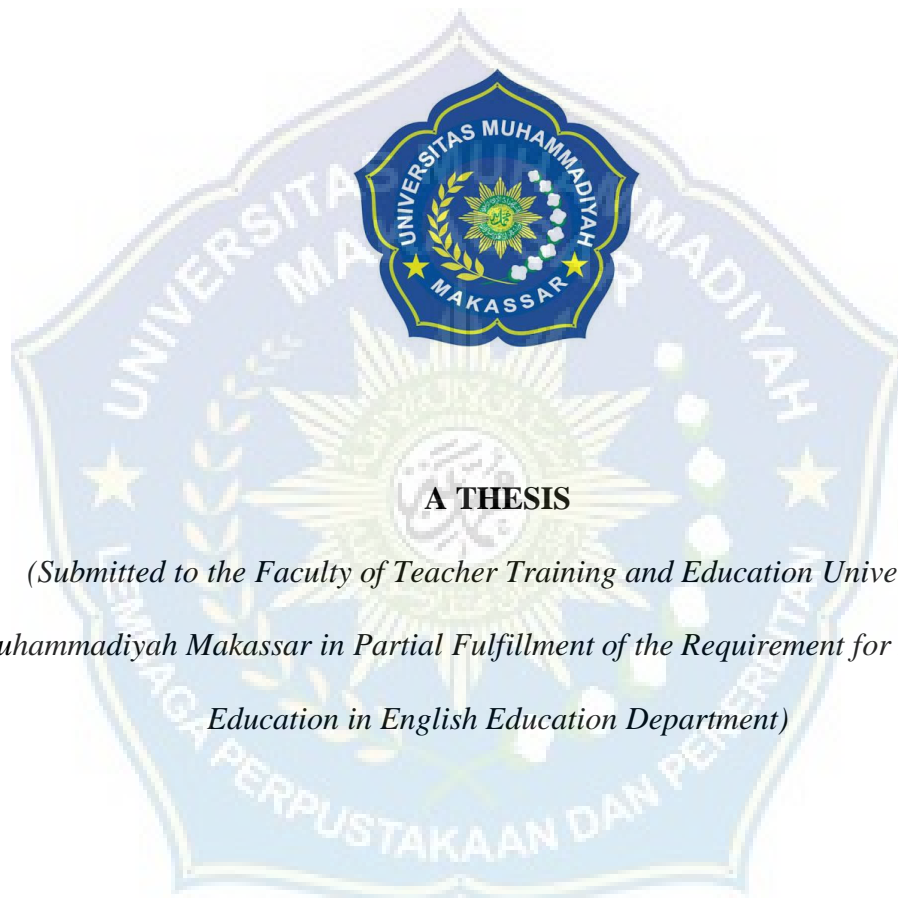


**“ANALYZING THE EFFECTIVE TEACHING DESCRIPTIVE
TEXT READING COMPREHENSION TO STUDENTS IN THE
IMPLEMENTATION OF 2013 CURRICULUM AT MTS MUALLIMIN
MUHAMMADIYAH MAKASSAR”**

(Qualitative Descriptive Research)



A THESIS

*(Submitted to the Faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in Partial Fulfillment of the Requirement for Degree of
Education in English Education Department)*

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2024



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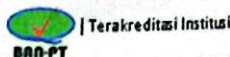
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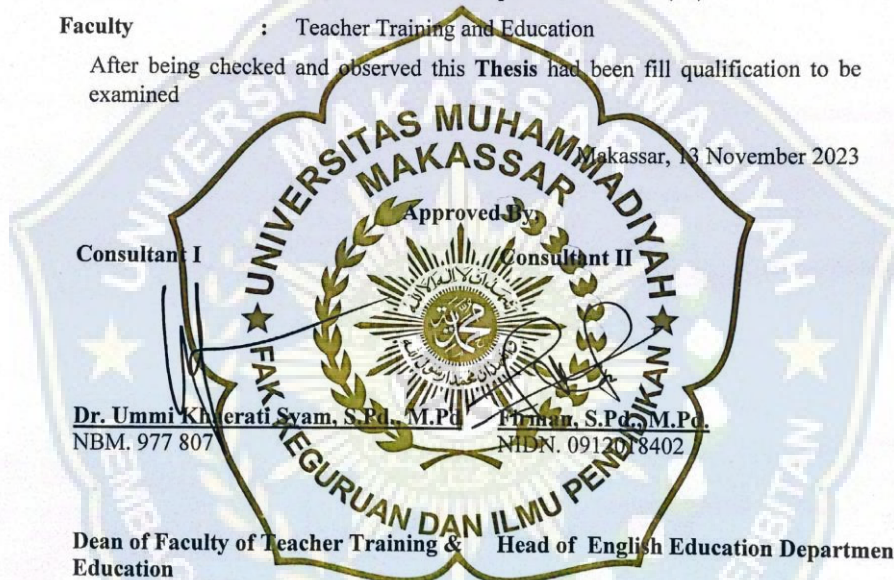
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Day / Date	Chapter	Note	Sign
20/10/23	1-III	→ change into past form → do not put example of descriptive in chapter 2 but put in appendix	
24/10/23	1-III	→ shell in chapter 3 review and revise in technique of data analysis → explain it contextually	

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Day / Date	Chapter	Note	Sign
29/10/23		→ Chapter IV → Chapter V	
29/10/23		Revise all corrections	

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9/11/23		Abstract	
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Day / Date	Chapter	Note	Sign
6 Nov 2023		Abstrak	f
8 Nov 2023	1-11	Dst fase forum Conceptual Framework - Research Design Revised	f
	10	State bar judul and Revised	f
	10	Discussion - Check	f
	10	Tealke used explain clearly - Revised and check Conclusion	f
9 Nov 2023	5	Suggestion for Attaching Research Document and Pictures - Bibliography	f

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**Judul Skripsi : Analyzing the Effective Teaching Descriptive Text Reading
Comprehension to Students in the Implementation of 2013
Curriculum at Mts Muallimin Muhammadiyah Makassar**

Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri dan bukan hasil ciptaan orang lain atau dibuatkan oleh siapapun.

