 1	**Inadequate organization**	**Inadequate Mechanics**
	❖ Lack stated topic ❖ No logical pattern, difficult to follow ❖ Inadequate paragraphing ❖ Little or no transition	❖ Serious and consistent errors ➢ Punctuation ➢ Capitalization ➢ Spelling ❖ Impedes understanding/communication.

West Virginia writing rubric

Teaching Material
(Third meeting in cycle 1)

A. Descriptive text

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

B. **The component of the text**

There are three components will be improved in writing descriptive, as follows:

1. Organization

To write descriptive text, the writer should present their ideas based on the order which flow from beginning to the end. Two parts which should be paid attention in organization are coherence of paragraph.

2. Spatial order

Good pattern of descriptive text uses spatial order. The writer should write systematically. If the writer write about the home, will be better if she or he describe exterior or from interior to exterior. Good spatial order will help the reader imagine the thing, which described clearly.

3. Text organization:
   - ✓ Identification (mention the spatial order participant)
   - ✓ Description (mention the part, quality, and characteristics of the subject being described)
   - ✓ Languages features
      - Using adjectives and compound adjectives
      - Using linking verb or relating verb
      - Commonly use simple present tense
      - Use degree of comparison.

C. The use of punctuation and capitalization
   - o The basic guidelines for using **capital letters** in English:
      - ✓ Capitalize the first word in a **sentence.**
      - ✓ Capitalize the pronoun *I.*
      - ✓ Capitalize **proper nouns** and most adjectives formed from proper nouns.
   - o The basic guidelines for using **punctuation** in English:
      - ✓ Put a period (full stop) at the end of a statement or sentence.
      - ✓ Put a question mark at the end of a question.
      - ✓ Put an exclamation at the end of a sentence to show strong feeling.

D. **Explanation :**

- To create an interesting story, the writer needs to show not tell the reader about people, places, and things they are writing about.
- Showing creates mental pictures in the reader's mind becouse when the readers get a clear pictures, they are more engaged in the writer's story.

E. **The Example of Descriptive text**

Jakarta City

Jakarta is the capital city of Indonesia. It is centrally located within the country on the northwest of Java Island at the mouth of the Ciliwung river. Jakarta dominates Indonesian's administrative, economy, cultural activity, and is a major commercial and transportation hub within Asia. With a population of about 9 million, Jakarta has more people than any other cities in Indonesia. The climate is hot and humid year-round. Rainfall occurs throughout the year, although it is the heaviest from November to May. The average annual precipitation in Jakarta is 1,790 mm. the city lies on a flat, low plain and is prone to flooding during periods of heavy rainfall.

Kota is the city's oldest commercial area. It is located south of the old Sunda Kelapa harbor. Glodok, the south of Kota is a banking, retail and residential neighborhood with a large Chinese population. Merdeka Square with Monas (The National Monument) dominates the city's central district. Surrounding the square are Istana Merdeka, the Presidential Palace, the National Museum, and the Istiqlal Mosque.

F. **Task**

❖ Direction

1. Choose one of the topic bellow and make a descriptive text, adding capital letters, commas, full stop and question marks :
   a. Losari Beach.
   b. Bantimurung
   c. School's library.
2. Look up your dictionary if you find difficult or strange words to translate.

Rencana Pelaksanaan Pembelajaran

Nama sekolah : SMA Muhammadiyah 9, Makassar
Mata pelajaran : Bahasa Inggris
Kelas : XI (sebelas)

Standar kompetensi : Mengungkapkan makna dalam teks tulis fungsional pendek dan essai sederhana berbentuk descriptive dalam kehidupan sehari-hari.

Kompetensi dasar : Mengungkapkan makna dan langkah retorika dalam esai sederhana dengan menggunakan ragam bahsa tulisab secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk descriptive.

Indicator : Menulis teks pendek sederhana dalam bentuk paragraf deskriptif.

Tema : Describing place.

Aspek skill : Writing

Waktu : 2x45 menit

Tujuan pembelajaran : Siswa diharapkan mampu membuat teks atau paragraph sederhana berbentuk deskriptif

Metode : Show Not Tell

Langkah-langkah kegiatan:

- Kegiatan awal
  - Memberi salam
  - Mengecek absensi siswa
- Kegiatan inti
  - Guru memperlihatkan beberapa gambar atau nama-nama tempat yang akan di descripsikan kepada siswa dan menyuruh siswa memilih salah satu di antaranya.
  - Guru mengarahkan siswa untuk mendescripsikan gambar atau nama tempat yang di pilih dengan menggunakan teknik Show Not Tell.
  - Guru merevisi hasil pekerjaan siswa.
- Kegiatan akhir
  - Guru memberikan penguatan tentang materi yang telah dipelajari.
  - Guru memberikan motivasi kepada siswa agar lebih giat belajar dan rajin latihan menulis.

