IMPROVING THE STUDENTS’ WRITING ABILITY IN DESCRIPTIVE TEXT THROUGH SYNECTICS METHOD
(A Classroom Action Research at the Eighth Year Students of SMP Negeri 27 Makassar)

A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in Partial Fulfillment of the Requirement for The Degree of Sarjana Pendidikan in English Education

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“you don’t have to be beautifull or handsome to enjoy the life ‘just’ show your feeling.....!!!!”
ABSTRACT

HARDIANTI N., 2014. Improving the Students’ Writing Ability in Descriptive Text through Synectics Method (A Classroom Action Research at the Eighth Year Students of SMP Neg. 27 Makassar). English Education Department Faculty of Teachers Training and Education. A Thesis Guided by Sulfasyah, and St.Asriati .

The research aimed at improving the ability of the eighth year students of SMP Neg. 27 Makassar to write descriptive text in terms of organization and grammar by using Synectics Method.

For the purpose, this research employed Classroom Action Research in which the researcher worked in planning, implementation of action, observation, and reflection on the data collected from the teaching and learning process and the students' writing products. The subjects of this research were 31 students of the first year students of SMP Negeri 27 Makassar in the academic year 2014/2015. The study was conducted in diagnostic test and two cycles, each cycle was carried out in four meetings.

The findings indicated that using Synectics Method could improve the students' ability in writing descriptive text. Before giving implementation the researcher gave the students diagnostic test and Then the researcher conducted the cycle 1 and the cycle 2, and the result showed that the students' scores in the cycle 1 and cycle 2 improved, after application of synectics method the students’ score was 72.48 in cycle I, whereas in cycle 2 the students’ score was 80.06 . The score of students’ writing in term of grammar in cycle I, it was improved was 68.48 whereas in cycle 2 the students’ score was 78.19. The percentage of students’ participation in the first meeting of cycle I was 63.1% and it was improved became 72.6% in the last meeting of cycle 2. The improvement of students’ activeness is 15%.
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Makassar, Macrh 2014

The Writer
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CHAPTER 1

INTRODUCTION

A. Background

English is one of the subjects that the teachers should teach to the students at the school. In English teaching-learning process, there are four integrated skills that the students should have to fulfil the competence standard. They are listening, speaking, reading, and writing. Listening and reading are the receptive skills, while speaking and writing are the productive skills (Byrne, 1995). In learning writing, the students are expected to be able to express and compose a functional written text, such as, descriptive, narrative and recount text for interacting with the circumstance.

One of the integrated skills that should be mastered by the students is writing. Writing is one of activities that the students do most in their study. So, it is important that they have to know how to write correctly. According to Byrne (1995: 5) that writing is a process of expressing feeling, idea and thought from a writer to the readers. He also explains that each writer should have several techniques and should be knowledgeable to make their writing interesting. In writing skill, the students can write simple sentences or short paragraphs, but it is not easy for students do in writing.

In fact, teaching writing activities at the school can not improve the ability of the students. Writing is neglected by teacher and students because they think that writing is very difficult and boring subject in teaching learning process. Based on the previous finding problems above, it is necessary to provide various
activities through a variety of technique or method for the students, so that they can write well.

Many teachers make efforts to make their class interesting with various methods, techniques and materials in order to stimulate learning of language ability effectively. The teachers must be able to create situation that provides opportunities and stimulates the students especially to be interested in writing and it is not impossible if they use a method to make the students more enjoy in writing process.

Teaching writing English to Indonesian as English Foreign Language is not an easy case. It should be paid more attention. Many Indonesian students think that writing is the most difficult and tends to get less attention. The difficulties maybe caused 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. Besides that, the problem in teaching writing may be caused by the teacher itself. Many language teachers find difficulty to teach communicatively; consequently they cannot stimulate the classroom interaction and have no idea of how to motivate the students to produce text. To solve both of problems above, there are some methods, strategies, approaches, or technique that developed 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, reading, listening, or writing, surely, the learning process will flow with fewer problem
Using synectics method is one of the alternatives for the teacher in designing writing materials for the students. Synectics is based on a simple concept for problem solving and creative thinking. According to Gordon (1961) that synectics is a teaching approach using metaphors and analogies as tools to help students gain new insights and perspectives for use in the writing process. The main focus is to determine if teaching using synectics activity will help students to better understand their topic of study and enable them to use descriptive in their writing to clearly express information and ideas about the topic.

Based on previous studies, the researcher is interested in conducting classroom action research by applying synectics method in improving students’ writing ability. Classroom action research is conducted in this research as Kemmis and McTaggart in Adilu (2011: 5) suggests that teachers have to use action research with goal of solving a specific problem in their classrooms.

Based on the result of diagnostic test of the students in SMP Neg.27 Makassar especially at the eighth grade of class VIII-3, the students’ score was 61.1 while the KKM was 73. The students’ achievement in writing ability was low. This score was as a category fair. It was because the students did not know how to begin their writing activity. Even though they had the great number of ideas in their mind but they did not know how to organize them in written language. The difficulties in writing were caused by some reasons, such as: writing skill needed learners’ knowledge of grammar, vocabulary, spelling, and
mechanics. The students had a lot of ideas in their minds but they were worry to start and even they did not know how to develop the ideas. They needed teachers’ help to overcome their difficulties in writing text, especially in writing descriptive text.

The researcher found that there were many students of SMP Negeri 27 Makassar including students of class VIII-3 got difficulties in English lesson especially to write descriptive text. They did not know what the first step in writing and how to find the right words for their writing. In addition, the students also faced difficulties in brainstorming ideas, focus in idea, less confidence in writing and lack of knowledge about language and genre of text.

B. Problem Statement

Based on the background above, the writer formulates the research problems as follows:

1. How does the Synectics Method improve the students’ writing ability of descriptive text in terms of organization at SMP Negeri 27 Makassar?
2. How does the Synectics Method improve the students’ writing ability of descriptive text in terms of grammar at SMP Negeri 27 Makassar?

C. Objective of the Study

Relating to the problem statement mentioned above, the researcher states that objectives of the study are to find out:

1. The improvement of students’ writing ability of descriptive text in terms of organization by using Synectics Method at SMP Negeri 27 Makassar.
2. The improvement of students’ writing ability of descriptive text in terms of grammar by using Synectics Method at SMP Negeri 27 Makassar

D. **Significance of the Study**

Looking at the objective above, the significance of this research is expected to:

1. Help students to solve their problems in writing descriptive text so that they are more active and motivated in learning the writing ability.

2. Enrich the teachers’ knowledge on teaching writing method that can be implemented in classroom activity.

3. Give contribution to the school in improving the teaching and learning English and increasing the quality of education as a whole.

E. **Scope of the Study**

This research focuses on improving the students’ writing ability to write descriptive text through synectics method. The method uses analogies as tools to help students improve their creative thinking to write descriptive text in writing ability focuses on organization (clarity and logical) and grammar (subject/verb agreement, singular/plural nouns and regular/irregular verbs). It is applied to the class VIII-3 students of SMP Negeri 27 Makassar in academic year 2013/2014.
A. Previous Related Research Findings

There were some researchers investigate the same topic which related to this research some of them are stated below:

1. Rajab (2008). Thesis. *Increasing the Students’ Writing Ability through Free Topic Writing*, explains that the data is analyzed using the five components of writing, namely; content, organization, vocabulary, language use, and mechanics, furthermore those are calculated using independent t-test. The result of calculation of students’ score from the posttest indicates that there is a significant difference improvement of writing ability between the students’ who are thought by free topic writing and those are not. It is said that the alternative hypothesis (Ha) is accepted, which t-test value is 2.000 for the level of significance 0.05, degree of freedom 60. Based on the writing of data analysis, the writer then concludes that using free topic writing increases the writing ability of the students.

2. Rabani Letsoin (2008) in his research “*Improving the students’ writing ability through scamper technique a classroom action research at the eight year student of SMP Negeri 2 Pangkajene*”. He found that actually a technique assignment on allowing the student to develop their imagination through a series of guided activities in which they imagine different events or things. Besides that, he found that the student enjoyed doing it and it increased their attention.
3. Nur Rahmayanti (2008) in her research “improving the students’ writing ability to write descriptive text through estafet writing method a classroom action research at tenth grade of SMA Negeri 12 Makassar”. she said that, it is an effective way because before having research the student do not interest to write because they are blocked by limited ideas to develop and they are lacking in writing competence especially in writing descriptive text, but after having research, they were good writing descriptive text.

Beside on the previous findings above the research explains that her research in different from Rajab’s, Rabani Letsoin’s, Rahmayanti’s findings. They concern to improve the students’ writing descriptive while research will concern students’ writing descriptive text in writing ability focuses on organization (clarity, and, logical) grammar (subject/verb, agreement, singular/plural nouns and regular/irregular verbs).

B. Some Pertinent Ideas

A. The Concept of Synectics Method

According to Gordon (1961: 3) Synectics is the most refined highly and universally applicable of all the creative problem solving. Like brainstorming it is a complete problem solving process and useful for problem identification and idea development particularly. synectics is a teaching approach using analogies as tools to help students gain new insights and perspectives for use in the writing process. Good teaching traditionally makes ingenious use of analogies to help students visualize content. Synectics encourages the use of analogies to make the familiar strange; the personal, direct, symbolic and fantasy analogies.
Synectics is perhaps the most difficult to perform of all the ideation techniques. Skill and experience need to be acquired before attempting to perform synectics. The approach is often used in groupwork can help students develop creative responses to problem solving, to retain new information, to assist in generating writing and to explore social and disciplinary problems.

Synectics exercises encourage greater creativity and allow students to use metaphors, analogies and compressed conflicts to create a paradigm shift in thinking. Alternatives to typical classroom thought processes are allowed to emerge as students begin to use right brain functions. The exercise may be used to make the familiar strange, or to take the familiar and see it in a totally new perspective.

Synectics is another standard method that helps students understand new content by tying it on to something that is familiar to them. This led to a discussion on the difference between substances and mixtures. This is a method that forces one to talk about the problem in another manner, to use other descriptive words in another form, mainly, by using analogies as the mechanisms for making the familiar strange and strange familiar.

a. **The Advantages of Synectics Method**

   This method has some advantages and disadvantages of the research. According to Jones (1994: 1) the advantages and special purposes of synectics method are:

   a. Increases creativity in individuals and groups.
   b. Works well as a cooperative learning exercise.
c. Encourages community togetherness.

d. Allows divergent thinking processes.

e. Reaches students with different learning styles.

f. Allows for use of imagination and the senses.

g. Useful in problem solving and brainstorming endeavors.

h. Broadens concept attainment.

b. Disadvantages or Limitations of Synectics Method

Even though synectics method has many advantages, but it also has some disadvantages. According to Jones (1994: 1), they are as follows:

a. Vocabulary of the model may inhibit students. Terms like synectics, metaphor, analogy and compressed conflict may be imposing at any grade level.

b. The number of steps required to conclude the exercises number as many as 17 procedures and may intimidate a teacher.

c. Students trained in the rigors of left brain concrete sequential thinking may be temporarily stretched out of their comfort zone.

c. Steps of the Model to be followed in the Classroom

Gordon (1961: 2) and his associates design the steps of synectics method that can be followed in the classroom as follows:

a. Describe the topic

The teacher asks the students to describe a given topic. This can be done orally or the students can write down the topic. Descriptive words are then listed on the board.

Example: The topic is ‘Feelings’
Descriptive words: love, hate, anger, sadness, guilt, happy, remorse, joy, satisfaction, etc.

b. Create direct analogies

Students examine the descriptive words and form analogies between the words and an unrelated category such as plants, animals or machines. After all students have given an analogy, the best one is voted on by the class.

Example: Think of a plant that reminds you of the listed words.

Analogies: ‘A rose reminds me of Love’

‘Jasmine reminds me of Valentines’ Day and happiness’

‘Lily reminds me of death and sadness.’

c. Describe personal analogies

The teacher asks students to think about how he/she would feel to be the object chosen in Step II. Students must also tell why they have that particular feeling. Student’s responses are recorded.

Example: How would it feel to be a ‘Rose’?

Responses: alive, happy, safe, smelled, plucked, ignored, curdled, held on, dead, recognized, good, loved, bad, crushed.

d. Identify compressed conflicts

The students are asked to review their responses to find pairs of words which seem to ‘fight’ or are in opposition to one another. The class votes for the pair of words that represent the best compressed-conflict.

Example: ignored- loved, good- bad, happy- sad, alive-dead, held on- crushed.
e. Create new direct analogy.

   The teacher asks for another category for a direct analogy and the class must think of an example of that category which is best described by the compressed category chosen in Step IV.

   Example: “Animal” is the analogy, “alive- dead’ are the characteristics.

   Direct Analogies: lion, dog, cat, bear, dinosaur etc.

f. Re-examine the original topic

   The class talks about the original topic by comparing the last direct analogy to the original topic. New images are created.

   Example: “Feelings are like lions. They are alive but, sometimes appear to be dead”. Feelings are like Roses and Lilies. Sometimes they make you happy and sometimes they make you sad”.

g. Evaluate

   Students evaluate the writing done before and after the model to see if more creative insight has been added. The must also analyze the thought process involved.