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Dengan ini menyatakan perjanjian sebagai berikut :

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3. Saya tidak akan melakukan penjiplakan (plagiat) dalam penyusunan skripsi.
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Makassar, 16 Januari 2024

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Uswani Ahdyarti

MOTTO AND DEDICATION

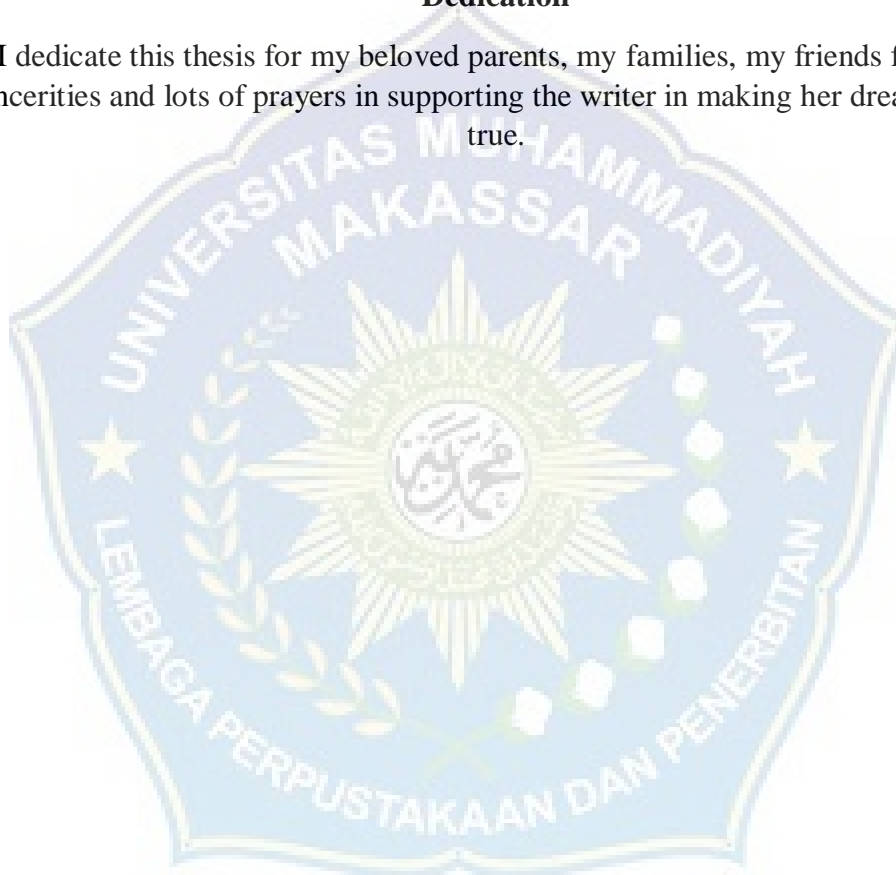
Motto

“There will not a big result without big sacrifices”

(Tidak akan ada hasil yang besar tanpa pengorbanan-pengorbanan yang besar)

Dedication

I dedicate this thesis for my beloved parents, my families, my friends for your sincerities and lots of prayers in supporting the writer in making her dream comes true.



ABSTRACT

Uswani Ahdyarti, 2023. *Analyzing the Effective Teaching Descriptive Text Reading Comprehension to Students in the Implementation of 2013 Curriculum at MTs Muallimin Muhammadiyah Makassar.* English Education Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar. Supervised by Ummi Khaerati Syam and Firman.

This research aimed to find out the effective teaching descriptive text reading comprehension used by the English teacher in the implementation of 2013 curriculum. This research was a descriptive qualitative method in type of case study. The data was collected through observation. The participant of the research was eight grade English teacher at MTs Muallimin Muhammadiyah Makassar.

The result of this research show that the effective teaching descriptive text reading comprehension used by the English teacher in the implementation of 2013 curriculum classified in three aspects as follows, the first is the ability to manage class; the teacher prepare learning media, reading material, form a group, prepare the classroom and outside the classroom and provide additional descriptive text reading. The second is explain clearly; the teacher provide learning summarizing, explaining the material, interpreting double meanings in descriptive text reading vocabulary. And the third is monitor and assess learning; the teacher provides practice tests and questions, monitor and helps students' work, and provides assessments of students' work results.

Keywords: *Effective, Teaching, Reading, Descriptive Text, 2013 Curriculum*

ABSTRAK

Uswani Ahdyarti, 2023. Menganalisis Keefektifan Pengajaran Pemahaman Membaca Teks Deskriptif pada Siswa dalam Penerapan Kurikulum 2013 jurusan pendidikan bahasa Inggris di MTs Muallimin Muhammadiyah Makassar. Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Ummi Khaerati Syam dan Firman.

Penelitian ini bertujuan untuk mengetahui keefektifan pengajaran pemahaman membaca teks deskriptif yang digunakan oleh guru bahasa Inggris dalam penerapan kurikulum 2013. Penelitian ini merupakan penelitian deskriptif kualitatif dengan jenis studi kasus. Pengumpulan data dilakukan melalui observasi. Partisipan penelitian ini adalah guru bahasa Inggris kelas delapan di MTs Muallimin Muhammadiyah Makassar.

Hasil penelitian ini menunjukkan bahwa pengajaran efektif pemahaman membaca teks deskriptif yang digunakan oleh guru bahasa Inggris dalam penerapan kurikulum 2013 diklasifikasikan dalam tiga aspek sebagai berikut, yang pertama adalah kemampuan mengelola kelas; guru menyiapkan media pembelajaran, bahan bacaan, membentuk kelompok, mempersiapkan ruang kelas dan luar kelas serta memberikan tambahan bacaan teks deskriptif. Yang kedua adalah menjelaskan dengan jelas; guru memberikan pembelajaran merangkum, menjelaskan materi, menafsirkan makna ganda dalam kosa kata membaca teks deskriptif. Dan yang ketiga adalah memantau dan menilai pembelajaran; guru memberikan tes latihan dan soal, memantau dan membantu pekerjaan siswa, serta memberikan penilaian terhadap hasil pekerjaan siswa.