- Menutup kelas

Sumber belajar   : Look Ahead for SMA XI

Penilaian:

	ORGANIZATION	MECHANICS
Score of 6	**Exemplary organization** ❖ Strategically pieced topic sentence. ❖ Clear and logical order. ❖ Strong introductory paragraph, supporting and concluding paragraph. ❖ Sophisticated transition within and between sentences, ideas, and paragraphs.	**Exemplary mechanics** ❖ May have minor errors ➢ Punctuation ➢ Capitalization ➢ Spelling ❖ Needs little or no editing
Score of 5	**Effective organization** ❖ Effectively placed topic sentence. ❖ Clear and logical order. ❖ Introductory paragraph, supporting paragraph and concluding paragraph. ❖ Purposeful transition within and between sentences, ideas and paragraphs.	**Effective Mechanics** ❖ Few errors ➢ Punctuation ➢ Capitalization ➢ Spelling ❖ Needs some editing
Score of 4	**Adequate organization** ❖ Clearly stated topic sentence. ❖ Evidence of logical order ❖ Introductory paragraph, supporting paragraphs and concluding paragraph. ❖ Appropriate transition within and between sentences, ideas paragraphs.	**Adequate Mechanics** ❖ Some errors ➢ Punctuation ➢ Capitalization ➢ Spelling ❖ Needs editing but does not impede readability.
Score of 3	**Limited organization** ❖ Poorly stated topic sentence. ❖ Some evidence of organization. ❖ Introductory paragraph and concluding paragraphs. ❖ Repetitive use of transition.	**Limited mechanics** ❖ Frequent errors ➢ Punctuation ➢ Capitalization ➢ Spelling ❖ Begins to impede readability.
Score of 2	**Minimal organization/response** ❖ Lack of acceptable topic sentence ❖ Lacks clear organization pattern, sequencing of ideas and/or paragraphing ❖ May lack introductory paragraph, supporting paragraph and/or concluding paragraph ❖ Ineffective or overused transition	**Minimal mechanic/Minimal response** ❖ Consistent errors ➢ Punctuation ➢ Capitalization ➢ Spelling ❖ Impedes readability

Score of 1	Inadequate organization	Inadequate Mechanics
	❖ Lack stated topic ❖ No logical pattern, difficult to follow ❖ Inadequate paragraphing ❖ Little or no transition	❖ Serious and consistent errors ➢ Punctuation ➢ Capitalization ➢ Spelling ❖ Impedes understanding/communication.

West Virginia writing rubric

Teaching material
(forth meeting in cycle 1)

Reviewing the preceding lesson.

❖ Assignment

1. Choose one of the topics bellow and make a descriptive text, adding capital letters, commas, full stop and question marks :

    a. Your classroom
    b. Your school park

2. Look up your dictionary if find difficulf or strange words to translate.

Rencana Pelaksanaan Pembelajaran

Nama sekolah	: SMA Muhammadiyah 9, Makassar
Mata pelajaran	: Bahasa Inggris
Kelas	: XI (sebelas)

Standar kompetensi : Mengungkapkan makna dalam teks tulis fungsional pendek dan essai sederhana berbentuk descriptive dalam kehidupan sehari-hari.

Kompetensi dasar : Mengungkapkan makna dan langkah retorika dalam esai sederhana dengan menggunakan ragam bahsa tulisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk descriptive.

Indicator : Menulis teks pendek sederhana dalam bentuk paragraf deskriptif.

Tema : Describing animal.

Aspek skill : Writing

Waktu : 2x45 menit

Tujuan pembelajaran : Siswa diharapkan mampu membuat teks atau paragraph sederhana berbentuk deskriptif

Metode : Show Not Tell

Langkah-langkah kegiatan:

- Kegiatan awal
    - Memberi salam
    - Mengecek absensi siswa
- Kegiatan inti
    - Guru meminta siswa membuat daftar kata-kata sepeti nama-nama binatang kesukaan mereka.
    - Kemudian, dengan menggunakan kata-kata yang telah mereka tulis, masing-masing siswa menggambar binatang kesukaan mereka.
    - Kemudian, guru meminta siswa menulis deskripsi tentang binatang kesukaan mereka pada kertas yang terpisah.
    - Kemudian, guru mengumpulkan hasil deskripsi tersebut, mencampurkannya dan membagikannya kembali sehingga setiap siswa mempunyai deskripsi siswa lain.
    - Kemudian, guru meminta siswa menggambar binatang yang telah di deskripsikan.

- Guru mengumpulkan hasil pekerjaan siswa untuk penilaian.
- Kegiatan akhir
    - Guru memberikan penguatan tentang materi yang telah dipelajari.
    - Guru memberikan motivasi kepada siswa agar lebih giat belajar dan rajin latihan menulis.
    - Menutup kelas

Sumber belajar   : Look Ahead for SMA XI

Penilaian:

SCORE	ORGANIZATION	MECHANICS

Score of 6	**Exemplary organization**
	
	❖ Strategically pieced topic sentence.
	❖ Clear and logical order.
	❖ Strong introductory paragraph, supporting and concluding paragraph.
	❖ Sophisticated transition within and between sentences, ideas, and paragraphs.
		Exemplary mechanics
		
		❖ May have minor errors
		  ➢ Punctuation
		  ➢ Capitalization
		  ➢ Spelling
		❖ Needs little or no editing

Score of 5	**Effective organization**
	
	❖ Effectively placed topic sentence.
	❖ Clear and logical order.
	❖ Introductory paragraph, supporting paragraph and concluding paragraph.
	❖ Purposeful transition within and between sentences, ideas and paragraphs.
		Effective Mechanics
		
		❖ Few errors
		  ➢ Punctuation
		  ➢ Capitalization
		  ➢ Spelling
		❖ Needs some editing

Score of 4	**Adequate organization**
	
	❖ Clearly stated topic sentence.
	❖ Evidence of logical order
	❖ Introductory paragraph, supporting paragraphs and concluding paragraph.
	❖ Appropriate transition within and between sentences, ideas paragraphs.
		Adequate Mechanics
		
		❖ Some errors
		  ➢ Punctuation
		  ➢ Capitalization
		  ➢ Spelling
		❖ Needs editing but does not impede readability.