B. The Concept of Analogy

1. Definition of Analogy

   Analogy is both the cognitive process of transferring information from a particular subject (the analogue or source) to another particular subject (the target) and a linguistic expression corresponding to such a process (Gordon, 1961: 2). Rather than a figure of speech, an analogy is more of a logical argument. The
presenter of an analogy will often demonstrate how two things are alike by pointing out shared characteristics, with the goal of showing that if two things are similar in some ways, they are similar in other ways as well.

As defined in our glossary, an analogy is "reasoning or explaining from parallel cases." Put another way, an analogy is a comparison between two different things in order to highlight some point of similarity.

2. Types of Analogy

Gordon (1961: 3) states that there are various types of analogies which can be used, depending upon which the teacher deems to be most suitable, they are:

a. Personal Analogy

Personal analogy is the use of emotions and feelings to identify an individual with the subject of a problem. Personal analogy is an individual objective mental concentration which makes you part of a thing you are designing and puts you in the shoes of the ideas you are improving. For instance, imagine yourself as a guard, and list the various ways you could redesign yourself to be a better guard at lower cost.

Personal analogy can involve:

1) Describing the object by listing its basic characteristics and relating these to the problem;
2) Describing the emotions the object might have in a given situation;
3) Describing how someone feels when using the object;
4) Describing what it feels like to be the given object.
Based upon such an approach it might then be possible to develop solutions to the problem. We might then look at ways of how we could try to incorporate these feelings into the promotion of the product (or, where negative, compensate for them in our promotional messages!).

b. Direct Analogy

Direct analogy is an actual comparison of parallel facts, which identifies one element with another element of knowledge, function or method. The direct analogy compares the problem with homogeneous facts, information or technology. A direct analogy is a mechanism by which we try to make comparisons with analogous facts, information or technology. In making use of this device we have to search our experiences and knowledge to collect together phenomena that seem to exhibit familiar relationships to those in the problem in hand. It is often fruitful to compare animate systems with inanimate systems, or to make comparisons between biological, ecological and other natural science systems and social systems.

Direct analogy is a standard strategy that requires students to find connections between two unlike ideas, objects or situations. The students were asked “How is the life of the scientist like a (board game, movie, song, telenovela, book, game show)?” The answers given by the students served as a springboard for a discussion on the many aspects of a scientist’s life.
C. The Concept of Writing

1. Definition of Writing

Brereton (1982: 2) states that writing differs from speaking in one very important way: the text has to carry all the meaning, because the writer is never around to explain. Writing is a kind of activities where the writers express all the ideas in their mind in the paper, from words to sentences, sentences to paragraphs and paragraphs to the essay. Basically, writing means producing message into written language. According to Byrne (1995: 5) that writing is a process of expressing feeling, idea, and thought from a writer to the readers. He also explains that each writer should have several techniques and should be knowledgeable to make their writing interesting.

Writing is a productive skill (Harmer, 1991: 139), which involves thought and emotion. It is a medium of communication. Writing cannot be mastered at one but it needs practice. The practice may include imitating or copying words and sentences from the giving ideas or expressing free ideas based on the writers’ knowledge, experience and point of view. Writing is one way to recognize our ideas and help us to absorb and process information that can be transferred for the others. In addition, writing is one of the instruments or media of thinking that is used to execute cognitive activities mentally, to organize information strategically and to make meaning of different forms of knowledge.

Writing can be developed into some ways. Brereton (1982) classifies the ways of developing essay into six ways namely: description, narration, definition, process, comparison and contrast, and persuasion. Meanwhile, Kirzner and
Mandell (1980) points out nine ways of developing essay. They are narration, description, exemplification, process, cause and effect, comparison and contrast, division and classification, definition and argumentation. From the opinions above, it can be stated that there are four majors of text. They are narrative, expository, descriptive, and argumentative.

2. The Necessity of Writing

Hairston (1986: 2) states that writing is important for some reasons as follows:

a. Writing is a tool for discovering, we stimulate out thought process by the act of writing and take into information and image, we have our conscious mind.

b. Writing generates new ideas by helping us to make connection and relationship.

c. Writing helps us to recognize our ideas. We can arrange them in coherent form.

d. Writing helps us to absorb and process information when we write a topic, we learn it better.

e. Writing enables us to solve the problems by putting the element of them into written form, we can examine and manipulate them.

f. Writing on a subject makes us active learners rather than passive learners of information.

3. The Component of Writing

Jacob et al. (1981: 31) point out five significant components in writing; they are:
a. Content

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 completed. This term is usually known as unity and completeness, which become characteristic of good writing.

b. Organization

In organization of the writing concern with the ways through writer arranges and organizes the ideas in order the message in the words. There are many ways used by the writers to organize or arrange the writing this organization is mainly recognized as order. There are two parts of organization in this case, they are below:

1) Clarity

Nordquist (2008) states that clarity is a characteristic of a speech or a prose composition that communicates effectively with its intended audience. In general, the qualities of clearly written prose include a carefully defined purpose, logical organization, well-constructed sentences, and precise word choice.

2) Logical

Nordquist (2008) states that logical describes something that makes sense according to the rules of logic, or something that is rational. An example of something that is logical is a carefully reasoned decision that makes sense and is the right course of action.
c. Vocabulary

Vocabulary is one of language aspects dealing with the pieces of writing study. In process of writing, the writer always think about putting words into sentences and then putting sentences into paragraphs until they can create a piece of writing. The effective used of words will always result good writing both specific and technical writing, the dictionary is very considerable.

d. Language use

Language use in writing involves correct language and point grammar. An adequate grammar should be one that is capable of producing grammar. In addition, grammar can help students improve the use of formal language. There are three parts of grammar in this case, they are below:

1) Subject/Verb Agreement

Nordquist (2008) states that subject is the part of a sentence or clause that commonly indicates (a) what it is about, or (b) who or what performs the action (that is, the agent). The subject is typically a noun, noun phrase, or pronoun. Put simply, this means that we have to remember to add an -s to the verb if its subject is singular and not to add an -s if the subject is plural. It's really not a hard principle to follow as long as we can identify the subject and verb in a sentence. For one thing, our speech habits sometimes interfere with our ability to apply the principle of agreement. If we have a habit of dropping the final -s from words
when we talk, we need to be particularly careful not to leave off the -s when we write.

2) Singular/Plural Nouns

Nordquist (2008) states that singular is the simplest form of a noun (the form that appears in a dictionary): a category of number denoting one person, thing, or instance. Contrast with plural. Plural is the form of a noun that typically denotes more than one person, thing, or instance. Contrast with singular.

3) Regular/Irregular Verbs

Nordquist (2008) states that regular verb is a verb that forms its past tense and past participle by adding -d or -ed (or in some cases -t) to the base form. (Also known as a weak verb.). Contrast with Irregular Verb. Irregular verb is a verb that does not follow the usual rules for verb forms. Also known as a strong verb. Verbs in English are irregular if they don't have a conventional -ed form (like asked or ended). Contrast with Regular Verb.

e. Mechanic

There are at least three main parts of mechanic in writing, they are:

1. Capitalization. The use of capitalization in writing can clarify the ideas. If the sentences are not capitalized correctly, ambiguous meaning and misunderstanding will appear. Besides through correct capitalization of sentence, it also helps reader to differentiate one sentence to others.

2. Punctuation. It can be used as a unit of meaning and suggest on how the units of it relate to each other.

3. Spelling. There are three important rules followed in using spelling
appropriately. They are suffixes addition, plural information, and handling error within the words.

4. Types of Writing

Brereton (1882) states that there are four types of writing. They are:

a. Narration

A narrative tells a story, a series of connected incidents or an action. In narrative, the incidents that make up the story are usually told in one order in which they would really happen. In writing a narrative text, it is best to relate events chronologically. The general outline for stories should be as follows (1) before the events, (2) the event, and (3) after the event.

b. Description

A descriptive text give sense impressions about feeling, sound, taste and lock of things. It helps the reader. Through his/her imagination, to visualize a scene or a person or to understand a sensation or an emotion. In Longman Dictionary of Contemporary English, the word descriptive defined as describing how a language is used. While a descriptive text refers to a text which say what a person or thing like with the purpose is to describe and reveal a particular person, place, or things.

c. Argumentation

For argument, we must discover a tone that uses fact when it is relevant. We insect opinion modestly and reasonable. Allows time and space the doubts, and builds a segment argument by paragraph steps that the reader can follow.

d. Comparison and Contrast
Comparison and contrast is a kind of essay developed by comparison emphasizes and similarities or likeness between people, places or abstraction this research just want to observe one types of writing it is descriptive text.

D. The Concept of Descriptive Text

1. Definition of Descriptive Text

Some experts express some of definitions of descriptive text, among of them:

a. In Longman Dictionary of Contemporary English, the word descriptive defined as describing how a language is used. While a descriptive text refers to a text which say what a person or thing like with the purpose is to describe and reveal a particular person, place, or things.

b. Colorado State University, descriptive details allow sensory recreations of experiences, objects, or imaginings. In other words, description encourages a more concrete or sensory experience of a subject, one which allows the reader to transport himself or herself into a scene.

Meanwhile, according to Gerrot and Wignel (1994: 208), descriptive text is a text which conveys the characteristics of something or someone in detail to get clearer explanation. It is aimed at describing and revealing a particular person, place or thing (Gerrot and Wignel, 1994: 208).

The definition above elaborate what descriptive text is. It can be drawn that descriptive text is a process of how the writer “shows” their experience to the reader rather than “tells”. In this research, descriptive text is taught to know the
teachers’ method in teaching writing in order to the students can write the
descriptive text well.

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

According to (Gerrot and Wignel, 1994: 208) that descriptive text has
generic structure as below:

a. Identification; identifying the phenomenon to be described. Identification
usually answers the following questions: “What is the topic of the text?” or
“What is the text about?”

b. Description; describing the phenomenon in parts, qualities, or/and
characteristics. It gives related information to the topic.

3. **Language Features of Descriptive Text**

According to (Gerrot and Wignel, 1994: 208) that descriptive text is
indicated by specific participant, adjective and compound adjectives, linking
verbs, simple present tense, action verbs, and descriptive language as follow:

a. Specific participant; it focuses on specific participant, such as my house and
my pet.

b. Adjectives and compound adjectives. For example,” a beautiful beach, a
handsome man and an adorable cat.

c. Linking verbs. It uses linking verbs such as is, are, has, have, and belongs to.

d. Simple Present Tense. For instance,” I have a friend, his name is Samsul”.

e. Action verbs. It uses action verbs such as run, sleep, walk, etc.

f. Descriptive language. It uses descriptive language to describe what they look
like (color, shape, size, etc), what they have (body parts, components, etc),
and what they do (habits, behavior, functions, etc). The language feature of
descriptive text is portrayed in the following table:

Table 3.1

The Language Feature of Descriptive Text

<table>
<thead>
<tr>
<th>Text</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptive</td>
<td>It focuses on specific participant.</td>
</tr>
<tr>
<td>Text</td>
<td>In describing the features of subject, adjectives are used.</td>
</tr>
<tr>
<td></td>
<td>It uses linking verbs (is, are, has, have, belongs to).</td>
</tr>
<tr>
<td></td>
<td>A verb used in descriptive text is in form of simple present tense.</td>
</tr>
<tr>
<td></td>
<td>It uses action verbs.</td>
</tr>
<tr>
<td></td>
<td>It uses descriptive language.</td>
</tr>
<tr>
<td>Schematic Structure</td>
<td>Title: Spot</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>General Statement</td>
<td>Spot is a regular house cat. He is an adorable cat.</td>
</tr>
<tr>
<td>Description of appearances</td>
<td>He has orange fur with black and white spots. I like to cuddle him because his fur feels soft.</td>
</tr>
<tr>
<td>Description of habits and behavior</td>
<td>Every morning, I give Spot milk. Spot doesn’t like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, Spot usually sleeps on the sofa in the living room or under the table.</td>
</tr>
</tbody>
</table>
C. Conceptual Framework

Teaching Writing

C.A.R

Planning  Observation
Action (Synectics Method)  Reflection

Cycle 1  Cycle 2

Improving the students writing ability
The conceptual framework above will be the basic from this research and can be visualized in figure above. The figure shows where writing materials are presented by using Synectics Method to write descriptive text. Synectics Method is a complete problem solving process using analogies as tools to help students improve their creative thinking in writing process. This method can motivate students to learn about writing.

In this research, the researcher uses classroom action research (CAR). It aims to improve students’ writing ability by using Synectics Method. CAR consists of some cycles and its steps are planning, action, observation, and reflection. In action is implementation of Synectics Method. This is very important to make students progress in their learning and it is considered as one of interesting enjoyable activities.

So, the main purpose of this learning and teaching process is improvement of the students’ writing ability both in organization and grammar to write descriptive text.
CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher used Classroom Action Research (CAR). It had stages those were: Planning, Action, Observation, Evaluation or Reflection. The researcher hold around two cycles and each cycle consisted of two meeting. They were first and second cycle, each cycle was the series of activity which had close relation. Where, the realization of the second cycle was continuing and repairing from the first cycle described as follow:

Cycle 1

1. Planning

The activity in this research had two weeks in four times meeting and then had stages as followed:

a. In this section, the teacher prepared the material about writing ability would given to the students.

b. The teacher made lesson planning based on the curriculum for the implementation of action.

c. Making checklist observation to observe the students’ activity.

d. Making research instrument.