Kata Kunci: *Efektif, Pengajaran, Membaca, Teks Deskriptif, Kurikulum 2013.*

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Alahamdulillahirobbil 'alamin, praise and grateful for Allah SWT, the almighty for the mercy and blessing so that the writer can finish this research proposal. Shalawat and Salam always be sent to our prophet Muhammad SAW, the best of mankind that Allah SWT has sent to be a good role model and mercy to the universe.

In the drafting of this thesis, the researcher realized that much help, support, advice, and direction were given by many. Therefore, the researcher would like to express her highest appreciation to:

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2. Erwin Akib, S.Pd., M.Pd., Ph.D. as Dekan of the Faculty of Teacher Training and Education.
3. Dr. Ummi Khaerati Syam, S.Pd., M.Pd. as the Head of English Education Department.
4. Dr. Ummi Khaerati Syam, S.Pd., M.Pd. as the first consultant and Firman, S.Pd., M.Pd. as the second consultant that have given the writer guidance, advise, suggestion, and motivation to complete this thesis. They were also patient in supervising the writer during the process of writing.
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Hopefully, this research proposal can be admitted well, and its result can give massive contribution to the improvement of the English teaching and learning process. However, the writer also realize that this research proposal is still far from being perfect. Therefore all criticism and suggestion will be appreciated.

Makassar, 18 November 2023

Uswani Ahdyarti

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CHAPTER I

INTRODUCTION

A. Background

Since English is a vital language in our global period, learning it as a foreign language is quite important for Indonesians. English has become more advantageous these days in a variety of fields, including business, science, technology, and finance, in order to promote global communication.

When studying English, pupils should be proficient in the following four language skills: speaking, writing, listening, and reading. To be considered proficient in English, pupils must acquire these four language abilities during their English language education. Uma and Ponnambala (2001), who assert that students' communicative ability in the target language is determined by their mastery of language skills, lend credence to this.

Along with speaking, writing, and listening, pupils must acquire four language skills: reading. One of the four linguistic skills that must be learned is reading. It is anticipated of English language learners that they can increase their knowledge by reading.

Teaching reading skills involves a genre-based approach. A few genres are presented to the students, and they learn about their social functions, generic structures, and linguistic characteristics through a reading text model. Among the several genres is the descriptive text genre. Descriptive texts, according to Alderson and Anderson (2003: 26), describe specific people, places, or objects. It implies that descriptive language is specifically created with people, locations, or

objects in mind. Additionally, they provide descriptive writings that explain a subject by summarizing its features devoid of any personal commentary. Students are expected to be able to describe persons, places, or objects by comprehending and using the descriptive texts' parts as they read them.

The schools take a role in providing a planned sequence of learning experiences for the students so that the graduates are able to enter the global era that has challenges. For the sake of that the government develops the curriculum in Indonesia. A curriculum is a broad notion that takes into account all of the many philosophical, sociological, and administrative elements that go into organizing a lesson plan. According to the National Education System's Undang - Undang No. 20 tahun 2003 chapter 1 verses (19), a curriculum is a set of plans and arrangements that include learning objectives, content, learning materials, and methods that are used to guide the implementation of learning activities in order to achieve the goal of education. Curriculum, thus, is crucial to education.

Teachers are one of the keys to any school and effective teaching is one of the main drivers of school progress. How the teacher can manage the class well so that the teacher can be said to be teaching effectively. MTs Muallimin Muhammadiyah is one of educational institutions in Makassar City. Based on the Curriculum 2013 (K13) that uses at the eighth grade of MTs Muallimin Muhammadiyah, students are expected to apply and understand the generic structure of descriptive text both in oral and written form about describing people, tourist attraction, and famous historical building. The generic structure of

descriptive text consists of two components, they are identification and description.

Furthermore, based on the curriculum (K13) of MTs Muallimin Muhammadiyah, one of basic competencies which must be mastered by the students is catching the meaning contextually related to the social function, generic structure, and language features of simple written and spoken descriptive text. The score of cumulative minimum standard (KKM) that has to be achieved by students for writing descriptive paragraphs is 75.

Kemendikbud (2013) and Hosnan (2014) state that there are five steps of applying scientific approach in teaching learning process, as follows observing, questioning, experimenting, associating, and communicating.

Based on the explanation above, the writer intends to analyze about the effective teaching descriptive text reading comprehension in implementation of 2013, entitled “Analyzing the Effective Teaching Descriptive Text Reading Comprehension to Students in Implementation of 2013 Curriculum at MTs Muallimin Muhammadiyah Makassar”

B. Problem Statements

Based on the background above, the research questions of this study was how the effective teaching descriptive text reading comprehension used by the English teacher in the implementation of 2013 curriculum?

C. Objective of the Research

Based on the formulation of the problem above, the purpose of this research was to find out the effective teaching descriptive text reading

comprehension use by the English teacher in the implementation of 2013 curriculum.

D. Significance of the Research

The result of this research was expected to be useful contribution for the teacher about the effectiveness teaching, to improve students' abilities in learning English, and to provide useful information or contributions to other researchers who wish to conduct research regarding teaching descriptive text.

E. Scope of the Research

In collecting data, this research focused on the effective teaching reading comprehension descriptive text in implementation of the 2013 curriculum, with the problem based learning model using the 2013 curriculum lesson plans. The researcher limited the research only teacher in grade 8 students at Mts Muallimin Muhammadiyah.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Related Findings

The researcher found another previous study that is relevant to the research study to prove the origin of the research. The first research from Miza Awalta (UNTAN Pontianak, 2014) "*The Effectiveness of Teaching Reading Comprehension on Descriptive Text Through Comic Strips*" The research method was a quasi-experimental research with one group as experimental group and another group as the control group. The subject of the research was class VIIB as experimental group and class VIIC as control group. The research data were collected by a test. Both groups were given pre-test and post-test to measure the students' ability of reading comprehension. The data was analyzed by effect size formula. Thus, the effectiveness of comic strip to teach English reading comprehension of descriptive texts to Year-7 students of "SMPN 22 Pontianak" in Academic Year 2014/2015 was moderate.