Score of 3	**Limited organization**
	
	❖ Poorly stated topic sentence.
	❖ Some evidence of organization.
	❖ Introductory paragraph and concluding paragraphs.
	❖ Repetitive use of transition.
		Limited mechanics
		
		❖ Frequent errors
		  ➢ Punctuation
		  ➢ Capitalization
		  ➢ Spelling
		❖ Begins to impede readability.

Score of 2	**Minimal organization/response**	**Minimal mechanic/Minimal response**

	❖ Lack of acceptable topic sentence
	❖ Lacks clear organization pattern, sequencing of ideas and/or paragraphing
	❖ May lack introductory paragraph, supporting paragraph and/or concluding paragraph
	❖ Ineffective or overused transition
		❖ Consistent errors
		  ➢ Punctuation
		  ➢ Capitalization
		  ➢ Spelling
		❖ Impedes readability

Score of 1	**Inadequate organization**
	
	❖ Lack stated topic
	❖ No logical pattern, difficult to follow
	❖ Inadequate paragraphing
	❖ Little or no transition
		Inadequate Mechanics
		
		❖ Serious and consistent errors
		  ➢ Punctuation
		  ➢ Capitalization
		  ➢ Spelling
		❖ Impedes understanding/communication.

West Virginia writing rubric

A. Descriptive text

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

B. The Sample of Descriptive Text

My Pet

Among pets, I like dogs the best becouse they are tame animals and they can be trained as man's friend. I have a wonderful dog. I named him Volvo. You know Volvo is male dog. He is a pomeranian dog and he is about two years old. Thas is right, two years old.

Well, my dear Volvo is a clever dog. He always barks loudly and noisly when there is a stranger coming to my home. You know what ? he also can do many thing such as sitting down quietly, bringing the newspaper to me, standing on his two feet, and shaking my hand.

I always take him to grooming salon twice a month to have im bahted and to trim him his fur neatly. Volvo eats dog's food, fres meal and drinks fresh milk. I do not let him eat bones because they are not good food for him.

❖ An important thing to be remembered in this part is "Linking Verb"

A linking verb connects a noun or pronoun with words that identify or describe the noun or pronoun.

Many linking verb are forms of the verb **be**

e.g.: I **am** a student

His paws **are** strong

Volvo **is** a Pomeranian dog

The house **was** on the hill

The books **were** on the table

Besides **to be** there is other linking verbs.

e.g.: Volvo **appears** when he sees his master.

Volvo **seems** friendly to his master.

The dog's breaking **sounds** very nice.

Volvo is **becoming** fatter and fatter

C. The features of descriptive text

- ✓ Using simple present tense
- ✓ Using attribute verb like to be (am, is are)
- ✓ Only focused on one topic or object to be described.

D. The use of punctuation and capitalization

- o The basic guidelines for using **capital letters** in English:
  - ✓ Capitalize the first word in a **sentence.**
  - ✓ Capitalize the pronoun *I.*
  - ✓ Capitalize **proper nouns** and most adjectives formed from proper nouns.
- o The basic guidelines for using **punctuation** in English:
  - ✓ Put a period (full stop) at the end of a statement or sentence.
  - ✓ Put a question mark at the end of a question.
  - ✓ Put an exclamation at the end of a sentence to show strong feeling.

E. Explanation :

- To create an interesting story, the writer needs to show not tell the reader about people, places, and things they are writing about.

- Showing creates mental pictures in the reader's mind becouse when the readers get a clear pictures, they are more engaged in the writer's story.

F. Task

1. Choose one of topics bellow and make a descriptive text, adding capital letters, commas, full stop and question marks :

   a. A rabbit.

   b. A cat.

2. Look up your dictionary if you find difficult or strange words to translate.

Rencana Pelaksanaan Pembelajaran

Nama sekolah   : SMA Muhammadiyah 9, Makassar
Mata pelajaran   : Bahasa Inggris
Kelas   : XI (sebelas)

Standar kompetensi : Mengungkapkan makna dalam teks tulis fungsional pendek dan essai sederhana berbentuk descriptive dalam kehidupan sehari-hari.

Kompetensi dasar : Mengungkapkan makna dan langkah retorika dalam esai sederhana dengan menggunakan ragam bahsa tulisab secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk descriptive.

Indicator : Menulis teks pendek sederhana dalam bentuk paragraf deskriptif.

Tema : Describing animal.