2. Action

In this activity, it had learning process should be based on synectics method in writing ability as like that:
a. The teacher gave stimulation and motivation before the process of teaching writing ability.

b. The teacher asked the students to describe a given topic and made a list of descriptive words.

c. The teacher asked the students to create direct analogies between the descriptive words with an unrelated category such as plants, animals or machines.

d. The teacher asked the students to describe personal analogies with thinking about how he/she would feel to be the object chosen in step above.

e. The teacher asked the students to review their responses to find pairs of words which seemed to opposite to one another and then made the best compressed-conflict of the pair of words chosen.

f. The teacher asked the students to create new direct analogy by the compressed category chosen in step above.

g. The teacher asked the students to talk about the original topic by comparing the last direct analogy to the original topic

h. The students evaluated the writing done before and after the model to see if more creative insight had been added so that the students might produce a product or description that utilized the ideas generated in the process.
3. **Observation**

   a. After applying synectics method in action since fourth meeting, the teacher gave evaluation to the students to know the students’ writing achievement in cycle I.

   b. Identification and made note all the problem that we needed when teaching and learning process based on observation paper that had been arranged.

4. **Reflection**

   Analyzing all of the data which was collected from observation, to assess the teaching program’s achievement after giving an action at the first cycle. The result could be a basic to formulate the next better lesson plan.

   **Cycle 2**

1. **Planning**

   The ways that would be done were as followed:

   a. Continue the activities that would be done in first cycle.

   b. Repair the weakness in the first cycle.

   c. Made planning again in the teaching learning process from the result of cycle I reflection.

   d. Making again checklist observation to observe the students’ activity.

2. **Action**

   In this activity, it had learning process should be based on synectics method in writing ability as like that:

   a. The teacher gave stimulation and motivation before the process of teaching writing ability.
b. The teacher asked the students to describe a given topic and made a list of descriptive words.

c. The teacher asked the students to create direct analogies between the descriptive words with an unrelated category such as plants, animals or machines.

d. The teacher asked the students to describe personal analogies with thinking about how he/she would feel to be the object chosen in step above.

e. The teacher asked the students to review their responses to find pairs of words which seemed to opposite to one another and then made the best compressed-conflict of the pair of words chosen.

f. The teacher asked the students to create new direct analogy by the compressed category chosen in step above.

g. The teacher asked the students to talk about the original topic by comparing the last direct analogy to the original topic

h. The students evaluated the writing done before and after the model to see if more creative insight had been added so that the students might produce a product or description that utilized the ideas generated in the process.

3. **Observation**

   In the observation would be done at the cycle II was almost same with the observation at cycle I.

4. **Reflection**

   According to the achieved result of the observation would be collected and analyzed. From the result of the research, the researcher could draw conclusion
that synectics method could improve the students’ writing ability in writing descriptive text.

**B. Research Variable and Indicators**

This research used two variables, they were:

1. **Independent variable**

   The independent variable was implementation of synectics method. It was a method used by the teacher when teaching the material.

2. **Dependent variable**

   The dependent variable was the students’ writing ability both in organization and grammar with the indicators were as followed:
   a. Indicators of the organization were clarity and logical.
   b. Indicators of the Grammar were subject/verb agreement, singular/plural nouns and regular/irregular verbs.

**C. Research Subjects**

Research subjects of this classroom action research were the eighth year students of SMP Neg.27 Makassar. The class consisted of 31 students. Those consisted of 16 women and 15 men.

**D. Research Instrument**

In this research, the researcher used two instruments for collecting data:

1. **Observation Sheet**

   It was used to collect data about the students’ activities in teaching learning process through synectics method for each cycle.
2. Test

The test was used in the last item of every cycle to measure the students’ achievement in writing descriptive text based on its organization and grammar. From that last test, the researcher would know the improvement of students’ writing ability.

E. Data Analysis

There were two components that concerned of the researcher in this research to measure. Those were organization and Grammar which used criteria as followed:

1. Scoring and classifying the students’ ability into the following criteria:
   a. Organization

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| 6     | • Clear and logical progression of ideas  
       | • Strong beginning, middle and end  
       | • Strong, well-developed multiple paragraphs  
       | • Strong use of transition |
| 5     | • Logical progression of ideas  
       | • Clear beginning, middle and end  
       | • Appropriate, effective paragraphing  
       | • Sufficient use of transition |
| 4     | • Some evidence of a logical progression of ideas  
       | • Beginning, middle and end  
       | • Some evidence of appropriate paragraphing  
       | • Some use of transition |
| 3     | • Limited evidence of a logical progression of ideas  
       | • Beginning, middle and/or end |
b. Grammar

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| 6     | • Vivid, specific, precise  
        • Consistent grammar usage  
        ➢ Subject/verb agreement  
        ➢ Singular/plural nouns  
        ➢ Regular/irregular verbs |
| 5     | • Specific, precise  
        • Mostly consistent grammar usage  
        ➢ Subject/verb agreement  
        ➢ Singular/plural nouns  
        ➢ Regular/irregular verbs |
| 4     | • Appropriate, somewhat simplistic  
        • Somewhat consistent grammar usage  
        ➢ Subject/verb agreement  
        ➢ Singular/plural nouns  
        ➢ Regular/irregular verbs |
| 3     | • Inadequate, repetitive |

(West Virginia, 2008)
2. Categorizing the whole of score into the following classification

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>95-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>2.</td>
<td>86-94</td>
<td>Very good</td>
</tr>
<tr>
<td>3.</td>
<td>76-85</td>
<td>Good</td>
</tr>
<tr>
<td>4.</td>
<td>66-75</td>
<td>Fairly good</td>
</tr>
<tr>
<td>5.</td>
<td>56-65</td>
<td>Fair</td>
</tr>
<tr>
<td>6.</td>
<td>36-55</td>
<td>Poor</td>
</tr>
<tr>
<td>7.</td>
<td>0-35</td>
<td>Very poor</td>
</tr>
</tbody>
</table>

(West Virginia, 2008)
3. The data in cycle 1 and 2 were collected through the following steps:

   a. Scoring of the students writing test:

      \[
      \text{Score} = \frac{\text{The correct answer}}{\text{Maximum Score}} \times 100
      \]

      (Sudjana, 1990)

   b. Calculating the mean score of the students’ test result. The researcher used the following formula:

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

      Where: \( \bar{X} \) = The Mean Score

      \( \sum X \) = The Sum of All Score

      \( N \) = The Total Number of the Student

      (Gay, 1981:298)

   c. To calculate percentage students’ achievement in organization and grammar researcher used this formula:

      \[
      P = \frac{F}{N} \times 100\%
      \]

      Note:

      \( P \) : Percentage

      \( F \) : Frequency

      \( N \) : Total number of Subject

      (Sudjana, 1990:83)

4. To know the percentage of the students’ improvement by applying the following formula:
(D-Test ➔ C I) \( P = \frac{X_1-(D-Test)}{D-Test} \times 100 \)

(C I ➔ C II) \( P = \frac{X_2-X_1}{X_1} \times 100 \)

(D-Test ➔ C II) \( P = \frac{X_2-D-Test}{D-Test} \times 100 \)

**Where:**

P: Percentage  
X1: 1st Cycle  
X2: 2nd Cycle  
D-Test: Diagnostic Test

(Sudjana, 1990)

5. To analyze the students’ participation in research toward the material and activities in teaching and learning process by checklist. The students’ active participation described followed:

<table>
<thead>
<tr>
<th>No</th>
<th>The students’ Active Participation</th>
<th>Score</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very Active</td>
<td>4</td>
<td>Students’ respond to the material very active</td>
</tr>
<tr>
<td>2</td>
<td>Active</td>
<td>3</td>
<td>Students’ respond to the material actively</td>
</tr>
<tr>
<td>3</td>
<td>Fairly active</td>
<td>2</td>
<td>Students’ respond to the material just once or twice.</td>
</tr>
<tr>
<td>4</td>
<td>Not active</td>
<td>1</td>
<td>Students just sit down during the activity without doing something.</td>
</tr>
</tbody>
</table>
Percentage the students’ participation through the following formula:

\[ P = \frac{FQ \times 100}{4 \times N} \]

Where:

- \( P \) = Percentage
- \( FQ \) = Sum of all the students’ score
- \( N \) = Total students

(Sudjana, 1990:36)
CHAPTER IV
FINDINGS AND DISCUSSIONS

A. Findings

The findings of the research deals with the answer of the problem statement which aims to improve students’ ability in writing descriptive text. The findings consist of students’ achievement in writing and observation result. It is about the students’ activeness in teaching and learning process. To measure the students’ achievement of their writing result there are two components of writing that is concerned by the researcher, namely: Organization and Grammar. The result of data analysis find that teaching writing ability through Synectics Method can improve the students’ writing ability in terms of organization and grammar at the class of VIII-3 Students of SMP Neg. 27, Makassar.

1. Implementation of Synectics Method

The teacher conducts planning before the action, where she prepared the lesson plan through implementation of Synectics Method, teaching material, and evaluation for students. The activity in action stage for cycle I is the implementation of the lesson plan. It means that the implementation of every steps of the learning process through Synectics Method which have been arranged in the planning stage.

Firstly, the teacher gave stimulation and motivation before the process of teaching writing ability. Secondly, the teacher asked the students to describe a given topic and made a list of descriptive words. Thirdly, the teacher asked the
students to create direct analogies between the descriptive words with an unrelated category such as plants, animals or machines. Fourthly, the teacher asked the students to describe personal analogies with thinking about how he/she would feel to be the object chosen in step above. Fifthly, the teacher asked the students to review their responses to find pairs of words which seemed to oppose to one another and then made the best compressed-conflict of the pair of words chosen. Sixthly, the teacher asked the students to create new direct analogy by the compressed category chosen in step above. Seventhly, the teacher asked the students to talk about the original topic by comparing the last direct analogy to the original topic. Eightly, the students evaluated the writing done before and after the model to see if more creative insight had been added so that the students might produce a product or description that utilized the ideas generated in the process. If the result of the students’ scores do not achieve the target then cycle II will be taken.

The activity in the second cycle is almost same with the first cycle. Where, before taking action, the teacher previously makes planning and implies it in the action stage. The difficulty that the researcher find in the cycle I is the students still difficult to get idea and organize their writing to be a good paragraph.

Descriptive text is about how to describe something and in the writing project, the teacher has chosen a topic that is relative to their environment. Meanwhile, the result of the students’ writing is still vague the readers. They do not finish their writing about the topics given.
It can be understood if considering the class situation during the teaching process. Only few of them show their interest in learning and following the teaching process. The others look bored and have no mood in learning process. They are very noise and just playing around the class. It shows that the teaching process during cycle I is not interesting at all for them. So, the teacher decides to make some revision for the next cycle.

The result of revision planning to resolve the students’ difficulty in getting idea is providing some interesting topics for the students’ writing project. Besides providing some interesting topics the teacher also reforms many aspects such as more relaxed in teaching, gives the students motivation before entering the main learning material, explains the learning material clearly, raises the voice, and re-corrects the class management, and time management. The teacher also gives the students chance to ask the question, explains the students’ mistakes in writing clearly and guided the students in writing well.

Besides, the result of their writing is also influenced by their mood and interest to the topic specifically and the writing lesson generally. She finds also that the students can be more understand about the space of paragraph, for example: the descriptive paragraph of “FAMILY”, the students explained about the topic. That topic is related to their daily work in the house and the researcher can see how interested they are in doing their writing project. Finally, the students’ mean score can achieve the target of score. The teacher concludes that the students’ writing mean score based on the elements of organization and grammar that the target that has been said in the chapter I could be achieved.
2. The Result of Students’ Writing Ability

The application of Synectics Method in the form of writing ability can improve the students’ ability in terms of organization and grammar. It is proved by the writing test as indicated by the significant difference between the score of the Cycle I and the result of Cycle II in the following table:

**Table 2.1: The Result of Students’ Writing Ability**

<table>
<thead>
<tr>
<th>No.</th>
<th>Variable</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Organization</td>
<td>72.48</td>
<td>80.06</td>
</tr>
<tr>
<td>2.</td>
<td>Grammar</td>
<td>68.48</td>
<td>78.19</td>
</tr>
</tbody>
</table>

The data in the table above shows the students’ writing ability in terms of organization and grammar as the result of students’ test at the students’ writing ability through Synectics Method.

In terms of organization, the students’ mean score in Cycle I is different from the students’ mean score in Cycle II. The mean score of student in Cycle I is 72.48 and it is improved in Cycle II become 80.06. The assessment of Cycle II is greater than Cycle I (80.06 > 72.48). From the result of mean score in Cycle I is classified as fair and the result of Cycle II is classified as fairly good.

In terms of grammar, the students’ mean score in Cycle I is different from the students’ mean score in Cycle II. The mean score of student in Cycle I is 68.48 and it is improved in Cycle II become 78.19. The assessment of Cycle II is greater than Cycle I (78.19 > 68.48).
From the result of mean score in Cycle I is classified as fair and the result of Cycle II is classified as fairly good.