Septi Utami (IAIN Surakarta, 2014) entitled "*A Descriptive Study of Implementation of Curriculum 2013 in The Reading and Learning of Reading at The Seventh Grade Students of MTs Negeri Pedan in 2014/2015 Academic Year*". The study has two main goals: (1) to explain how the 2013 curriculum is being implemented; (2) to identify issues that teachers and students are facing; and (3) to identify the elements that are contributing to the curriculum's implementation. (2) To become familiar with the methods used to teach descriptive literature to X.2 grade students at MA AL Islam Jamsaren Surakarta using a genre-based

approach. The use of the 2013 curriculum and descriptive research methods are the commonalities between the aforementioned studies; the differences are that this research focuses on the application of 2013 in teaching comprehension, whereas the preceding research focuses on the implementation of the curriculum more broadly.

The third research related to the study entitled "*The Effectiveness of Teaching Reading Comprehension of Descriptive Text Through KWL Strategy*" by Arief Setiawan (2013). He is a student of Tanjungpura Pontianak. He describe the effectiveness of KWL strategy in teaching reading comprehension of descriptive text to the 7A grade students of SMP Swasta Mujahidin Pontianak in academic year 2012/2013. The students in this class found difficulties to identify the main idea, detail information, and word interpretation, especially in descriptive text. To solve the students' problem the researcher used the KWL strategy in teaching reading. The method of this research used was a pre experimental research. Concerning this research, there two variables, dependent variable (students' reading comprehension skill of descriptive text) and independent variable (reading comprehension skill of descriptive text using KWL strategy). The result of data analysis showed that the KWL strategy is effective in teaching reading comprehension. Teaching reading comprehension of descriptive text through KWL technique for 7A grade students of SMP Swasta Mujahidin Pontianak in academic year 2012/2013 has been proved effective. In other words, the hypothesis is accepted.

Next, a study by Rahmi Lestari (2020), entitled *Student's Reading Comprehension in 2013 Curriculum*. The ability of seventh-grade students at State Junior High School 01 Rumbio Jaya to read according to the 2013 curriculum was the focus of this study. This review plans to recognize how can the 7th grade understudies read perception of spellbinding texts at SMP Negeri 01 Rumbio Jaya. The students were given the test and questionnaire by the researcher to collect the data. The researcher utilized SPSS and the percentage formula to analyze the data. According to the findings of this study, the researcher discovered that students' reading ability varied between the pre- and post-tests. This indicates that only 53,33 percent of seventh-grade students are proficient readers.

The lastly, Nilam (2019) in her research entitled *The effectiveness of Intensive Reading on Students' Reading Comprehension of Descriptive Text*. This study involved 32 students from the X IIS 2 class as the controlled group and 35 students from the X MIA class as the experimental group. The design of this study was quasi-experimental research using a quantitative approach. The objective of this study was to collect empirical evidence regarding the impact of intensive reading on tenth-grade students' comprehension of descriptive text. This study used a reading test as the instrument to collect data from both classes. Regarding the explanation, it indicated that intensive reading improved students' comprehension of descriptive texts written for the Tenth Grade at that school.

B. Some Pertinent Ideas

1. Curriculum

According to Stotsky (2012), a curriculum is a course of activity designed to accomplish certain aims and objectives. It is a collection of instructional exercises designed to help students meet objectives set out by the school system.

The idea of curriculum is much larger. The activities that kids participate in while they are in school are referred to as curriculum. In addition to the content that students learn, this also covers how they learn it and how teachers support it, utilizing the appropriate resources, evaluation techniques, and types of facilities. (Rodgers in Richards, 2001: 39).

A curriculum is an organized list of learning activities. A curriculum is a real order of lessons that are taught in a classroom. The curriculum can be designed for all students (core curriculum) or only some (college-prepatory curriculum), and it can encompass all grade levels and disciplines (middle school science curriculum). (Nation, 2010: 43).

Curriculum in Indonesia is defined as a set of plans and arrangements of objective, content, resources, and techniques that are used to govern the organization of learning activities to meet the purpose of education (pasal 1 butir 19 UU. No 20 Tahun 2003).

Based on the definitions above, the writer concludes that curriculum is a program of education that covers so many aspects that are applied in school from beginning to the end time of learning process.

2. The 2013 Curriculum

The core of the educational system is the curriculum. The curriculum is a collection of plans and arrangements that specify the objectives, subjects, resources, and techniques to be employed in organizing learning activities in order to fulfil the goal of education. There are components of the curriculum that significantly enhance the ability of teaching and learning. The 2013 Curriculum aims to create mentally healthy and religiously tolerant Indonesian citizens. This is because many young people in the country today lack these qualities and have lost their empathy and tolerance for others. According to Imam (2017), curriculum creation necessitates that management create a curriculum that satisfies social demands. Students are motivated by this curriculum to achieve greater academic performance in every area.

The 2013 curriculum can teach future competency, critical and clear thinking, communication skills, and the capacity to weigh moral considerations while analyzing a situation (Kemendikbud, 2013). It is anticipated that this curriculum will enhance the quality of the community and the country while also helping students reach their full potential in a stimulating learning environment. In addition, according to Lazim (2013) in Zaim (2017), the 2013 curriculum should be implemented with an emphasis on student-centered learning, developing students' sense of self, improving their capacity for critical thought, giving them chances to absorb and adjust concepts, laws, and principles, and giving them chances to practice their communication skills.

Interpersonal skills, critical thinking, and environmental responsibility are promoted to the pupils (Kurniasih & Sani, 2014). The curriculum aims to develop students' knowledge, comprehension, skills, values, attitudes, and interests so they can become fully capable, accurate, and responsible members of society. Because characters need to learn vital values and behave politely, this curriculum places a greater emphasis on skills and character-building. The 2013 curriculum includes several characters that are now required to be included in this curriculum. The government-provided textbooks for instructors and students, the government-designed syllabus, and the scientific method are some of the key features that define the 2013 English language teaching curriculum.