Aspek skill : Writing

Waktu : 2x45 menit

Tujuan pembelajaran : Siswa diharapkan mampu membuat teks atau paragraph sederhana berbentuk deskriptif

Metode : Show Not Tell

Langkah-langkah kegiatan:

- Kegiatan awal
  - Memberi salam
  - Mengecek absensi siswa
- Kegiatan inti
  - Guru meminta siswa membuat daftar kata-kata sepeti nama-nama binatang kesukaan mereka.
  - Kemudian, dengan menggunakan kata-kata yang telah mereka tulis, masing-masing siswa menggambar binatang kesukaan mereka.
  - Kemudian, guru meminta siswa menulis deskripsi tentang binatang kesukaan mereka pada kertas yang terpisah.
  - Kemudian, guru mengumpulkan hasil deskripsi tersebut, mencampurkannya dan membagikannya kembali sehingga setiap siswa mempunyai deskripsi siswa lain.
  - Kemudian, guru meminta siswa menggambar binatang yang telah di deskripsikan.

- Guru mengumpulkan hasil pekerjaan siswa untuk penilaian.

- Kegiatan akhir
    - Guru memberikan penguatan tentang materi yang telah dipelajari.
    - Guru memberikan motivasi kepada siswa agar lebih giat belajar dan rajin latihan menulis.
    - Menutup kelas

Sumber belajar   : Look Ahead for SMA XI

Penilaian:

SCORE	ORGANIZATION	MECHANICS
Score of 6	**Exemplary organization** ❖ Strategically pieced topic sentence. ❖ Clear and logical order. ❖ Strong introductory paragraph, supporting and concluding paragraph. ❖ Sophisticated transition within and between sentences, ideas, and paragraphs.	**Exemplary mechanics** ❖ May have minor errors ➢ Punctuation ➢ Capitalization ➢ Spelling ❖ Needs little or no editing
Score of 5	**Effective organization** ❖ Effectively placed topic sentence. ❖ Clear and logical order. ❖ Introductory paragraph, supporting paragraph and concluding paragraph. ❖ Purposeful transition within and between sentences, ideas and paragraphs.	**Effective Mechanics** ❖ Few errors ➢ Punctuation ➢ Capitalization ➢ Spelling ❖ Needs some editing
Score of 4	**Adequate organization** ❖ Clearly stated topic sentence. ❖ Evidence of logical order ❖ Introductory paragraph, supporting paragraphs and concluding paragraph. ❖ Appropriate transition within and between sentences, ideas paragraphs.	**Adequate Mechanics** ❖ Some errors ➢ Punctuation ➢ Capitalization ➢ Spelling ❖ Needs editing but does not impede readability.
Score of 3	**Limited organization** ❖ Poorly stated topic sentence. ❖ Some evidence of organization. ❖ Introductory paragraph and concluding paragraphs. ❖ Repetitive use of transition.	**Limited mechanics** ❖ Frequent errors ➢ Punctuation ➢ Capitalization ➢ Spelling ❖ Begins to impede readability.

Score of 2	**Minimal organization/response**	**Minimal mechanic/Minimal response**

	❖ Lack of acceptable topic sentence
	❖ Lacks clear organization pattern, sequencing of ideas and/or paragraphing
	❖ May lack introductory paragraph, supporting paragraph and/or concluding paragraph
	❖ Ineffective or overused transition
		❖ Consistent errors
		  ➢ Punctuation
		  ➢ Capitalization
		  ➢ Spelling
		❖ Impedes readability

Score of 1	**Inadequate organization**	**Inadequate Mechanics**

	❖ Lack stated topic
	❖ No logical pattern, difficult to follow
	❖ Inadequate paragraphing
	❖ Little or no transition
		❖ Serious and consistent errors
		  ➢ Punctuation
		  ➢ Capitalization
		  ➢ Spelling
		❖ Impedes understanding/communication.

West Virginia writing rubric

Teaching material
(second meeting in cycle 2)

1. Choose one of pictures bellow and make a descriptive text, adding capital letters, commas, full stop, and question marks.

a.   **Kitty**

b.   **Pengwin**

c.   **Panda**

2. You may use your dictionary if you find difficult or strange words to translate.

Rencana Pelaksanaan Pembelajaran

Nama sekolah   : SMA Muhammadiyah 9, Makassar
Mata pelajaran   : Bahasa Inggris
Kelas   : XI (sebelas)

Standar kompetensi : Mengungkapkan makna dalam teks tulis fungsional pendek dan essai sederhana berbentuk descriptive dalam kehidupan sehari-hari.

Kompetensi dasar : Mengungkapkan makna dan langkah retorika dalam esai sederhana dengan menggunakan ragam bahsa tulisab secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk descriptive.

Indicator   : Menulis teks pendek sederhana dalam bentuk paragraf deskriptif.

Tema   : Describing place or town.

Aspek skill   : Writing

Waktu   : 2x45 menit

Tujuan pembelajaran : Siswa diharapkan mampu membuat teks atau paragraph sederhana berbentuk deskriptif

Metode   :Show Not Tell

Langkah-langkah kegiatan:

- Kegiatan awal
  - Memberi salam
  - Mengecek absensi siswa
- Kegiatan inti
  - Guru meminta siswa membuat daftar asosiasi untuk frase seperti *Rumah impian*.
  - Kemudian dengan menggunakan kata-kata telah mereka tulis, masing-masing siswa menggambar rumah impian.
  - Kemudian guru meminta siswa menulis descripsi tentang tentang rumah impian pada kertas yang terpisah.
  - Guru mengumpulkan hasil descripsi siswa dan membagikannya kembali secara acak, sehingga setiap siswa mempunyai descripsi siswa lain.
  - Kemudian guru meminta siswa untuk menggambar rumah yang di descripsikan.
  - Guru merevisi hasil pekerjaan siswa.