Based on the percentages above, there are significant improvements of the students’ writing ability through Synectics Method. To see clearly the improvement of the students’ writing ability in terms of organization and grammar, the following chart is presented:

![Chart 2.1: The Result of Students’ Writing Ability in Organization](image)

The chart above shows the significant difference of the students’ mean score from cycle I to cycle II in terms of organization. The students’ mean score in Cycle I is 72.48 and it is improved in Cycle II become 80.06. The assessment of Cycle II is greater than Cycle I (80.06 > 72.48). From the result of mean score in Cycle I is classified as fair and the result of Cycle II is classified as fairly good. So, it means that there is improvement from Cycle 1 to Cycle II by applying Synectics Method.
Chart 2.2: The Result of Students’ Writing Ability in Grammar

The chart above shows the significant difference of the students’ mean score from Cycle I to Cycle II. The students’ mean score in Cycle I is 68.48 and it is improved in Cycle II become 78.19. The assessment of Cycle II is greater than Cycle I (78.19 > 68.48). From the result of mean score in Cycle I is classified as fair and the result of Cycle II is classified as fairly good. So, it means that there is improvement from Cycle I to Cycle II by applying Synectics Method. So, the researcher concludes that the variable in writing ability can be achieved. It means that the researcher does not need to do next cycle.

3. Observation Result of Students’ Activeness in Learning Process

The result of observation of the students’ activeness in teaching and learning process toward the application of Synectics Method in improving the students’ writing ability at the eighth year students of SMP Neg. 27 Makassar in
class VIII-3 which is conducted in 2 cycles during 8 meeting is taken by the observer through observation sheet. It can be seen clearly through the following table:

Table 3.1: The Percentage of the Students’ Activeness

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Meetings</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>I</td>
<td>61.3%</td>
<td>54.0%</td>
</tr>
<tr>
<td>II</td>
<td>71.8%</td>
<td>68.5%</td>
</tr>
</tbody>
</table>

Based on the table above, the researcher can explain that the students’ observation in learning writing through Synectics Method in cycle I increase with percentage of first meeting until fourth meeting 61.3%, 54.0%, 66.9%, 70.2% with the mean score 63.1%. The percentage of the first meeting until fourth meeting of cycle II are 71.8%, 68.5%, 73.4%, 76.6% with the mean score 72.6%. It means that the students’ observation shows process from cycle I to cycle II. The improvement of students’ activeness is 15%. The data is also shown in the graphic below:
Chart 3.1: The Percentage of the Students’ Activeness in Learning Process

The chart above shows the students’ observation in learning writing through Method in the students of SMP Neg. 27 Makassar in class VIII-3. This graphic presents the students situation during teaching learning process in writing from cycle I to cycle II. From the graphic it is known that there is the changing of the students’ situation in learning process from cycle I to cycle II. The students’ participation in learning process is improved with the mean score 63.1% and than 72.6%. There is improvement of students’ activeness in teaching and learning process where in cycle I is 63.1% lower than cycle II is 72.6%. It means that (Cycle II > Cycle I). The improvement of students’ activeness is 15%.
B. Discussion

In this part, discussion deals with the interpretation of finding derived from the result of findings about the students’ improvement in writing ability in term of organization and grammar and also the activeness of students in learning process would explain as followed:

1. The Improvement of Students’ Writing Ability through Synectics Method in Terms of Organization.

   The improvement of students’ achievement in writing descriptive text through Synectics Method had effective effect. The researcher found that before the application of Synectics Method, the students’ score was 63.03 (fair) but after application Synectics Method the students’ score in cycle I was 72.48 (fairly good) and in the cycle II became 80.06 (fairly good). So, the improvement of the students’ writing ability from D-Test to cycle I is 14.99%, from cycle I to cycle II is 10.45% and from D-test to cycle II is 27.01%. And then, the improvement from D – test to cycle II is greater than D – Test to cycle I (27.01% > 14.99%).

   During the teaching and learning process in cycle I, the researcher found that the students were difficult to organize a good descriptive writing. There were no relevance or relation between sentences. To solve this problem the researcher had done cycle II and revised the previous lesson plan. In this case, the researcher gave correction activity so the students could correct their writing each other. The researcher also gave deep explanation about the structure of a descriptive text so the students could make a good descriptive text. From the explanation above, the
researcher analyzed that Synectics Method could improve the students’ writing ability in writing descriptive text in term of organization where the students’ mean score in cycle I and cycle II was higher than d-test.

2. The Improvement of the Students’ Writing Ability through Synectics Method in Terms of Grammar.

The improvement of students’ achievement in writing descriptive text through Synectics Method had effective effect. In the analysis of students’ grammar, the researcher found that before the application of Synectics Method the students’ score in d-test was 58.90 (fair). After application of Synectics Method in cycle I the students score was 68.48 (fairly good) and in the cycle II the students’ score was 78.19 (fairly good). The achievement of cycle II is greater than cycle I and diagnostic test (78.19 > 68.48 > 58.90). The improvement of the students’ writing ability from D-Test to cycle I is 16.26%, from cycle I to cycle II is 14.17% and from D-test to cycle II is 32.75%. And then, the improvement from D– test to cycle II is greater than D – Test to cycle I (32.75% > 16.26%). So, it means that there is improvement from the diagnostic test to the cycle I and from cycle I to cycle II by applying Synectics Method. So, the researcher concludes that the variabel in writing ability can be achieved. It means that the researcher does not need to do next cycle.

During the teaching and learning process in cycle I, the researcher found some students’ error in agreement. In this case, the researcher revised the next cycle by
rearranging the lesson plan. The researcher gave more explanation about correct grammar usage the students could share each other in writing task. From the explanation above, the researcher analyzed that the students’ ability in writing descriptive text in term of grammar through Synectics Method was improved where the students’ mean score in cycle I and cycle II was higher than d-test.

3. The Improvement of the Students’ Activeness During the Teaching and Learning Process

The observation result of the students’ activeness in teaching and learning process improved significantly through Synectics Method from the first meeting in cycle I to the fourth meeting in cycle II where the students activeness in the first meeting of cycle I was 61.3%. It meant that there was another activity the students were done in teaching and learning process. Next meeting, researcher gave them problem solving for their weakness. So, the students activeness in the last meeting of cycle I became 70.2%. In the cycle II, the researcher gave revision again for their problem in facing teaching and learning process. So, the students’ activeness in the last meeting is 76.6%. It meant that almost no another activity that the students were done in teaching and learning process. They were active in asking if they did not know what they would write. They were active in teaching and learning process.

Based on result of the descriptive test and students’ activeness toward teaching and learning process in second cycle, the researcher was satisfied because all the criteria of success of classroom action research in improving students’ writing ability in descriptive text had been reached.
The relevance of the findings and the theory for Synectics method according to Gordon (1961:3). Stated that Synectics teaching using analogies as tools to help students gain new insight and perspective for use in the writing process, can help students develop creative responses to problem solving, to retain new information, to assist in generating writing. Synectics method has significant improvement to students’ writing ability in descriptive text and Students’ Activeness.
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research about the application of Synectics Method at SMP Neg.27 Makassar and based on the research findings in the previous chapter, the researcher puts forward the following conclusions:

1. The students’ score in writing descriptive text viewed from its organization in d-test is 63.03 (fair). In cycle I, it is improved become 72.48 (Fairly good) whereas in cycle II the students’ score is 80.06 (Good).

2. The students’ score in writing descriptive text viewed from its grammar in d-test is 58.90 (fair). In cycle I, it is improved become 68.48 (Fairly good) whereas in cycle II the students’ score is 78.19 (Good).

3. The percentage of students’ activeness in writing descriptive text by using synectics method in the first meeting of cycle I increase with percentage of first meeting until fourth meeting 61.3%, 54.0%, 66.9%, 70.2% with the mean score 63.1 % and it is improved become 71.8%, 68.5%, 73.4%, 76.6% with the mean score 72.6% of the first meeting until fourth meeting of cycle II.

B. Suggestion

As the result of the study reveal that synectics method has been effective to improve the students’ ability to write descriptive text, the researcher suggests the following things:
1. It is suggested to the English teacher to apply this Synectics Method as one of alternative teaching in the teaching and learning process.

2. Teacher should invite and rise the students’ learning motivation by manipulating various method in presenting productive skill, include writing skill.

3. The teacher should create fun atmosphere in order that the students enjoy learning writing activity.

4. The result of this research can also be used as an additional reference or further research with different discussion for the next researcher.


Appendix I

TEACHING MATERIAL OF CYCLE I

Nama Sekolah : SMP Negeri 27 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII³ / Ganjil
Pertemuan Ke : 1
Alokasi Waktu : 2 × 40 Menit
Aspek/ skill : Writing

a. Describe the topic
   - The topic is “Feelings”
   - Descriptive words:
     - Love
     - Hate
     - Angry
     - Sadness
     - Guilt
     - Happy
     - Satisfaction
     - etc.

b. Create direct analogies
   - Think of a plant (flower) that reminds you of the listed words above!
   - Direct Analogies:
     - “A Rose reminds me of Love”
     - “Jasmine reminds me of Valentines’ Day and Happiness”
     - “Lily reminds me of Death and Sadness”

c. Describe personal analogies
   - How would you feel to be a “Rose“?
   - Responses:
     - Alive
     - Happy
     - Safe
     - Smelled
- Ignored
- Held on
- Dead
- Good
- Loved
- Bad
- etc.

d. Identify compressed conflicts
   - Ignored × Loved
   - Good × Bad
   - Happy × Sad
   - Alive × Dead

e. Create new direct analogy
   - “Animal” is the analogy, “Alive × Dead” are the characteristics.
   - Direct analogies: Lion, dog, cat, bear, dinosaur, etc.

f. Re-examine the original topic

   Feelings are like a lion. They are alive but sometimes appear to be dead. When we are in happiness, actually we feel alive. But, when we are in sadness we feel dead. Our feelings can change anytime and anywhere. It depends on what situation we are.

   Feelings are like Roses and Lilies. Sometimes they make you happy and sometimes they make you sad. So, it is very important to put our feelings in better situation so that our life fully of spirit to do our daily activities.”

g. Evaluate
   - Students evaluate the writing done before and after the model to see if more creative insight has been added. They must also analyze the thought process involved.

Mahasiswa Penelitian,

Hardianti Nurdin
NIM: 10535 4201 09
a. Describe the topic
   - The topic is “Artist”
   - Descriptive words:
     - Famous
     - Beautiful
     - Handsome
     - Rich
     - Free
     - Good looking
     - Wasteful
     - Glamour
     - etc.

b. Create direct analogies
   - Think of a food that reminds you of the listed words above!
   - Direct Analogies:
     - “Fried-rice reminds me of Free”
     - “Chocolate reminds me of Rich”
     - “Pizza reminds me of Famous”

c. Describe personal analogies
   - How would you feel to be a “Chocolate“?
   - Responses:
     - Sweet
     - Expensive
     - Dark
     - Happy
     - Loved
     - Bitter
     - Cheap
     - White
- Ignored
- Sad

d. Identify compressed conflicts
   - Ignored × Loved
   - Sweet × Bitter
   - Happy × Sad
   - Dark × White
   - Expensive × Cheap

e. Create new direct analogy
   - “Animal” is the analogy, “Expensive × Cheap” are the characteristics.
   - Direct analogies: Cat, rabbit, bear, dog, etc.

f. Re-examine the original topic
   Artist is like a cat. They are very famous and cute. They are expensive but sometimes appear to be cheap. If they can reach an award in their career, they can be appreciated more expensive by the agency that work out a closer cooperative program with them.

   But, if they can not give an increasing in their career, it takes no longer to become an artist. They will be changed by new talent artist. So, that’s why in Entertainment full of competition. Become an artist is like a Chocolate and Pizza. Our life is sweet because we are rich. Anything we want, we can get it.”

g. Evaluate
   - Students evaluate the writing done before and after the model to see if more creative insight has been added. They must also analyze the thought process involved.

Mahasiswa Penelitian,

Hardianti N
NIM: 10535 4201 09
TEACHING MATERIAL

Nama Sekolah : SMP Negeri 27 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VII³ / Ganjil
Pertemuan Ke : 3
Alokasi Waktu : 2 × 45 Menit
Aspek/ skill : Writing

a. Describe the topic
   - The topic is “Teacher”
   - Descriptive words:
     - Kind
     - Discipline
     - Smart
     - Friendly
     - Mature
     - Be responsible
     - Diligent
     - Neat
     - etc.

b. Create direct analogies
   - Think of a fruit that reminds you of the listed words above!
   - Direct Analogies:
     - “Orange reminds me of Friendly”
     - “Avocado reminds me of Smart”
     - “Apple reminds me of Kind”

c. Describe personal analogies
   - How would you feel to be a “Orange”?
   - Responses:
     - Sweet - Smart
     - Expensive - Big
     - Happy - Healthy
     - Sick - Small
d. Identify compressed conflicts
   - Small × Big  
   - Healthy × Sick  
   - Happy × Sad  
   - Good × Bad

e. Create new direct analogy
   - “Plant” is the analogy, “Good × Bad” are the characteristics.
   - Direct analogies: Tree or flowers.

f. Re-examine the original topic

Teacher is like a tree. She is good for the people around her. Teacher is like leaves of a tree which gives the coolness to the world around her. She comes to educate our children from what they do not know until what they know.

Teacher is like orange and apple. She is smart, kind and friendly with the children. She becomes a source for better life in the future.”

g. Evaluate
   - Students evaluate the writing done before and after the model to see if more creative insight has been added. They must also analyze the thought process involved.