The 2013 Curriculum Defined According to what (Marzatus, 2013) said in her essay, the 2013 curriculum and the KTSP that is now being used in Indonesia differ significantly. What sets such curricula apart are their frameworks. There will be fewer subjects in the 2013 curriculum than in the KTSP. Additionally, a theme learning approach will be used in the 2013 curriculum, with a focus on the emotive domain in conjunction with cognitive and psychomotor skills, particularly at the junior high level. In addition, the junior high curriculum for 2013 includes one extra period. It was 32 hours, but under the new curriculum, each week will consist of 38 hours.

a. The 2013 Competency-Based Curriculum

The 2013 Curriculum is competency-based and encompasses three aspects: attitude, knowledge, and skill. It is based on Permendikbud No. 58 tahun 2014 Chapter III. The first step is developing the graduate competence standard,

which is the proficiency attained after completing elementary, junior high, and senior high school.

Kemendikbud (2014: 4) states that the 2013 curriculum is the culmination of a process that began in 2004 and continued with the KTSP 2006, which organized the competencies of attitude, knowledge, and skill in an integrated manner.

b. The implementation of 2013 Curriculum

According to Mulyasa (2013) The 2013 curriculum is being implemented with the independent expectation that learners would be able to apply their knowledge, grow in character, and possess high moral standards, leading to the demonstration of good attitudes in their day-to-day behaviour.

Based on the Permendikbud No. 58 tahun 2014 the aim of the 2013, the goal of the curriculum is to provide Indonesians with the skills necessary to live as obedient, productive, inventive, affective individuals and citizens who can make a positive contribution to their community, their country, and global civilization.

Meanwhile, According to Permendikbud No. 58 tahun 2014, the goal of the English curriculum at Senior High School is to cultivate the learner's potential to have a communicative competence in the interpersonal, transactional, and functional discourses through the use of oral and written English texts, methodically employing appropriate and accurate language, regarding factual and procedural knowledge, and instilling national values in the context of family, school, and community life.

Kemendikbud (2013) and Hosnan (2014) identify the five stages for implementing a scientific approach in the teaching and learning process, they are observing, questioning, experimenting, associating, and communicating. The activities of each steps can be explained as follows:

1) Observing

One type of meaningful learning is observation (Suryadi, 2013). At this point, actual items or phenomena are given to the teacher and the students. Students build their knowledge by constructing it from what they observe. According to Hosnan (2014) in Intan and Didi (2017), observation is a purposeful, methodical process that uses the five senses to investigate a social phenomena or actual item. At this point, the instructor places the classroom's learning exercises in context for the pupils. Pupils will use a variety of tools to read, watch, and listen to text examples. This definition states that the tasks carried out in this stage involve utilizing all five senses to observe and recognize a specific thing.

The curriculum implementation decree No. 81A /2013 of the Minister of Education and Culture specifies that pupils can read, listen, pay attention, or observe the item in this phase (Kemendikbud, 2013a). This method's benefits include presenting a genuine media object, making learners happy and challenging them, and being simple to use (Daryanto: 2014, p. 60). The drawback of this approach is that it takes a lot of time to observe the learning processes.

To get to the phases of observation, there are two primary tasks that need to be completed. Initially, educators provide enough chance for pupils to engage in observation. One can make the observation by looking at, hearing, or reading about the thing. Second, teachers help students do observation and teach them how to pick out the key details from the item. The process of observing involves seven steps: (1) choosing the item to be observed; (2) deciding on the purpose; (3) choosing the method of observation; (4) restricting the object; (5) carrying out the observation with care; (6) reporting the findings; and (7) understanding the findings.

2) Questioning

Asking questions is the second stage. Intan and Didi (2017) cite Mulyasa (2014) as saying that questioning is the process of creating knowledge in the form of social function concepts in a given material or the process of structuring a text through class or group debate. In accordance with the Ministry of Education and Culture's regulation (Permendikbud No 81a, 2013), students ask questions based on what they saw in the previous stage in order to learn more and develop their grasp of the subject matter.

It is required of students to raise questions, discuss material they do not know, request more details, or seek clarification. Asking questions serves to improve students' ability to communicate, ask questions, and get thoughtful, methodical responses from others using good grammar. It also motivates and inspires learners to actively study and formulate questions of and for themselves.

3) Experimenting

Students must do experiments in order to receive meaningful learning. The science topics must be understood by the pupils and connected to everyday activities. Students should be able to solve issues using the scientific approach and possess the abilities to learn about the environment (Suryadi, 2013). Students must investigate their surroundings, attempt, show, mimic, do the experiment, read various materials, and gather data from various sources in the third phase. Daryanto (2014) asserts that in order for learning to be genuine or authentic, students must try things out or experiment, especially with relevant material. The experimental technique is being applied with the goal of developing different learning objectives, attitudes, abilities, and knowledge.

4) Associating

According to Daryanto (2014) processing the information gathered from limited collecting/experiments and seeing the outcomes of activities and information gathering activities is the process of associating in learning activities. At this point, the instructor offers movies, worksheets, experiment tools, and learning resources.

As a result, the teacher's responsibilities at this point are to organize and oversee the process of data collection as well as function as director and controller (Brown, 2001). Throughout the course of the assignment, the teacher may provide comments. In order to identify patterns and reach a conclusion, this stage requires the students to work with the data they have

obtained, evaluate, categorize, associate, and link them to the relevant phenomena or information.

5) Communicating

Speaking with others is the final step. At this point, students demonstrate their understanding of what they have learnt while receiving feedback from their peers. Students present their work from each group in front of the class when the teacher requests them to do so by pointing at a random piece of work from each group and verbally corrects their responses. The instructor responds to the pupils' work by offering comments, advice, or further details. Both between pupils and between professors and students, there are interactions. The children should engage in this communication exercise joyfully and fearlessly, without external pressure or fear.

During the communicating stage, students present their findings from their observations, experiments, and analysis—either vocally, in writing, or in other formats—to inform others of what they have learned (Mulyasa, 2014). The process should assist teachers in helping students meet the curriculum's goals, which are to support learners in discovering and creating new information.