- Kegiatan akhir
    - Guru memberikan penguatan tentang materi yang telah dipelajari.
    - Guru memberikan motivasi agar siswa lebih giat belajar dan rajin latihan menulis.
    - Menutup kelas

Sumber belajar   : Look Ahead for SMA XI

Penilaian:

SCORE	ORGANIZATION	MECHANICS

Score of 6	**Exemplary organization**
	
	❖ Strategically pieced topic sentence.
	❖ Clear and logical order.
	❖ Strong introductory paragraph, supporting and concluding paragraph.
	❖ Sophisticated transition within and between sentences, ideas, and paragraphs.
		Exemplary mechanics
		
		❖ May have minor errors
		  ➢ Punctuation
		  ➢ Capitalization
		  ➢ Spelling
		❖ Needs little or no editing

Score of 5	**Effective organization**
	
	❖ Effectively placed topic sentence.
	❖ Clear and logical order.
	❖ Introductory paragraph, supporting paragraph and concluding paragraph.
	❖ Purposeful transition within and between sentences, ideas and paragraphs.
		Effective Mechanics
		
		❖ Few errors
		  ➢ Punctuation
		  ➢ Capitalization
		  ➢ Spelling
		❖ Needs some editing

Score of 4	**Adequate organization**
	
	❖ Clearly stated topic sentence.
	❖ Evidence of logical order
	❖ Introductory paragraph, supporting paragraphs and concluding paragraph.
	❖ Appropriate transition within and between sentences, ideas paragraphs.
		Adequate Mechanics
		
		❖ Some errors
		  ➢ Punctuation
		  ➢ Capitalization
		  ➢ Spelling
		❖ Needs editing but does not impede readability.

Score of 3	**Limited organization**
	
	❖ Poorly stated topic sentence.
	❖ Some evidence of organization.
	❖ Introductory paragraph and concluding paragraphs.
	❖ Repetitive use of transition.
		Limited mechanics
		
		❖ Frequent errors
		  ➢ Punctuation
		  ➢ Capitalization
		  ➢ Spelling
		❖ Begins to impede readability.

Score of 2	**Minimal organization/response**	**Minimal mechanic/Minimal response**

	❖ Lack of acceptable topic sentence
	❖ Lacks clear organization pattern, sequencing of ideas and/or paragraphing
	❖ May lack introductory paragraph, supporting paragraph and/or concluding paragraph
	❖ Ineffective or overused transition
		❖ Consistent errors
		  ➤ Punctuation
		  ➤ Capitalization
		  ➤ Spelling
		❖ Impedes readability

Score of 1	**Inadequate organization**	**Inadequate Mechanics**

	❖ Lack stated topic
	❖ No logical pattern, difficult to follow
	❖ Inadequate paragraphing
	❖ Little or no transition
		❖ Serious and consistent errors
		  ➤ Punctuation
		  ➤ Capitalization
		  ➤ Spelling
		❖ Impedes understanding/communication.

West Virginia writing rubric

Teaching Material
(Third meeting in cycle 2)

A. Descriptive text

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

B. The component of the text

The three component will be improved in writing descriptive, as follows:

1. Organization

   To write descriptive text, the writer should present their ideas based on the order which flow from beginning to the end. Two parts which should be paid attention in organization are coherence of the sentence or paragraph.

2. Spatial order.

   Good pattern of descriptive text uses spatial order. The writer should write systematically. If she write about the home, will be better if she describe from exterior to interior or from interior to exterior. Good spatial order will help the reader imagine the thing, which described, clearly.

3. Text Organization : - Identification (mention the special participant)

   - Description (mention the part, quality, and   characteristics of the subject being described).

   - Language features :

     ▪ Using adjective and compaund adjectives
     ▪ Using linking verb/relating verbs
     ▪ Commonly use simple present tense
     ▪ Use degree of comparison

C. The features of descriptive text

   ✓ Using simple present tense
   ✓ Using attribute verb like to be (am, is are)
   ✓ Only focused on one topic or object to be described.

D. The use of punctuation and capitalization

   o The basic guidelines for using capital letters in English:

     ✓ Capitalize the first word in a **sentence.**

✓ Capitalize the pronoun *I.*

✓ Capitalize **proper nouns** and most adjectives formed from proper nouns.

○ The basic guidelines for using **punctuation** in English:

✓ Put a period (full stop) at the end of a statement or sentence.

✓ Put a question mark at the end of a question.

✓ Put an exclamation at the end of a sentence to show strong feeling.

E. **Explanation :**

- To create an interesting story, the writer needs to show not tell the reader about people, places, and things they are writing about.

- Showing creates mental pictures in the reader's mind becouse when the readers get a clear pictures, they are more engaged in the writer's story.

F. **The Example of Descriptive Text**

Jakarta City

Jakarta is the capital city of Indonesia. It is centrally located within the country on the northwest of Java Island at the mouth of the Ciliwung river. Jakarta dominates Indonesian's administrative, economy, cultural activity, and is a major commercial and transportation hub within Asia. With a population of about 9 million, Jakarta has more people than any other cities in Indonesia. The climate is hot and humid year-round. Rainfall occurs throughout the year, although it is the heaviest from November to May. The average annual precipitation in Jakarta is 1,790 mm. the city lies on a flat, low plain and is prone to flooding during periods of heavy rainfall.