Mahasiswa Penelitian,

Hardianti N
NIM: 10535 4201 09
a. Describe the topic
  - The topic is “Sport”
  - Descriptive words:
    - Strong
    - Healthy
    - Big
    - Smart
    - Spirit
    - Tired
    - Competitive
    - Fresh
    - etc.

b. Create direct analogies
  - Think of a drink that reminds you of the listed words above!
  - Direct Analogies:
    - “Milk reminds me of Strong”
    - “Orange Juice reminds me of Healthy”
    - “Hot Tea reminds me of Spirit”

c. Describe personal analogies
  - How would you feel to be “Milk“?
  - Responses:
    - Strong
    - Sweet
    - Healthy
    - Sick
    - Smart
    - Fresh
    - Spirit
    - Tasteless
- Friendly
- Unfriendly

d. Identify compressed conflicts
   - Friendly × Unfriendly
   - Healthy × Sick

  e. Create new direct analogy
     - “Animal” is the analogy, “Friendly × Unfriendly” are the characteristics.
     - Direct analogies: Rabbit, bird, cat, etc.

  f. Re-examine the original topic
     Sport is like a rabbit. It can be friendly but sometimes appear to be unfriendly. Sport is friendly for the people who have some hobby in sport like swimming, play football or badminton, jogging, gym, etc. But, for many people, they will feel so tired to do sport.

     Sport is like milk and orange juice. It can makes our physical and soul are stronger than before. It also can makes us to be more healthy in our life.

  g. Evaluate
     - Students evaluate the writing done before and after the model to see if more creative insight has been added. They must also analyze the thought process involved.

Mahasiswa Penelitian,

Hardianti N
NIM: 10535 420109
TEACHING MATERIAL OF CYCLE II

Nama Sekolah : SMP Negeri 27 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VII³ / Ganjil
Pertemuan Ke : 5
Alokasi Waktu : 2 × 45 Menit
Aspek/ skill : Writing

a. Describe the topic
   • The topic is “Music”
   • Descriptive words:
     - Love
     - Friendly
     - Sad
     - Spirit
     - Fresh
     - Happy
     - Beautiful
     - Famous
     - etc.

b. Create direct analogies
   • Think of a food that reminds you of the listed words above!
   • Direct Analogies:
     - “Cake reminds me of Beautiful”
     - “Chocolate reminds me of Love”
     - “Fried-Chicken reminds me of Famous”

c. Describe personal analogies
   • How would you feel to be a “Cake“?
   • Responses:
     - Delicious
     - Happy
     - Sweet
     - Expensive
     - Ignored
     - Beautiful
     - Sad
     - Good
- Loved
- etc.

d. Identify compressed conflicts
  - Ignored × Loved
  - Happy × Sad

e. Create new direct analogy
  - “Plant” is the analogy, “Happy × Sad” are the characteristics.
  - Direct analogies: Tree or Flowers

f. Re-examine the original topic

  Music is like flowers. It is beautiful and always makes us happy. Music is very friendly for the people who like listening to the music. It can gives us a spirit in our life. Music is one of the best entertainment for our depression.

  But, it can also influences our feelings anytime. It can makes us so sad if we are listening slow musics. If we are listening beat musics, we can get a power and spirit in our life. Musics give the big effect to do the better in our life. That’s why many people in the world like musics so much.

g. Evaluate
  - Students evaluate the writing done before and after the model to see if more creative insight has been added. They must also analyze the thought process involved.

Mahasiswa Penelitian,

**Hardianti N**
NIM: 10535 4201 09
TEACHING MATERIAL

Nama Sekolah : SMP Negeri 27 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VII\(^3\) / Ganjil
Pertemuan Ke : 6
Alokasi Waktu : 2 \(\times\) 45 Menit
Aspek/ skill : Writing

a. Describe the topic
   - The topic is “Family”
   - Descriptive words:
     - Love
     - Friendly
     - Alive
     - Spirit
     - Happy
     - Beautiful
     - Large
     - etc.

b. Create direct analogies
   - Think of an animal that reminds you of the listed words above!
   - Direct Analogies:
     - “Kangaroo reminds me of Love“
     - “Cow reminds me of Large”
     - “Butterfly reminds me of Beautiful”

c. Describe personal analogies
   - How would you feel to be a “Butterfly“?
   - Responses:
     - Happy
     - Sweet
     - Expensive
     - Large
     - Small
     - Colourfull
     - Ugly
     - Beautiful
- Alive
- Sad
- Dead

- Loved
- etc.

d. Identify compressed conflicts
   - Beautiful × Ugly
   - Alive × Dead
   - Large × Small
   - Happy × Sad

e. Create new direct analogy
   - “Fruits” is the analogy, “Large × Small” are the characteristics.
   - Direct analogies: Orange, Manggo, Pear, Apple, Banana, etc.

f. Re-examine the original topic.
   Family is like an orange. If we have many members of family, it means that our family is large. But, especially for me, I have small family. Although we are small family, we are happy and loved each other. I have only one sister and brother. That’s why my family is small.

   My family can live my life and it is so beautiful. They can make my life is alive. There are only happiness and love in my family. My family is sweet like an orange.

g. Evaluate
   - Students evaluate the writing done before and after the model to see if more creative insight has been added. They must also analyze the thought process involved.

Mahasiswa Penelitian,

Hardianti N
NIM: 10535 4201 09
TEACHING MATERIAL

Nama Sekolah : SMP Negeri 27 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VII\textsuperscript{3} / Ganjil
Pertemuan Ke : 7
Alokasi Waktu : 2 × 45 Menit
Aspek/ skill : Writing

a. Describe the topic
   - The topic is “Friendship”
   - Descriptive words:
     - Love
     - Friendly
     - Faithful
     - Helpful
     - Happy
     - Beautiful
     - Solidarity
     - Kind
     - etc.

b. Create direct analogies
   - Think of a fruit that reminds you of the listed words above!
   - Direct Analogies:
     - “Orange reminds me of Friendly”
     - “Apple reminds me of Kind”
     - “Strawberry reminds me of Love”

c. Describe personal analogies
   - How would you feel to be a “Strawberry“?
   - Responses:
     - Loved
     - Cute
     - Small
     - Beautiful
     - Sweet
     - Sour (asam)
     - Fresh
     - Happy
- Bad - etc.
- Sad
d. Identify compressed conflicts
  - Happy × Sad
  - Beautiful × Bad
  - Sweet × Sour
e. Create new direct analogy
  - “Flower” is the analogy, “Happy × Sad” are the characteristics.
  - Direct analogies: Rose, Lily, Jasmines, etc.

f. Re-examine the original topic.

  Friendship is like a rose. It always make us happy when we are by their side. It always make us laugh in happiness or sadness. How lucky we are, if we can make a friendship with who loves us sincerely.

  Friendship is like an apple and strawberry. It is kind and love us. Friendship is beautiful with the people who will remove our sadness anytime. Friendship can makes our life to be more coloufull.

g. Evaluate
  - Students evaluate the writing done before and after the model to see if more creative insight has been added. They must also analyze the thought process involved.

Mahasiswa Penelitian,

Hardianti N
NIM: 10535 4201 09
TEACHING MATERIAL

Nama Sekolah : SMP Negeri 27 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VII½ / Ganjil
Pertemuan Ke : 8
Alokasi Waktu : 2 × 45 Menit
Aspek/ skill : Writing

a. Describe the topic
   - The topic is “Birthday”
   - Descriptive words:
     - Love
     - Alive
     - Colourful
     - Spirt
     - Happy
     - Beautiful
     - Fresh
     - Mature
     - Free
     - etc.

b. Create direct analogies
   - Think of a drink that reminds you of the listed words above!
   - Direct Analogies:
     - “Ice Cream reminds me of Fresh”
     - “Hot Chocolate reminds me of Free”
     - “Juice Strawberry reminds me of Love”

c. Describe personal analogies
   - How would you feel to be a “Ice Cream“?
   - Responses:
     - Loved
     - Cute
     - Beautiful
     - Sweet
     - Fresh
     - Happy
     - Alive
     - Sad
- Friendly
- Expensive
d. Identify compressed conflicts
   - Happy × Sad
   - Beautiful × Bad
   - Sweet × Sour
e. Create new direct analogy
   - “Plant” is the analogy, “Happy × Sad” are the characteristics.
   - Direct analogies: Lily, Jasmines, Rose, etc.
f. Re-examine the original topic.
   Birthday is like a Lily. We can feel very happy or maybe feel sad. In our birthday, we will feel very happy if we can celebrate it with our big family and our best friends. We can share our happiness to them, so that they can feel our happiness too.
   But, if we are alone in our birthday, it will be so sad. Because there is no one who remember our birthday. There is no surprise in our birthday. Because, every one wants happiness in their birthday.
   Birthday is like an Ice Cream. It is cool and sweet. Every one in this world likes to celebrate their birthday with their friends.
g. Evaluate
   - Students evaluate the writing done before and after the model to see if more creative insight has been added. They must also analyze the thought process involved.

Mahasiswa Penelitian,

Hardianti N
NIM: 10535 4201 09
Appendix II

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMP Negeri 27 Makassar.
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VII/ Ganjil
Pertemuan Ke : 1
Alokasi Waktu : 2 × 40 Menit
Aspek/ Skill : Writing

Standar Kompetensi

1. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

1.1 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

Indikator

1.1.1 Menyusun kalimat menjadi teks yang bermakna dalam bentuk descriptive.
1.1.2 Menulis teks essai dalam bentuk descriptive.

1. Tujuan Pembelajaran

Siswa-siswi dapat :

a. Menyusun kalimat menjadi teks yang bermakna dalam bentuk descriptive.
b. Menulis teks essai dalam bentuk descriptive.

2. Materi Pembelajaran

a. Describe the topic
   - The topic is “Feelings”
   - Descriptive words:
     - Love
     - Hate
     - Angry
     - Sadness
     - Guilt
     - Happy
b. Create direct analogies

- Think of a plant (flower) that reminds you of the listed words above!

- Direct Analogies:
  - “A Rose reminds me of Love”
  - “Jasmine reminds me of Valentines’ Day and Happiness”
  - “Lily reminds me of Death and Sadness”

c. Describe personal analogies

- How would you feel to be a “Rose”?

- Responses:
  - Alive
  - Happy
  - Safe
  - Smelled
  - Ignored
  - Held on
  - Dead
  - Good
  - Loved
  - Bad
  - etc.

d. Identify compressed conflicts

- Ignored × Loved
- Good × Bad
- Happy × Sad
- Alive × Dead

e. Create new direct analogy

- “Animal” is the analogy, “Alive × Dead” are the characteristics.

- Direct analogies: Lion, dog, cat, bear, dinosaur, etc.

f. Re-examine the original topic

Feelings are like a lion. They are alive but sometimes appear to be dead. When we are in happiness, actually we feel alive. But, when we are in sadness we feel dead. Our feelings can change anytime and anywhere. It depends on what situation we are.

Feelings are like Roses and Lilies. Sometimes they make you happy and sometimes they make you sad. So, it is very important to put our feelings in better situation so that our life fully of spirit to do our daily activities.
g. Evaluate
   - Students evaluate the writing done before and after the model to see if more creative insight has been added. They must also analyze the thought process involved.

3. Metode Pembelajaran: Synectics Method

4. Planning (Perencanaan)
   - Membuat rencana pembelajaran yang sesuai dengan metode synectics.
   - Membuat instrumen yang akan digunakan dalam siklus PTK.
   - Menyusun materi pembelajaran.
   - Menyiapkan lembar observasi.

5. Acting (Tindakan)
   a. Kegiatan Awal
      - Apersepsi: Tanya jawab antara siswa dengan guru tentang descriptive.
      - Acuan: Menyampaikan kompetensi dasar, indikator, dan tujuan pembelajaran.
      - Motivasi: Guru memotivasi siswa.

   b. Kegiatan Inti (PERTEMUAN I)
      - Guru meminta siswa untuk menggambarkan sebuah topik yang diberikan dan membuat daftar descriptive word.
      - Guru meminta siswa untuk membuat direct analogies antara descriptive words dengan sebuah kelompok yang tidak berhubungan seperti tumbuhan, hewan, atau mesin.
      - Guru meminta siswa untuk menggambarkan personal analogies dengan memikirkan tentang apa yang dia rasakan ketika menjadi objek yang telah dipilih pada langkah diatas.
      - Guru meminta siswa untuk memeriksa jawabannya untuk menemukan pasangan kata yang berlawanan satu dengan yang lainnya dan kemudian membuat compressed-conflict yang paling baik untuk pasangan kata yang telah dipilih.
      - Guru meminta siswa untuk membuat new direct analogy dari compressed category yang telah dipilih pada langkah diatas.
- Guru meminta siswa untuk membahas topik semula dengan membandingkan direct analogy yang terakhir dengan topik semula.
- Siswa menilai hasil tulisannya sebelum dan sesudah metode ini untuk melihat bila ada pengetahuan yang lebih kreatif ditambahkan sehingga siswa boleh menghasilkan sebuah hasil atau gambaran yang menggunakan ide-ide dalam prosesnya.

c. Kegiatan Akhir
- Menanyakan kesulitan yang dihadapi siswa.
- Siswa menyimpulkan materi tentang descriptive text.
- Mengakhiri/menutup pembelajaran.