3. Effective Teaching

Though it can be challenging to precisely define what various people may mean when they use the word effective, educators have always required a broad spectrum of subject matter expertise as well as a vast array of professional abilities. Teaching young children to read and write, to understand the world around them, to grasp and be able to apply fundamental mathematics and

scientific principles, to use their developing intelligence and imagination, to live and work harmoniously with others, all require an effective teacher to possess knowledge and understanding of the content of the subjects and topics being taught, as well as the ability to manage a class, explain clearly, and monitor and assess learning.

a. The Ability to Manage A Class

The term "classroom management" refers to a range of abilities and methods that educators might apply to establish a productive learning environment. At its core, it seeks to guarantee that lessons go well, that students behave in a disruptive manner as little as possible, and that instructional materials and activities encourage learning. Making sure that the instructor and the students get the most out of the classroom experience is the ultimate aim.

Teachers refer to the process of making sure that lessons go well in the classroom without disruptions from students jeopardizing the quality of learning delivered as "classroom management." Classroom management, according to Scrivener (2005), entails both choice and action. Observing the circumstances in the classroom helps with the decision. A teacher must make decisions and choose a course of action to deal with disruptions and other events that may arise in the classroom. Effective classroom managers, according to Levin and Nolan in Retnaningtyas 2011:23, say that they enjoy teaching more and feel more confident about their capacity to influence students' progress. Classroom management, according to Marsh in Kurtianti (2017), attempts to give students effective learning chances on scheduled activities, whether they are student-initiated or

teacher-directed, for the better learning. It is the responsibility of the students to actively participate in the classroom as members of the class.

To achieve successful educational outcomes, instructors must be able to control student behavior and maintain order in the classroom. While appropriate behavior management doesn't ensure successful education, it does provide the conditions for effective instruction to occur. Classroom behavior issues are reduced, but not eliminated, when highly effective education is given reciprocally. (Emmer & Stough, 2001).

b. Explain Clearly

Saud (2009: 59) asserts that the ability to effectively communicate knowledge through verbal presentations that are methodically arranged to demonstrate the presence of relationships between concepts—such as those involving cause and effect, definitions with examples, or concepts that are yet unknown—is the talent of explaining learning. Providing information that is organized and presented in a logical order is the primary attribute of explaining activities. Saud (2009: 59) furthermore argues that providing explanations is a crucial component of a teacher's job. Conversational exchanges between students and professors as well as between students themselves are common in classroom interactions. Giving explanations is a critical component of a teacher's work. Teachers and students frequently engage in communication with one another as well as with one another in the classroom.

The ability to vocally provide information that is methodically arranged to demonstrate the link between one element and another, such as between cause and

effect, definition with examples, or with something that is not yet known, is the fundamental talent of teaching to explain in learning. The primary feature of explaining activities is the transmission of information in a manner that is well-planned and presented in an appropriate order.

If a teacher plans their explanations properly, especially in terms of the message's content and intended audience, students will understand them with ease. Whether or not the teacher's explanation is accurate depends largely on these two factors. Planning the message's content (material) might involve analyzing the issue as a whole and identifying in further detail the kind of link that exists between the topics being covered and the learning objectives. Recognize beforehand how laws, formulae, or generalizations should be used in light of the current situation. The message's intended receiver is a crucial component of explanation skills in addition to the message's planned substance. When organizing an explanation, the intended audience must be considered. The pupils' level of preparation to hear the information truly determines how it is delivered. Gender, age, aptitude, social background, and learning environment all play a significant role in this. Therefore, you should constantly keep these things in mind when organizing an explanation.

c. Monitor and Assess Learning

One of the inspector's and the school principal's most crucial responsibilities is to observe and evaluate the teachers during an hour-long lesson. The school's monitor keeps track of events in his institution by watching classrooms and conducting frequent, insightful analysis (ISP 2003). Although the

observations have been properly made, they will be of little use if they are uncommon or if sufficient analysis are not conducted following the observation procedure. The monitor needs to accurately assess each teacher's performance. To do this, a methodical system of observation and assessment of the classroom and the teacher's work has to be established. Furthermore, it's possible that the monitor will identify every pupil. to identify each person's unique brain processes, preferences, goals, and skills. This is only possible by methodically observing the entire instructional process..

A multitude of elements come together to require teachers to perform at ever-higher levels of professional competence. These include the quickening pace of knowledge acquisition, the evolving character of adult employment as well as leisure and recreation, the growing public demand for accountability, the creation of new educational and information technology platforms, and the expanding role of primary teachers. When taken as a whole, they show how much pressure there is on all practitioners to get better, including the ones who are already quite skilled in the classroom.

Engaging with students to facilitate their comprehension and application of concepts, procedures, and information is known as teaching. Design, concept selection, delivery, evaluation, and reflection are all included.

Teaching involves involving students in the active development of knowledge, since teaching involves engaging them in the learning process. In addition to subject matter expertise, a teacher must understand how kids learn and how to turn them into engaged learners. A dedication to a methodical

comprehension of learning is necessary for effective teaching. In addition to imparting knowledge, teaching aims to change students from being passive consumers of other people's knowledge into active creators of their own and that of others. Of course, without the students' active participation, the instructor cannot change. Creating the educational, social, and ethical frameworks that allow students to accept responsibility for their own learning—both individually and collectively—is the core of teaching.

In order to enable students to learn and set the conditions for learning, teaching include directing and supporting learning. Teaching is imparting information, causing someone to know or comprehend something, or demonstrating or assisting someone in learning how to do something. (Brown, 2000: 8).

Teaching is a complicated process that involves many strategies, mechanisms, invitations, stimuli, and rhetorical devices intended to aid students in learning and improving as learners. Chambers (2006), p. 40. The author comes to the conclusion that teaching is more about giving activities or learning experiences than it is about imparting knowledge based on the definitions given above.

4. Reading Comprehension

a. The Nature of Reading Comprehension

Reading is a receptive language skill, one of the four (speaking, writing, listening, and reading). It implies that by reading, a person may obtain knowledge from written symbols or written languages.

Reading is a deliberate activity that involves creating word meanings. A number of experts describe reading; Broek and Espin (2012) define reading as a cognitive activity that entails symbol decoding in order to derive meaning.

Reading exercises are crucial for language learning, and while teaching reading, a teacher should take a variety of factors into account, including the classroom environment, the students' prior knowledge, and their teaching style.