Kota is the city's oldest commercial area. It is located south of the old Sunda Kelapa harbor. Glodok, the south of Kota is a banking, retail and residential neighborhood with a large Chinese population. Merdeka Square with Monas (The National Monument) dominates the city's central district. Surrounding the square are Istana Merdeka, the Presidential Palace, the National Museum, and the Istiqlal Mosque.

G. **Task**

❖ Direction

1. Write in pairs. Make a short description about Paris based on the following information. Consider the following tips:

a. Paragraph 1: begin your descriptive text with the identification. Create a clear identification:

> ➢ The name of the place or city.
>
> ➢ The location.
>
> ➢ Using relating verbs, simple present, and adjectives to describe the place.

 b. Paragraph 2, 3,and so on; continue your writing with my mentioning:

> ➢ The part of the place.
>
> ➢ The quality of the place (using descriptive words).
>
> ➢ Make a comparison with another city or place.
>
> ➢ The characteristics of the place which make people interested to go there.
>
> ➢ Add some additional information if you want.
>
> ➢ Pay attention the using of capital letter and punctuation.

Paris City

✓ **Paris:** the capital of France. The city in France. The center of France commerce, financial and industry. The center of the world's fashion and mode. One of the richest cities in the worlds.

✓ **Location:** on the both banks of the Siene River about 90 miles from the English Channel. Stands in the center of the Paris Basin. The highest land area is Montmartre, a famous hill in the northern section of Paris.

✓ **Historical Building and Monuments:** magnificent Gothic Cathedral of Notre Dame. Hotel des Invalides which houses Napoleon's tomb. The Grand Opera House. The Avenue des Champs Elysees (one of the Paris' most famous streets), arch de Triomphe. The celebrated Eiffel Tower (984 feet high). Louvre museum which houses art works of famous artist such as Leonardo Da Vinci with his "Monalisa".

✓ **Products:** specializes in such luxury products as perfumes, cosmetics, fashion, and leather goods.

✓ **Parisians :** 3.500.00 people living in the metropolitan area, love fashion, polite and warm. The men are romantic and the women are beautiful and fashionable.

2. Look up your dictionary if you find difficult or strange words to translate.

Rencana Pelaksanaan Pembelajaran

Nama sekolah : SMA Muhammadiyah 9, Makassar
Mata pelajaran : Bahasa Inggris
Kelas : XI (sebelas)

Standar kompetensi : Mengungkapkan makna dalam teks tulis fungsional pendek dan essai sederhana berbentuk descriptive dalam kehidupan sehari-hari.

Kompetensi dasar : Mengungkapkan makna dan langkah retorika dalam esai sederhana dengan menggunakan ragam bahsa tulisab secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk descriptive.

Indicator : Menulis teks pendek sederhana dalam bentuk paragraf deskriptif.

Tema : Describing place or town.

Aspek skill : Writing

Waktu : 2x45 menit

Tujuan pembelajaran : Siswa diharapkan mampu membuat teks atau paragraph sederhana berbentuk deskriptif

Metode :Show Not Tell

Langkah-langkah kegiatan:

- Kegiatan awal
    - Memberi salam
    - Mengecek absensi siswa
- Kegiatan inti
    - Guru meminta siswa membuat daftar asosiasi untuk frase seperti *Rumah impian*.
    - Kemudian dengan menggunakan kata-kata telah mereka tulis, masing-masing siswa menggambar rumah impian.
    - Kemudian guru meminta siswa menulis descripsi tentang tentang rumah impian pada kertas yang terpisah.
    - Guru mengumpulkan hasil descripsi siswa dan membagikannya kembali secara acak, sehingga setiap siswa mempunyai descripsi siswa lain.
    - Kemudian guru meminta siswa untuk menggambar rumah yang di descripsikan.

- Guru merevisi hasil pekerjaan siswa.
- Kegiatan akhir
  - Guru memberikan penguatan tentang materi yang telah dipelajari.
  - Guru memberikan motivasi kepada siswa agar lebih giat belajar dan rajin latihan menulis.
  - Menutup kelas

Sumber belajar   : Look Ahead for SMA XI

Penilaian:

SCORE	ORGANIZATION	MECHANICS

Score of 6	**Exemplary organization**
	
	❖ Strategically pieced topic sentence.
	❖ Clear and logical order.
	❖ Strong introductory paragraph, supporting and concluding paragraph.
	❖ Sophisticated transition within and between sentences, ideas, and paragraphs.
		Exemplary mechanics
		
		❖ May have minor errors
		  ➢ Punctuation
		  ➢ Capitalization
		  ➢ Spelling
		❖ Needs little or no editing

Score of 5	**Effective organization**
	
	❖ Effectively placed topic sentence.
	❖ Clear and logical order.
	❖ Introductory paragraph, supporting paragraph and concluding paragraph.
	❖ Purposeful transition within and between sentences, ideas and paragraphs.
		Effective Mechanics
		
		❖ Few errors
		  ➢ Punctuation
		  ➢ Capitalization
		  ➢ Spelling
		❖ Needs some editing

Score of 4	**Adequate organization**
	
	❖ Clearly stated topic sentence.
	❖ Evidence of logical order
	❖ Introductory paragraph, supporting paragraphs and concluding paragraph.
	❖ Appropriate transition within and between sentences, ideas paragraphs.
		Adequate Mechanics
		
		❖ Some errors
		  ➢ Punctuation
		  ➢ Capitalization
		  ➢ Spelling
		❖ Needs editing but does not impede readability.