6. Observing (Pengamatan)
- Situasi kegiatan pembelajaran.
- Partisipasi siswa.
- Catatan dari observer.

7. Sumber/Alat/ Bahan
- Script teks descriptive
- Mastery on English Grammar by Johnson. Erick W.

8. Penilaian
a. Teknik : Membuat/ menulis teks berbentuk descriptive.
b. Bentuk : Tugas individu

c. Aspek Penilaian: Organization (clarity and logical) and Grammar (subject/verb agreement, singular/plural nouns, regular/irregular verbs)

Mahasiswa Penelitian,

Hardianti N.
NIM: 10535 4201 09
RENCANA PELAKSANAAN PEMBELAJARAN

( RPP )

Nama Sekolah : SMP Negeri 27 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VII³ / Ganjil
Pertemuan Ke : 2
Alokasi Waktu : 2 × 40 Menit
Aspek/ skill : Writing

Standar Kompetensi
1. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar
1.1 Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

Indikator
1.1.1 Menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptive*.
1.1.2 Menulis teks essai dalam bentuk *descriptive*.

1. Tujuan Pembelajaran
Siswa-siswi dapat :
   a. Menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptive*.
   b. Menulis teks essai dalam bentuk *descriptive*.

2. Materi Pembelajaran
   a. Describe the topic
      - The topic is “Artist”
      - Descriptive words:
        - Famous
        - Beautiful
        - Handsome
        - Rich
b. Create direct analogies

- Think of a food that reminds you of the listed words above!
- Direct Analogies:
  - “Fried-rice reminds me of Free”
  - “Chocolate reminds me of Rich”
  - “Pizza reminds me of Famous”

c. Describe personal analogies

- How would you feel to be a “Chocolate“?
- Responses:
  - Sweet
  - Expensive
  - Dark
  - Happy
  - Loved
  - Bitter
  - Cheap
  - White
  - Ignored
  - Sad
  - etc.

d. Identify compressed conflicts

- Ignored × Loved
- Sweet × Bitter
- Happy × Sad
- Dark × White
- Expensive × Cheap

e. Create new direct analogy

- “Animal” is the analogy, “Expensive × Cheap” are the characteristics.
- Direct analogies: Cat, rabbit, bear, dog, etc.

f. Re-examine the original topic

Artist is like a cat. They are very famous and cute. They are expensive but sometimes appear to be cheap. If they can reach an award in their career, they can be appreciated more expensive by the agency that work out a closer cooperative program with them.

But, if they can not give an increasing in their career, it takes no longer to become an artist. They will be changed by new talent artist. So, that’s why in
Entertainment full of competition. Become an artist is like a Chocolate and Pizza. Our life is sweet because we are rich. Anything we want, we can get it.
g. Evaluate
- Students evaluate the writing done before and after the model to see if more creative insight has been added. They must also analyze the thought process involved.

3. Metode Pembelajaran: Synectics Method

4. Planning (Perencanaan)
- Membuat rencana pembelajaran yang sesuai dengan metode synectics.
- Membuat instrumen yang akan digunakan dalam siklus PTK.
- Menyusun materi pembelajaran.
- Menyiapkan lembar observasi.

5. Acting (Tindakan)
a. Kegiatan Awal
- Apersepsi : Tanya jawab antara siswa dengan guru tentang descriptive.
- Acuan : Menyampaikan kompetensi dasar, indikator, dan tujuan pembelajaran.
- Motivasi : Guru memotivasi siswa.
b. Kegiatan Inti (PERTEMUAN II)
- Guru meminta siswa untuk menggambarkan sebuah topik yang diberikan dan membuat daftar descriptive word.
- Guru meminta siswa untuk membuat direct analogies antara descriptive words dengan sebuah kelompok yang tidak berhubungan seperti tumbuhan, hewan, atau mesin.
- Guru meminta siswa untuk menggambarkan personal analogies dengan memikirkan tentang apa yang dia rasakan ketika menjadi objek yang telah dipilih pada langkah diatas.
- Guru meminta siswa untuk memeriksa jawabannya untuk menemukan pasangan kata yang berlawanan satu dengan yang lainnya dan
kemudian membuat compressed-conflict yang paling baik untuk pasangan kata yang telah dipilih.
- Guru meminta siswa untuk membuat new direct analogy dari compressed category yang telah dipilih pada langkah diatas.
- Guru meminta siswa untuk membahas topik semula dengan membandingkan direct analogy yang terakhir dengan topik semula.
- Siswa menilai hasil tulisannya sebelum dan sesudah metode ini untuk melihat bila ada pengetahuan yang lebih kreatif ditambahkan sehingga siswa boleh menghasilkan sebuah hasil atau gambaran yang menggunakan ide-ide dalam prosesnya.

c. Kegiatan Akhir
   - Menanyakan kesulitan yang dihadapi siswa.
   - Siswa menyimpulkan materi tentang descriptive text.
   - Mengakhiri/menutup pembelajaran.

6. Observing (Pengamatan)
   - Situasi kegiatan pembelajaran.
   - Partisipasi siswa.
   - Catatan dari observer.

7. Sumber/Alat/ Bahan
   - Script teks descriptive
   - Mastery on English Grammar by Johnson. Erick W.

8. Penilaian
   a. Teknik  : Membuat/ menulis teks berbentuk descriptive.
   b. Bentuk   : Tugas individu
   c. Aspek Penilaian : Organization (clarity and logical) and Grammar (subject/verb agreement, singular/plural nouns, regular/irregular verbs).

Mahasiswa Penelitian,

Hardianti N
RENCANA PELAKSANAAN PEMBELAJARAN

( RPP )

Nama Sekolah : SMP Negeri 27 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/3 / Ganjil
Pertemuan Ke : 3
Alokasi Waktu : 2 × 40 Menit
Aspek/ skill : Writing

Standar Kompetensi
1. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar
1.1 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

Indikator
1.1.1 Menyusun kalimat menjadi teks yang bermakna dalam bentuk descriptive.
1.1.2 Menulis teks essai dalam bentuk descriptive.

1. Tujuan Pembelajaran
Siswa-siswi dapat :
a. Menyusun kalimat menjadi teks yang bermakna dalam bentuk descriptive.
b. Menulis teks essai dalam bentuk descriptive.

2. Materi Pembelajaran
a. Describe the topic
   • The topic is “Teacher”
   • Descriptive words:
     - Kind
     - Discipline

- Kind
- Discipline
- Smart
- Friendly
- Mature
- Be responsible

b. Create direct analogies

- Think of a fruit that reminds you of the listed words above!
- Direct Analogies:
  - “Orange reminds me of Friendly”
  - “Avocado reminds me of Smart”
  - “Apple reminds me of Kind”

c. Describe personal analogies

- How would you feel to be a “Orange”?
- Responses:
  - Sweet
  - Expensive
  - Happy
  - Sick
  - Smart
  - Big
  - Healthy
  - Small
  - Sad
  - Good
  - Bad
  - etc.

d. Identify compressed conflicts

- Small × Big
- Happy × Sad
- Healthy × Sick
- Good × Bad

e. Create new direct analogy

- “Plant” is the analogy, “Good × Bad” are the characteristics.
  - Direct analogies: Tree or flowers.

f. Re-examine the original topic

Teacher is like a tree. She is good for the people around her. Teacher is like leaves of a tree which gives the coolness to the world around her. She comes to educate our children from what they do not know until what they know.

Teacher is like orange and apple. She is smart, kind and friendly with the children. She becomes a source for better life in the future.
g. Evaluate

- Students evaluate the writing done before and after the model to see if more creative insight has been added. They must also analyze the thought process involved.

3. Metode Pembelajaran: Synectics Method

4. Planning (Perencanaan)

- Membuat rencana pembelajaran yang sesuai dengan metode synectics.
- Membuat instrumen yang akan digunakan dalam siklus PTK.
- Menyusun materi pembelajaran.
- Menyiapkan lembar observasi.

5. Acting (Tindakan)

a. Kegiatan Awal

- Apersepsi : Tanya jawab antara siswa dengan guru tentang descriptive.
- Acuan : Menyampaikan kompetensi dasar, indikator, dan tujuan pembelajaran.
- Motivasi : Guru memotivasi siswa.

b. Kegiatan Inti (PERTEMUAN III)

- Guru meminta siswa untuk menggambarkan sebuah topik yang diberikan dan membuat daftar descriptive word.
- Guru meminta siswa untuk membuat direct analogies antara descriptive words dengan sebuah kelompok yang tidak berhubungan seperti tumbuhan, hewan, atau mesin.
- Guru meminta siswa untuk menggambarkan personal analogies dengan memikirkan tentang apa yang dia rasakan ketika menjadi objek yang telah dipilih pada langkah diatas.
- Guru meminta siswa untuk memeriksa jawabannya untuk menemukan pasangan kata yang berlawanan satu dengan yang lainnya dan kemudian membuat compressed-conflict yang paling baik untuk pasangan kata yang telah dipilih.
Guru meminta siswa untuk membuat *new direct analogy* dari *compressed category* yang telah dipilih pada langkah diatas.

Guru meminta siswa untuk membahas topik semula dengan membandingkan *direct analogy* yang terakhir dengan topik semula.

Siswa menilai hasil tulisannya sebelum dan sesudah metode ini untuk melihat bila ada pengetahuan yang lebih kreatif ditambahkan sehingga siswa boleh menghasilkan sebuah hasil atau gambaran yang menggunakan ide-ide dalam prosesnya.

c. Kegiatan Akhir
- Menanyakan kesulitan yang dihadapi siswa.
- Siswa menyimpulkan materi tentang descriptive text.
- Mengakhiri/menutup pembelajaran.

6. Observing (Pengamatan)
- Situasi kegiatan pembelajaran.
- Partisipasi siswa.
- Catatan dari observer.

7. Sumber/Alat/ Bahan
- Script teks descriptive
- Mastery on English Grammar by Johnson. Erick W.

8. Penilaian
a. Teknik : Membuat/ menulis teks berbentuk descriptive.
b. Bentuk : Tugas individu
c. Aspek Penilaian : Organization (clarity and logical) and Grammar (subject/verb agreement, singular/plural nouns, regular/irregular verbs).

Mahasiswa Penelitian,

Hardianti N.
NIM: 10535 4201 09
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMP Negeri 27 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VII³ / Ganjil
Pertemuan Ke : 4
Alokasi Waktu : 2 × 40 Menit
Aspek/ skill : Writing

Standar Kompetensi

1. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

1.1 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

Indikator

1.1.1 Menyusun kalimat menjadi teks yang bermakna dalam bentuk descriptive.
1.1.2 Menulis teks essai dalam bentuk descriptive.

1. Tujuan Pembelajaran

Siswa-siswi dapat :

a. Menyusun kalimat menjadi teks yang bermakna dalam bentuk descriptive.
b. Menulis teks essai dalam bentuk descriptive.

2. Materi Pembelajaran

a. Describe the topic

- The topic is “Sport”
- Descriptive words:
  - Strong
  - Healthy
  - Big
  - Smart
- Spirit - Fresh
- Tired - etc.
- Competitive

b. Create direct analogies
   - Think of a drink that reminds you of the listed words above!
   - Direct Analogies:
     - “Milk reminds me of Strong”
     - “Orange Juice reminds me of Healthy”
     - “Hot Tea reminds me of Spirit”

c. Describe personal analogies
   - How would you feel to be “Milk“?
   - Responses:
     - Strong - Spirit
     - Sweet - Tasteless
     - Healthy - Friendly
     - Sick - Unfriendly
     - Smart - etc.
     - Fresh

d. Identify compressed conflicts
   - Friendly × Unfriendly
   - Sweet × Tasteless
   - Healthy × Sick


e. Create new direct analogy
   - “Animal” is the analogy, “Friendly × Unfriendly” are the characteristics.
   - Direct analogies: Rabbit, bird, cat, etc.

f. Re-examine the original topic
   - Sport is like a rabbit. It can be friendly but sometimes appear to be
     unfriendly. Sport is friendly for the people who have some hobby in sport like
     swimming, play football or badminton, jogging, gym, etc.

   - But, for many people, they will feel so tired to do sport. Sport is like milk
     and orange juice. It can makes our physical and soul are stronger than before. It
     also can makes us to be more healthy in our life.
Evaluate

- Students evaluate the writing done before and after the model to see if more creative insight has been added. They must also analyze the thought process involved.

3. Metode Pembelajaran: Synectics Method

4. Planning (Perencanaan)
   - Membuat rencana pembelajaran yang sesuai dengan metode synectics.
   - Membuat instrumen yang akan digunakan dalam siklus PTK.
   - Menyusun materi pembelajaran.
   - Menyiapkan lembar observasi.

5. Acting (Tindakan)
   a. Kegiatan Awal
      - Apersepsi: Tanya jawab antara siswa dengan guru tentang descriptive.
      - Acuan: Menyampaikan kompetensi dasar, indikator, dan tujuan pembelajaran.
      - Motivasi: Guru memotivasi siswa.
   b. Kegiatan Inti (PERTEMUAN IV)
      - Guru meminta siswa untuk menggambarkan sebuah topik yang diberikan dan membuat daftar descriptive word.
      - Guru meminta siswa untuk membuat direct analogies antara descriptive words dengan sebuah kelompok yang tidak berhubungan seperti tumbuhan, hewan, atau mesin.
      - Guru meminta siswa untuk menggambarkan personal analogies dengan memikirkan tentang apa yang dia rasakan ketika menjadi objek yang telah dipilih pada langkah diatas.
      - Guru meminta siswa untuk memeriksa jawabannya untuk menemukan pasangan kata yang berlawanan satu dengan yang lainnya dan kemudian membuat compressed-conflict yang paling baik untuk pasangan kata yang telah dipilih.
- Guru meminta siswa untuk membuat new direct analogy dari compressed category yang telah dipilih pada langkah diatas.
- Guru meminta siswa untuk membahas topik semula dengan membandingkan direct analogy yang terakhir dengan topik semula.
- Siswa menilai hasil tulisannya sebelum dan sesudah metode ini untuk melihat bila ada pengetahuan yang lebih kreatif ditambahkan sehingga siswa boleh menghasilkan sebuah hasil atau gambaran yang menggunakan ide-ide dalam prosesnya.

c. Kegiatan Akhir
- Menanyakan kesulitan yang dihadapi siswa.
- Siswa menyimpulkan materi tentang descriptive text.
- Mengakhiri/menutup pembelajaran.