Understanding the material is the primary goal of the reading exercise. Understanding the text entails not just knowing the meaning of each word, phrase, or paragraph, but also comprehending the specific details included within it. The capacity to comprehend a text, digest it, and decipher its meaning is known as reading comprehension. According to Klinger, Vaughn, and Boardman (2007), reading comprehension is the act of creating meaning while coordinating a number of intricate tasks, such as fluency, word reading, and word knowledge. It speaks to the pupils' capacity to decipher textual content, comprehend its significance, and recognize connections between concepts. Put differently, reading comprehension refers to the ability to comprehend written material. The process of comprehending a word, a word fragment, a sentence, and a paragraph before coming to a single understanding goal and meaning. The processes of creating conceptual information from a book through cognitive engagement and motivational engagement with the text comprise reading comprehension. He feels that the ability to build greater degrees of knowledge as a result of engaging with a text constitutes the growth of understanding, and each word and phrase in the sentence has some weight. He included the word "interaction with texts" in his

definition. The primary focus of this is on cognitive techniques that are essential to reading comprehension.

According to Klinger et.al (2007), reading comprehension is a multifaceted, intricate process that incorporates factors specific to the text (text appeal, text type understanding), as well as those that readers bring to the text (prior knowledge, usage of strategies, etc.). It implies that understanding of what you read is not an easy task. It is clear from the foregoing statement that information can come via reading comprehension. It is important to realize that children may learn via reading and can respond to questions by drawing on their reading knowledge. The readers' past understanding of the text is necessary at this stage of reading comprehension in order to increase their comprehension.

a. The Types of Reading

The types of reading consist of:

- 1) Extensive Reading; While some relate it with the quantity of content, others use it to indicate "Skimming and Scanning activities." According to Hedge in Alyousef (2005), reading extensively should be a part of an EFL/ESL education since it enhances reading skills. Furthermore, reading a lot helps students become independent readers by allowing them to read silently for extended periods of time at home or in class (SSR).
- 2) Intensive Reading; Students often read a page during intense (creative) reading to explore the content and become familiar with the writing process. According to Hedge in Alyousef (2005), "learners can gain substantial practice in operating these strategies more independently or a

range of materials only through more extensive reading." All readers employ the read-face (scanning) technique to locate pertinent information in a book. It is akin to skimming a text and picking out certain information by searching through it.

b. Components of Reading Comprehension

Numerous elements of reading comprehension each have a distinct quality. According to Puspa Dewi (2017), King and Stanley (1989) believe that five elements might aid the reader in reading attentively., they are:

- 1) Finding factual information. Students must skim over some textual details. Usually, a guessing question phrase occurs with it;
- 2) Finding the main idea. It is the subject matter that is covered in a paragraph that aids pupils in making inferences about the purpose of the paragraph. The first, middle, and last paragraphs contain the key point.
- 3) Finding the meaning of vocabulary. By connecting new words to the words that surround them, students can infer the meaning of words that are unknown to them.
- 4) Identifying reference. The same words or phrases that appear many times in a paragraph are known as reference terms. They are often brief and oftentimes pronouns, such this, it, he, she, and him, among many others.
- 5) Making inference. It is required of students to make precise forecasts. If one interprets the writer's cues correctly, one can make a prediction.

5. Descriptive Text

Wishon in Istifaizah (2014) said that description conveys an object's feel, sound, taste, smell, and appearance to the senses. Feelings like joy, fear, loneliness, melancholy, and happiness may all be considered forms of emotion. A description can help the audience imagine a situation or a person, or comprehend a feeling or emotion, by using their imagination.

Anderson claims that a descriptive or description should highlight a certain individual, location, or object. Its goal is to inform the reader about the issue by outlining its characteristics without expressing any personal thoughts. Karim and Rachmadie note that a description is a spoken depiction of a person, location, or object in relation to Anderson's definition of the term. Plooger, an additional expert, suggested using a description to provide more information about a physical object, person, or location. According to the definitions given above, experts have comparable or identical ideas on what a descriptive is and that is to describe anything, such as a person, place, or object.

One type of literature used in English language instruction is descriptive text. A description text, according to Benyamin (2010:190), is a paragraph that provides a detailed account of a person, location, object, or concept that embodies the essence of the issue. This type of writing allows one to experience the subject's appearance, voice, taste, and even scent. According to Syafii (2015), descriptive language is used to describe how a topic appears, sounds, feels, tastes, and/or smells.

Identification and description make up the descriptive text. The identification, which introduces the topic as a specific person, place, or object, comes first in a descriptive sentence. The descriptive text begins with this statement. The description must next go into depth about the subject's distinguishing aspects. The writer may include details about the subject's components, attributes, features, size, physical attributes, aptitude, habit, daily life, etc. in this section. The length and difficulty of the task determine how many sentences are needed. Thus, there are two components to the general structure of descriptive writing. There are descriptions and identifications throughout the text.

There are three kinds of descriptive writing (describing people, thing and place)

- 1) People, in this part, to create distinct perspectives of the persons being described, details regarding their physical traits (such as hair color, skin tone, and age), as well as any noticeable markings (such as scars or birthmarks), must be given.
- 2) Thing, when writing about anything, the author has to have vivid vision for the subject of the description. I need to be able to convey his creativity regarding the written material.
- 3) Place, when describing a location, the description has to be well-organized to let the reader see the situation in vivid detail. To improve the clarity of the descriptions, further details on one's perspective or attitude are also necessary.

Table 2.1
The generic structure and textual elements of descriptive text

Textual elements	Function
Identification	<ul style="list-style-type: none"> - It is an explanation and illustration of the subject or concept that will be discussed. - The statement ought to be captivating and compelling enough to draw the reader in and pique their curiosity in reading the entire description. - It is recommended to employ adjectives and to compare them to a certain extent.
Description	<ul style="list-style-type: none"> - It provides a thorough explanation of the subject or idea mentioned in the identification text. - The topic/theme as stated in the identification is covered in depth in the description.

Digreyasa, Emic writing, 2914: unimed press. Medan p.72

Language features

1) The relevant grammar patterns

Certain genre literature appears to have distinctive or district-specific grammatical patterns. This might happen as a result of the many genres of writing expressing unique and varied communication purposes, readers, and settings regarding what happens, how it happens, and why. Common linguistic patterns seen in descriptive texts often consist of:

- (a) It uses present tense and present perfect tense.
- (b) It uses adjective to describe or illustrate the condition of the topic/theme described.
- (c) It uses passive sentences.