Score of 3	**Limited organization**
	
	❖ Poorly stated topic sentence.
	❖ Some evidence of organization.
	❖ Introductory paragraph and concluding paragraphs.
	❖ Repetitive use of transition.
		Limited mechanics
		
		❖ Frequent errors
		  ➢ Punctuation
		  ➢ Capitalization
		  ➢ Spelling
		❖ Begins to impede readability.

Score of 2	**Minimal organization/response**
	
	❖ Lack of acceptable topic sentence
	❖ Lacks clear organization pattern, sequencing of ideas and/or paragraphing
	❖ May lack introductory paragraph, supporting paragraph and/or concluding paragraph
	❖ Ineffective or overused transition
		Minimal mechanic/Minimal response
		
		❖ Consistent errors
		  ➢ Punctuation
		  ➢ Capitalization
		  ➢ Spelling
		❖ Impedes readability

Score of 1	**Inadequate organization**
	
	❖ Lack stated topic
	❖ No logical pattern, difficult to follow
	❖ Inadequate paragraphing
	❖ Little or no transition
		Inadequate Mechanics
		
		❖ Serious and consistent errors
		  ➢ Punctuation
		  ➢ Capitalization
		  ➢ Spelling
		❖ Impedes understanding/communication.

West Virginia writing rubric

Teaching material
(forth meeting in cycle 2)

❖ Direction

1. Make a list about your favorite place, then choose one of them and write a descriptive text about it: adding capital letters, commas, full stop, and question marks.

2. Look up your dictionary if you find difficulf or strange words to translate.

TEST CYCLE I

Instruction

- ✓ Choose one of the topic below and make descriptive text, adding capital letters, commas, full stop, and question marks.
  1. Your self
  2. Your favorite figure
  3. Your favorite place

THE RESULT OF THE STUDENTS' ACTIVENESS INCYCLE II SECOND GRADE OF SMU MUHAMMADIYAH 09 PERUMNAS MAKASSAR

Subject	1st Meeting				2nd Meeting				3rd Meeting				4th Meeting			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
S – 1			2				2			3					2	
S – 2	4					3				3			4			
S – 3			2			3				3			4			
S – 4		3				3				3			4			
S – 5		3			4						2			3		
S – 6	4				4				4				4			
S – 7		3					2				2			3		
S – 8		3			4					3					2	
S – 9			2				2			3				3		
S – 10		3				3					2			3		
S – 11	4				4				4				4			
S – 12		3			4						2			3		
S – 13			2				2				2			3		
S – 14			2				2			3			4			
S – 15			2			3				3			4			
S – 16			2			3				3			4			
S – 17			2			3					2				2	
S – 18			2				2				2				2	
S – 19				1				1				1				1
S – 20				1				1				1				1
S – 21			2				2			3					2	
S – 22			2				2				2			3		
S – 23			2				2			3				3		
S – 24			2			3				3				3		
S – 25		3				3					2				2	
N	3	7	13	2	5	9	9	2	2	12	9	2	8	9	6	2
	25				25				25				25			
Fq	12	21	26	2	20	27	18	2	8	36	18	2	32	27	12	2
	61				67				64				73			
P	61%				67%				64%				73%			

TEST CYCLE II

Instruction

- ✓ Choose one of the topic below and make descriptive text, adding capital letters, commas, full stop, and question marks.
  1. Yoor favorite pet.
  2. Your hometown.
  3. Your dream country.

THE RESULT OF THE STUDENTS' ACTIVENESS IN CYCLE I SECOND GRADE OF SMU MUHAMMADIYAH 09 PERUMNAS MAKASSAR

subject	1st Meeting				2nd Meeting				3rd Meeting				4th Meeting			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
S – 1	4						2			3			4			
S – 2			2			3					2			3		
S – 3			2			3					2			3		
S – 4		3					2		4				4			
S – 5			2					1			2		4			
S – 6			2			3				3				3		
S – 7			2			3				3				3		
S – 8		3				3				3				3		
S – 9				1			2			3				3		
S – 10				1			2			3					2	
S – 11		3					2			3					2	
S – 12				1			2			3					2	
S – 13				1			2			3					2	
S – 14				1				1				1			2	
S – 15				1				1				1			2	
S – 16			2				2				2				2	
S – 17			2				2				2			3		
S – 18				1				1			2			3		
S – 19				1				1			2			3		
S – 20			2		4						2			3		
S – 21				1			2				2			3		
S – 22				1			2				2				2	
S – 23				1			2				2				2	
S – 24				1				1				1				1
S – 25				1				1			2					1
N	1	3	8	13	1	5	12	7	1	9	12	3	3	11	9	2
	25				25				25				25			
Fq	4	9	16	13	4	15	24	7	4	27	24	3	12	33	18	2
	42				55				58				65			
P	42%				55%				58%				65%			