6. Observing (Pengamatan)
- Situasi kegiatan pembelajaran.
- Partisipasi siswa.
- Catatan dari observer.

7. Sumber/Alat/ Bahan
- Script teks descriptive
- Mastery on English Grammar by Johnson. Erick W.

8. Penilaian
a. Teknik : Membuat/ menulis teks berbentuk descriptive.
b. Bentuk : Tugas individu
c. Aspek Penilaian : Organization (clarity and logical) and Grammar
   (subject/verb agreement, singular/plural nouns, regular/irregular verbs).

Mahasiswa Penelitian,

Hardianti N.
NIM: 10535 4201 09
RENCANA PELAKSANAAN PEMBELAJARAN

( RPP )

Nama Sekolah : SMP Negeri 27 Makassar.
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VII 3 / Ganjil
Pertemuan Ke : 5
Alokasi Waktu : 2 × 40 Menit
Aspek/ Skill : Writing

Standar Kompetensi

1. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

1.1 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

Indikator

1.1.1 Menyusun kalimat menjadi teks yang bermakna dalam bentuk descriptive.
1.1.2 Menulis teks essai dalam bentuk descriptive.

1. Tujuan Pembelajaran

Siswa-siswi dapat :

a. Menyusun kalimat menjadi teks yang bermakna dalam bentuk descriptive.
b. Menulis teks essai dalam bentuk descriptive.

2. Materi Pembelajaran

a. Describe the topic
   - The topic is “Music”
   - Descriptive words:
b. Create direct analogies

- Think of a food that reminds you of the listed words above!
- Direct Analogies:
  - “Cake reminds me of Beautiful”
  - “Chocolate reminds me of Love”
  - “Fried-Chicken reminds me of Famous”

c. Describe personal analogies

- How would you feel to be a “Cake”?
- Responses:
  - Delicious
  - Happy
  - Sweet
  - Expensive
  - Ignored
  - Beautiful
  - Sad
  - Good
  - Loved
  - etc.

d. Identify compressed conflicts

- Ignored × Loved
- Happy × Sad

e. Create new direct analogy

- “Plant” is the analogy, “Happy × Sad” are the characteristics.
- Direct analogies: Tree or Flowers

f. Re-examine the original topic

Music is like flowers. It is beautiful and always makes us happy. Music is very friendly for the people who like listening to the music. It can gives us a spirit in our life. Music is one of the best entertainment for our depression.

But, it can also influences our feelings anytime. It can makes us so sad if we are listening slow musics. If we are listening beat musics, we can get a power and spirit in our life. Musics give the big effect to do the better in our life. That’s why many people in the world like musics so much.
g. Evaluate
   - Students evaluate the writing done before and after the model to see if more creative insight has been added. They must also analyze the thought process involved.

3. Metode Pembelajaran: Synectics Method

4. Planning (Perencanaan)
   - Membuat rencana pembelajaran yang sesuai dengan metode synectics.
   - Membuat instrumen yang akan digunakan dalam siklus PTK.
   - Menyusun materi pembelajaran.
   - Menyiapkan lembar observasi.

5. Acting (Tindakan)
   a. Kegiatan Awal
      - Apersepsi: Tanya jawab antara siswa dengan guru tentang descriptive.
      - Acuan: Menyampaikan kompetensi dasar, indikator, dan tujuan pembelajaran.
      - Motivasi: Guru memotivasi siswa.
   b. Kegiatan Inti (PERTEMUAN V)
      - Guru meminta siswa untuk menggambarkan sebuah topik yang diberikan dan membuat daftar descriptive word.
      - Guru meminta siswa untuk membuat direct analogies antara descriptive words dengan sebuah kelompok yang tidak berhubungan seperti tumbuhan, hewan, atau mesin.
      - Guru meminta siswa untuk menggambarkan personal analogies dengan memikirkan tentang apa yang dia rasakan ketika menjadi objek yang telah dipilih pada langkah diatas.
      - Guru meminta siswa untuk memeriksa jawabannya untuk menemukan pasangan kata yang berlawanan satu dengan yang lainnya dan kemudian membuat compressed-conflict yang paling baik untuk pasangan kata yang telah dipilih.
- Guru meminta siswa untuk membuat new direct analogy dari compressed category yang telah dipilih pada langkah diatas.
- Guru meminta siswa untuk membahas topik semula dengan membandingkan direct analogy yang terakhir dengan topik semula.
- Siswa menilai hasil tulisannya sebelum dan sesudah metode ini untuk melihat bila ada pengetahuan yang lebih kreatif ditambahkan sehingga siswa boleh menghasilkan sebuah hasil atau gambaran yang menggunakan ide-ide dalam prosesnya.

c. Kegiatan Akhir
- Menanyakan kesulitan yang dihadapi siswa.
- Siswa menyimpulkan materi tentang descriptive text.
- Mengakhiri/menutup pembelajaran.

6. Observing (Pengamatan)
- Situasi kegiatan pembelajaran.
- Partisipasi siswa.
- Catatan dari observer.

7. Sumber/Alat/ Bahan
- Script teks descriptive
- Mastery on English Grammar by Johnson. Erick W.

8. Penilaian
   a. Teknik : Membuat/ menulis teks berbentuk descriptive.
   b. Bentuk : Tugas individu
   c. Aspek Penilaian : Organization (clarity and logical) and Grammar
      (subject/verb agreement, singular/plural nouns, regular/irregular verbs).

Mahasiswa Penelitian,

Hardianti N.
NIM: 10535 4201 09
RENCANA PELAKSANAAN PEMBELAJARAN

( RPP )

Nama Sekolah : SMP Negeri 27 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VII\(^3\)/ Ganjil
Pertemuan Ke : 6
Alokasi Waktu : \(2 \times 40\) Menit
Aspek/ Skill : Writing

Standar Kompetensi
1. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar
1.1 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

Indikator
1.1.1 Menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptive*.
1.1.2 Menulis teks essai dalam bentuk *descriptive*.

1. Tujuan Pembelajaran
Siswa-siswi dapat:
d. Menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptive*.
e. Menulis teks essai dalam bentuk *descriptive*.

2. Materi Pembelajaran
a. Describe the topic
   - The topic is “Family”
   - Descriptive words:
     - Love
     - Friendly
- Alive
- Spirit
- Happy
- Beautiful
- Large
- etc.

b. Create direct analogies
   - Think of an animal that reminds you of the listed words above!
   - Direct Analogies:
     - “Kangaroo reminds me of Love”
     - “Cow reminds me of Large”
     - “Butterfly reminds me of Beautiful”

c. Describe personal analogies
   - How would you feel to be a “Butterfly”?
   - Responses:
     - Happy
     - Sweet
     - Expensive
     - Large
     - Small
     - Colourfull
     - Alive
     - Sad
     - Dead
     - Loved
     - etc.

d. Identify compressed conflicts
   - Beautiful × Ugly
   - Alive × Dead
   - Large × Small
   - Happy × Sad

e. Create new direct analogy
   - “Fruits” is the analogy, “Large × Small” are the characteristics.
   - Direct analogies: Orange, Manggo, Pear, Apple, Banana, etc.

f. Re-examine the original topic.

   Family is like an orange. If we have many members of family, it means that our family is large. But, especially for me, I have small family. Although we are small family, we rae happy and loved each other. I have only one sister and brother. That’s why my family is small.

   My family can live my life and it is so beautiful. They can make my life is alive. There are only happiness and love in my family. My family is sweet like an orange.
g. Evaluate

- Students evaluate the writing done before and after the model to see if more creative insight has been added. They must also analyze the thought process involved.

3. Metode Pembelajaran: Synectics Method

4. Planning (Perencanaan)

- Membuat rencana pembelajaran yang sesuai dengan metode synectics.
- Membuat instrumen yang akan digunakan dalam siklus PTK.
- Menyusun materi pembelajaran.
- Menyiapkan lembar observasi.

5. Acting (Tindakan)

a. Kegiatan Awal

- Apersepsi: Tanya jawab antara siswa dengan guru tentang descriptive.
- Acuan: Menyampaikan kompetensi dasar, indikator, dan tujuan pembelajaran.
- Motivasi: Guru memotivasi siswa.

b. Kegiatan Inti (PERTEMUAN VI)

- Guru meminta siswa untuk menggambarkan sebuah topik yang diberikan dan membuat daftar descriptive word.
- Guru meminta siswa untuk membuat direct analogies antara descriptive words dengan sebuah kelompok yang tidak berhubungan seperti tumbuhan, hewan, atau mesin.
- Guru meminta siswa untuk menggambarkan personal analogies dengan memikirkan tentang apa yang dia rasakan ketika menjadi objek yang telah dipilih pada langkah diatas.
- Guru meminta siswa untuk memeriksa jawabannya untuk menemukan pasangan kata yang berlawanan satu dengan yang lainnya dan kemudian membuat compressed-conflict yang paling baik untuk pasangan kata yang telah dipilih.
- Guru meminta siswa untuk membuat new direct analogy dari compressed category yang telah dipilih pada langkah diatas.
- Guru meminta siswa untuk membahas topik semula dengan membandingkan direct analogy yang terakhir dengan topik semula.
- Siswa menilai hasil tulisannya sebelum dan sesudah metode ini untuk melihat bila ada pengetahuan yang lebih kreatif ditambahkan sehingga siswa boleh menghasilkan sebuah hasil atau gambaran yang menggunakan ide-ide dalam prosesnya.

c. Kegiatan Akhir
- Menanyakan kesulitan yang dihadapi siswa.
- Siswa menyimpulkan materi tentang descriptive text.
- Mengakhiri/menutup pembelajaran.

6. Observing (Pengamatan)
- Situasi kegiatan pembelajaran.
- Partisipasi siswa.
- Catatan dari observer.

7. Sumber/Alat/ Bahan
- Script teks descriptive
- Mastery on English Grammar by Johnson. Erick W.

8. Penilaian
a. Teknik : Membuat/ menulis teks berbentuk descriptive.
b. Bentuk : Tugas individu
c. Aspek Penilaian : Organization (clarity and logical) and Grammar (subject/verb agreement, singular/plural nouns, regular/irregular verbs).

Mahasiswa Penelitian,

Hardianti N.
NIM: 10535 4201 09
RENCANA PELAKSANAAN PEMBELAJARAN

( RPP )

Nama Sekolah : SMP Negeri 27 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIIІІ / Ganjil
Pertemuan Ke : 7
Alokasi Waktu : 2 × 40 Menit
Aspek/ Skill : Writing

Standar Kompetensi

1. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

1.1 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

Indikator

1.1.1 Menyusun kalimat menjadi teks yang bermakna dalam bentuk descriptive.
1.1.2 Menulis teks essai dalam bentuk descriptive.

1. Tujuan Pembelajaran

Siswa-siswi dapat :
a. Menyusun kalimat menjadi teks yang bermakna dalam bentuk descriptive.
b. Menulis teks essai dalam bentuk descriptive.

2. Materi Pembelajaran

a. Describe the topic
   • The topic is “Friendship”
   • Descriptive words:
     - Love
     - Friendly
     - Faithful
     - Helpful
- Happy
- Beautiful
- Kind
- etc.
- Solidarity

b. Create direct analogies

- Think of a fruit that reminds you of the listed words above!
- Direct Analogies:
  - “Orange reminds me of Friendly“
  - “Apple reminds me of Kind”
  - “Strawberry reminds me of Love”

c. Describe personal analogies

- How would you feel to be a “Strawberry“?
- Responses:
  - Loved
  - Cute
  - Small
  - Beautiful
  - Sweet
  - Sour (asam)
  - Fresh
  - Happy
  - Bad
  - Sad
  - etc.

d. Identify compressed conflicts

- Happy × Sad
- Beautiful × Bad
- Sweet × Sour

e. Create new direct analogy

- “Flower” is the analogy, “Happy × Sad” are the characteristics.
- Direct analogies: Rose, Lily, Jasmines, etc.

f. Re-examine the original topic.

Friendship is like a rose. It always make us happy when we are by their side. It always make us laugh in happiness or sadness. How lucky we are, if we can make a friendship with who loves us sincerely.

Friendship is like an apple and strawberry. It is kind and love us. Friendship is beautiful with the people who will remove our sadness anytime. Friendship can makes our life to be more coloufull.
g. Evaluate
   - Students evaluate the writing done before and after the model to see if more creative insight has been added. They must also analyze the thought process involved.

3. Metode Pembelajaran: Synectics Method

4. Planning (Perencanaan)
   - Membuat rencana pembelajaran yang sesuai dengan metode synectics.
   - Membuat instrumen yang akan digunakan dalam siklus PTK.
   - Menyusun materi pembelajaran.
   - Menyiapkan lembar observasi.