Calculating score of cycle I

1. Mean score of Organization

$$\frac{\sum X}{N} = \frac{145.57}{25}$$

$$= 5.82$$

2. Mean score of Mechanics

$$\frac{\sum X}{N} = \frac{145.57}{25}$$

$$= 5.82$$

3. Mean score of writing

$$\frac{\sum X}{N} = \frac{145.57}{25}$$

$$= 5.82$$

Calculating score of cycle II

1. Mean Score of Organization

$$\frac{\sum X}{N} = \frac{178.34}{25}$$

$$= 7.13$$

2. Mean Score of Mechanics

$$\frac{\sum X}{N} = \frac{179.9}{25}$$

$$= 7.20$$

3. Mean Score of Writing

$$\frac{\sum X}{N} = \frac{179.29}{25}$$

$$= 7.17$$

Calculating the percentage of the improvement score

1. The percentage of the organization score.

$$\frac{x2-x1}{x1} \; x \; 100 = \frac{7.13-5.82}{5.82} x \; 100$$

$$= \; 22.50 \; \%$$

2. The percentage of the mechanics score

$$\frac{x2-x1}{x1} \; x \; 100 = \frac{7.20-5.82}{5.82} x \; 100$$

$$= \; 23.71 \; \%$$

3. The percentage of the improvement score from cycle I to cycle II

$$\frac{x2-x1}{x1} x \; 100 = \frac{7.17-5.82}{5.82} \; x \; 100$$

$$= 23.19 \; \%$$

RESULT OF THE STUDENTS' WRITING TEST IN CYCLE 1 SECOND GRADE OF SMA MUHAMMADIYAH 09 PERUMNAS MAKASSAR

No	Subject	Organization	Mechanics	Writing Score	Classification
1	S – 1	5	5	5	Poor
2	S – 2	5	5	5	Poor
3	S – 3	5	5	5	Poor
4	S – 4	6.66	6.66	6.66	Fairly good
5	S – 5	6.55	6.55	6.55	Fairly good
6	S – 6	6.55	6.55	6.55	Fairly good
7	S – 7	5.55	5.55	5.55	Poor
8	S – 8	8.33	8.33	8.33	Good
9	S – 9	1.66	1.66	1.66	Very poor
10	S – 10	1.66	1.66	1.66	Very poor
11	S – 11	6.66	6.66	6.66	Fairly good
12	S – 12	6.66	6.66	6.66	Fairly good
13	S – 13	6.66	6.66	6.66	Fairly good
14	S – 14	6.66	6.66	6.66	Fairly good
15	S – 15	6.66	6.66	6.66	Fairly good
16	S – 16	6.66	6.66	6.66	Fairly good
17	S – 17	6.66	6.66	6.66	Fairly good
18	S – 18	5	5	5	Poor
19	S – 19	5	5	5	Poor
20	S – 20	5	5	5	Poor
21	S – 21	7.33	7.33	7.33	Good
22	S – 22	7.33	7.33	7.33	Good
23	S - 23	7.33	7.33	7.33	Good
24	S – 24	5	5	5	Poor
25	S – 25	5	5	5	Poor
Total score		**145.57**	**145.57**	**145.57**	
Mean score		5.82	5.82	5.82	Fair

RESULT OF THE STUDENTS' WRITING TEST IN CYCLE 2 ESCOND GRADE OF SMA MUHAMMADIYAH 09 PERUMNAS MAKASSAR

No	Subject	Organization	Mechanics	Writing Score	Classification
1	S – 1	6.66	6.66	6.66	Fairly good
2	S – 2	8.33	6.66	7.49	Fairly good
3	S – 3	6.66	8.33	7.50	Fairly good
4	S – 4	7.55	6.66	7.10	Fairly good
5	S – 5	7.55	7.55	7.55	Fairly good
6	S – 6	7.55	7.55	7.55	Fairly good
7	S – 7	5.33	7.55	6.44	Fair
8	S – 8	6.33	5	5.67	Fair
9	S – 9	5	5	5	Poor
10	S – 10	5	5	5	Poor
11	S – 11	8.33	8.33	8.33	Good
12	S – 12	8.33	8.33	8.33	Good
13	S – 13	8.33	8.33	8.33	Good
14	S – 14	8.33	8.33	8.33	Good
15	S – 15	7.55	7.55	7.55	Fairly good
16	S – 16	7.55	7.55	7.55	Fairly good
17	S – 17	6.66	7.55	7.10	Fairly good
18	S – 18	6.66	6.66	6.66	Fairly good
19	S – 19	6.66	6.66	6.66	Fairly good
20	S – 20	6.66	6.66	6.66	Fairly good
21	S – 21	8.33	8.33	8.33	Good
22	S – 22	8.33	9	8.67	Good
23	S – 23	8.33	8.33	8.33	Good
24	S – 24	6.33	6.33	6.33	Fair
25	S – 25	6.33	6	6.17	Fair
Total score		178.34	179.9	179.29	
Mean score		7.13	7.20	7.17	Fairly good

CURRICULUM VITAE

Masariah was born in Onemalangka Kabupaten kepulauan selayar on September 16th 1988. She is the fourth child of La Maa and Jaenab. She has two brothers and two sisters. The writer went to SD Negeri 5 Onemalangka 1996 and finished in 2002, then she continued her study at SMP 1 Pasimarannu and finished in 2005. In the same year, she entered at Madrasah Aliyah Negeri (MAN) Bontoharu and finished in 2008, then she continued her study in Makassar Muhammadiyah University in English Eduction Department.