5. Acting (Tindakan)
   a. Kegiatan Awal
      - Apersepsi: Tanya jawab antara siswa dengan guru tentang descriptive.
      - Acuan: Menyampaikan kompetensi dasar, indikator, dan tujuan pembelajaran.
      - Motivasi: Guru memotivasi siswa.
   b. Kegiatan Inti (PERTEMUAN VII)
      - Guru meminta siswa untuk menggambarkan sebuah topik yang diberikan dan membuat daftar descriptive word.
      - Guru meminta siswa untuk membuat direct analogies antara descriptive words dengan sebuah kelompok yang tidak berhubungan seperti tumbuhan, hewan, atau mesin.
      - Guru meminta siswa untuk menggambarkan personal analogies dengan memikirkan tentang apa yang dia rasakan ketika menjadi objek yang telah dipilih pada langkah diatas.
      - Guru meminta siswa untuk memeriksa jawabannya untuk menemukan pasangan kata yang berlawanan satu dengan yang lainnya dan kemudian membuat compressed-conflict yang paling baik untuk pasangan kata yang telah dipilih.
- Guru meminta siswa untuk membuat new direct analogy dari compressed category yang telah dipilih pada langkah diatas.
- Guru meminta siswa untuk membahas topik semula dengan membandingkan direct analogy yang terakhir dengan topik semula.
- Siswa menilai hasil tulisannya sebelum dan sesudah metode ini untuk melihat bila ada pengetahuan yang lebih kreatif ditambahkan sehingga siswa boleh menghasilkan sebuah hasil atau gambaran yang menggunakan ide-ide dalam prosesnya.

c. Kegiatan Akhir
   - Menanyakan kesulitan yang dihadapi siswa.
   - Siswa menyempulkan materi tentang descriptive text.
   - Mengakhiri/menutup pembelajaran.

6. Observing (Pengamatan)
   - Situasi kegiatan pembelajaran.
   - Partisipasi siswa.
   - Catatan dari observer.

7. Sumber/Alat/ Bahan
   - Script teks descriptive
   - Mastery on English Grammar by Johnson. Erick W.

8. Penilaian
   a. Teknik : Membuat/ menulis teks berbentuk descriptive.
   b. Bentuk : Tugas individu
   c. Aspek Penilaian : Organization (clarity and logical) and Grammar (subject/verb agreement, singular/plural nouns, regular/irregular verbs).

Mahasiswa Penelitian,

Mahasiswa Penelitian,

Hardianti N.
NIM: 10535 4201 09
RENCANA PELAKSANAAN PEMBELAJARAN

( RPP )

Nama Sekolah : SMP Negeri 27 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VII³ / Ganjil
Pertemuan Ke : 8
Alokasi Waktu : 2 × 40 Menit
Aspek/ Skill : Writing

Standar Kompetensi
1. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar
1.1 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

Indikator
1.1.1 Menyusun kalimat menjadi teks yang bermakna dalam bentuk descriptive.
1.1.2 Menulis teks essai dalam bentuk descriptive.

1. Tujuan Pembelajaran
Siswa-siswi dapat :

a. Menyusun kalimat menjadi teks yang bermakna dalam bentuk descriptive.
b. Menulis teks essai dalam bentuk descriptive.

2. Materi Pembelajaran
a. Describe the topic
   - The topic is “Birthday”
   - Descriptive words:
      - Love
      - Alive
      - Colourful
      - Spirt
b. Create direct analogies

- Think of a drink that reminds you of the listed words above!
- Direct Analogies:
  - “Ice Cream reminds me of Fresh “
  - “Hot Chocolate reminds me of Free ”
  - “Juice Strawberry reminds me of Love ”

c. Describe personal analogies

- How would you feel to be a “Ice Cream“?
- Responses:
  - Loved
  - Cute
  - Beautiful
  - Sweet
  - Fresh
  - Happy
  - Alive
  - Sad
  - Friendly
  - Expensive
  - etc.

d. Identify compressed conflicts

- Happy × Sad
- Beautiful × Bad
- Sweet × Sour

e. Create new direct analogy

- “Plant” is the analogy, “Happy × Sad” are the characteristics.
- Direct analogies: Lily, Jasmines, Rose, etc.

f. Re-examine the original topic.

Birthday is like a Lily. We can feel very happy or maybe feel sad. In our birthday, we will feel very happy if we can celebrate it with our big family and our best friends. We can share our happiness to them, so that they can feel our happiness too.

But, if we are alone in our birthday, it will be so sad. Because there is no one who remember our birthday. There is no surprise in our birthday. Because, every one wants happiness in their birthday.
Birthday is like an Ice Cream. It is cool and sweet. Every one in this world likes to celebrate their birthday with their friends.

g. Evaluate

- Students evaluate the writing done before and after the model to see if more creative insight has been added. They must also analyze the thought process involved.

3. Metode Pembelajaran: Synectics Method

4. Planning (Perencanaan)

- Membuat rencana pembelajaran yang sesuai dengan metode synectics.
- Membuat instrumen yang akan digunakan dalam siklus PTK.
- Menyusun materi pembelajaran.
- Menyiapkan lembar observasi.

5. Acting (Tindakan)

a. Kegiatan Awal

- Apersepsi: Tanya jawab antara siswa dengan guru tentang descriptive.
- Acuan: Menyampaikan kompetensi dasar, indikator, dan tujuan pembelajaran.
- Motivasi: Guru memotivasi siswa.

b. Kegiatan Inti (PERTEMUAN VIII)

- Guru meminta siswa untuk menggambarkan sebuah topik yang diberikan dan membuat daftar descriptive word.
- Guru meminta siswa untuk membuat direct analogies antara descriptive words dengan sebuah kelompok yang tidak berhubungan seperti tumbuhan, hewan, atau mesin.
- Guru meminta siswa untuk menggambarkan personal analogies dengan memikirkan tentang apa yang dia rasakan ketika menjadi objek yang telah dipilih pada langkah diatas.
- Guru meminta siswa untuk memeriksa jawabannya untuk menemukan pasangan kata yang berlawanan satu dengan yang lainnya dan
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- Guru meminta siswa untuk membuat new direct analogy dari compressed category yang telah dipilih pada langkah diatas.
- Guru meminta siswa untuk membahas topik semula dengan membandingkan direct analogy yang terakhir dengan topik semula.
- Siswa menilai hasil tulisannya sebelum dan sesudah metode ini untuk melihat bila ada pengetahuan yang lebih kreatif ditambahkan sehingga siswa boleh menghasilkan sebuah hasil atau gambaran yang menggunakan ide-ide dalam prosesnya.

c. Kegiatan Akhir
   - Menanyakan kesulitan yang dihadapi siswa.
   - Siswa menyimpulkan materi tentang descriptive text.
   - Mengakhiri/menutup pembelajaran.

6. Observing (Pengamatan)
   - Situasi kegiatan pembelajaran.
   - Partisipasi siswa.
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   c. Aspek Penilaian : Organization (clarity and logical) and Grammar
      (subject/verb agreement, singular/plural nouns, regular/irregular verbs)

Mahasiswa Penelitian,

Hardianti N.
Appendix III

Diagnostic Test

Name : 
Reg. no : 
Time : 60 minutes

➢ Choose one of the topics below that you think interesting and write a descriptive text !

- Animal
- Flower

(ANSWER KEY)

- Animal

A Rabbit

A rabbit is a small mammal with a short tail and pointed ears. Rabbits live in burrows in the ground. Each burrow is the home of a single family. The first fossils which can be attributed to this family came from North America but now they are found in every part of the world. Compared to its small body, rabbit has large sized ears. A rabbit is a weak and timid animal and is always surrounded by many enemies. Therefore nature has gifted it with large ears to help it to hear even the fun of drop sound. The large area of the ear catches almost every sound wave produced in the air and transfers them into the inner ear. This makes the rabbit to detect its enemies in time and run to safety zones.

- Flower

Rose

Rose is Flower, many people like this flower because has smell fragrant, beautifull flower, etc. This flower usually used for love symbol. The colour of rose are various. But, many people like red rose. Rose is beautifull flower, because the colour are various they are red, white,yellow and many more. But, some rose flower are scarce they are blue rose, purple rose, and so on. The characteristic of rose are beautifull flower, have smell fragant, have thorn in this stem. Thorn in stem of rose be contained of poison it useful to protect rose flower frome animal whose want to eat rose and in order to growth well.
Appendix IV

Test of Cycle I

Name : 
Reg. Num : 
Time : 60 minutes

➢ Choose one of the topics below that you think interesting and write a descriptive text!

1. “Best Friend”
2. “My Pet”
3. “School”
4. “Bali Island”
5. “House”
( ANSWER KEY )

1. Best Friend

Best friend is like a rose. They always make us happy when we are by their side. They always make us laugh in happiness or sadness. How lucky we are, if we can get a best friend who loves us sincerely. Best friends are the people who will remove our sadness anytime.

My best friends are Ryanti, Ima and Bany. They are like an apple and strawberry. They are kind and love me. They are cute and funny. We often spend our time for watching movie or singing together. That is very interesting. We will always keep this friendship. Thank God for giving me Best Friend.

2. My Pet

My pet is a rabbit. Its name is Ribby. I like to raise a rabbit because it has soft body hair with white and brown. It is very active. It can make my life to be more colourful. It is like a friend. That is why I love my rabbit.

My Pet is like milk. It is friendly with anyone. It is cute and tame. We can play together in the living room or in the yard. It always makes me happy when I am in home. But, sometimes it can be unfriendly when it is disturbed with new someone. So, I have to accompany it wherever and whenever. We always together.

3. School

My school is at Jalan Andi Pangerang 4. It is not big and not small, but it is nice and clean. It is U shape building with yellow white painted. The school has twenty seven classrooms. Two Computer Laboratory, Three Science Laboratories such as Biology, Chemistry, and Physics Laboratory. They are in northern part of the school. The library is behind the chemistry Laboratory. Language Laboratory is in front the library and besides in Language Laboratory there is a Mosque.

In the school yard there some trees besides the basketball court and tennis court. The school has three canteen; two canteens are behind the school building and one canteen next to school mosque for the school boys and school girls. They can buy food and beverage there.

5. House

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my
spare time. When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house. I know it is a very small house; but it is the best place I have ever seen.
Test of Cycle 2

Name : 
Reg. Num : 
Time  : 60 minutes

➤ Choose one of the topics below that you think interesting and write a descriptive text!

1. “Circus“
2. “Beach“
3. “Indonesian Arts”
4. “Travelling“
5. “Recreational“
### Appendix V

**Nama Sekolah**: SMP Negeri 27, Makassar  
**Mata Pelajaran**: Bahasa Inggris  
**Kelas/ Semester**: VIII³/Ganjil

#### Attendent List of the Students’ Learning Process

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<th>No.</th>
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**LEMBAR OBSERVASI AKTIVITAS BELAJAR SISWA**

Nama Sekolah : SMP Neg. 27 Makassar  
Tahun Ajaran : 2014/2015  
Kelas/Semester : VII³ / 1  
Pokok Bahasan : Descriptive Text  
Mata Pelajaran : Bahasa Inggris  
Aspek : Writing  
Siklus : I

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4 : sangat baik  
2 : cukup  
3 : baik  
1 : kurang
LEMBAR OBSERVASI AKTIVITAS BELAJAR SISWA

Nama Sekolah : SMP Neg. 27 Makassar  
Tahun Ajaran : 2014/2015  
Kelas/Semester : VIII 3 / 1  
Pokok Bahasan : Descriptive Text  
Mata Pelajaran : Bahasa Inggris  
Aspek : Writing  
Siklus : II

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6. Siswa merasa senang ketika berbagai strategi pembelajaran dilakukan dalam pembelajaran

C. Pemanfaatan Media Pembelajaran/Sumber Pembelajaran
   1. Adanya interaksi positif saat media pembelajaran disajikan
   2. Keterlalahan siswa terhadap materi yang disajikan meningkat saat media pembelajaran disajikan
   3. Siswa semakin jelas dan konkret saat penjelasan materi yang disajikan dengan media pembelajaran

D. Penilaian proses dan hasil belajar
   1. Siswa merasa terbimbing
   2. Mampu menjawab pertanyaan-pertanyaan guru dengan benar

E. Penggunaan bahasa
   1. Penjelasan dapat dengan mudah dimengerti oleh siswa
   2. Siswa tidak menemui kesulitan dalam pemahaman ketika dijelaskan materi pelajaran

F. Penutup
   1. Siswa secara aktif memberi rangkuman
   2. Siswa membuat rangkuman hasil pembelajaran secara runtuh

4 : sangat baik  2 : cukup
3 : baik         1 : kurang
### Appendix IX

**THE RESULT OF OBSERVATION SHEET OF STUDENTS’ PARTICIPATION IN CYCLE 1**

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### THE RESULT OF OBSERVATION SHEET OF STUDENTS’ PARTICIPATION IN CYCLE 2

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CURRICULUM VITAE

**HARDIANTI N** is the last child of Nurdin Mangatta and Hj.Sriwulan. She was born on July 2, 1991 in Masamba. She has three brothers and two sisters. She lives in Masamba, Provinsi Sulawesi Selatan. She got her Elementary School at SD Senter in 2001, Junior High School at SMP Negeri 1 Masamba in 2006, Senior High School at SMA Negeri 1 Masamba in 2009. She was admitted at Muhammadiyah University of Makassar in English Education Department in 2009.