(d) It uses attribute and identifying process.

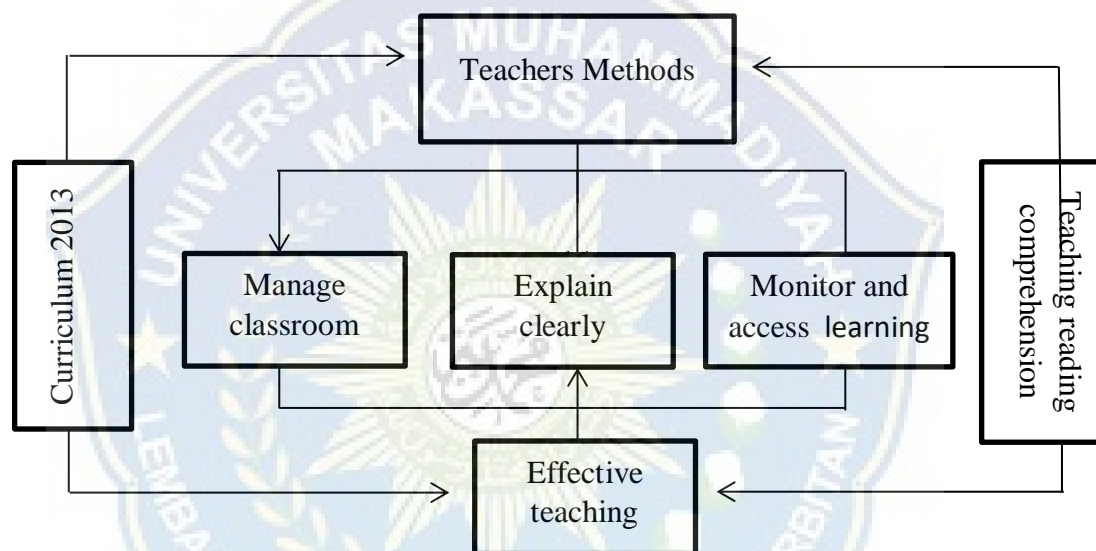
2) Related vocabulary uses

(a) Intends to use the verb such as seems, looks, sounds and like.

(b) It uses epithets and classifiers in normal group.

(c) It tends to focus on specific participant.

C. Conceptual Frameworks



Adopted and modified from Sylvia Ann Martinez(2007)

Figure 2.1. Conceptual Framework

Based on the diagram conceptual framework above, this research analysed the effective teaching descriptive text to students. In collecting data, the researcher observed the teaching of descriptive text. Then, the researcher analysed the results of the observations to find out effective teaching used by English teacher in the implementation of the 2013 curriculum.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used a descriptive qualitative method. According to Gay and Airasian (2000:16), qualitative research sought to investigate deeply into the research setting to obtain understandings of the way things are, why they are that way, and how the participants in the context perceive them. Then, Creswell (2009 : 4) defines that, qualitative research as means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Also, Nassaji (2015) states that qualitative research is obtained from many data collection from various sources to gain a deeper understanding of individual participants, including their opinions, perspectives, and attitudes.

Descriptive Qualitative research is defined as a research method used to describe the existing phenomena as accurately as possible (Haryanto, 2015). The phenomena observed in descriptive research are already available. The data was obtained through the use of research instruments such as tests, questionnaires, interviews, or even observation. According to Nassaji (2015), descriptive research is more concerned with what rather than how or why something has happened. It meant descriptive research focuses on answering questions “what” than the “why” of the research subject. The primary focus is to simply describe the nature of the demographics under study.

Based on the theory above, descriptive qualitative research is describing the available data through research instruments and also analyzing them

qualitatively. In this research, the researcher analysed the data about the effective teaching descriptive text reading comprehension in the implementation of the 2013 at eighth grade of MTs Muallimin Muhammadiyah Makassar.

B. Research Participants

The participant of the research was eight grade English teacher at MTs Muallimin Muhammadiyah Makassar named Masrul S.S. Mr. Masrul is the only teacher who teaches in eight class, where class eight is divided into two classes, namely class a and b. Mr. Masrul has been teaching at MTs Muallimin Muhammadiyah for 10 years, namely from 2013 until now. Mr. Masrul was graduate of Bosowa University. While teaching at MTs Muallimin Muhammadiyah, Mr. Masrul once brought his students won the speech competition held by the Ministry of Religion in 2018.

C. Research Instrument

Observation was conducted when the class was present to find out the implementation of teaching descriptive text to students. The researcher used nonparticipant observation. According to Sugiyono cited in Tasmiah (2019) nonparticipant observation is an observation which the researcher does not involves as a respondent. Besides, the researcher made field notes and observation checklist based on the explored in this research.

D. Data Collection

In this research, the researcher conducted observation to collect the data. Firstly, the researcher took permission to the teacher to enter the class. Then, the

researcher prepared the observation checklist. Next, the researcher entered the class to conduct the observation. During the observation, the researcher filled the observation checklist based on the phenomena happened, related to the research and the researcher wrote additional notes out of the observation checklist if necessary. Lastly, the researcher analysed the data from the observation.

E. Data Analysis

According to Miles & Huberman (2014) there were three types of data analysis as follow:

1. Data Reduction

The data gotten from the observation might be a lot, so it needs to be reduced. In this step the research summarized the data and chose only the key point to decided clear and specific data correlated with the problem in this research. In this step the researcher focused on the important information presented in the data. Such as choosing patterns or themes as key point. Then, clear data was found after reducing the data.

2. Display Data (Data Presentation)

After reducing the data, the researcher presented the data based on the main data gotten from observation. By displaying the data, it made the researcher was easier to understand the data obtained. In this step, the researcher displayed data in English. After the researcher transcribed the specific data, the researcher sorted data in paragraph and create an overview of resulting data in a brief description. Lastly, the researcher classified the data in detail by writing down the

results and discussion. In addition, the researcher presented the data in description or narration.

3. Drawing Conclusion

The final step was making conclusion and verification. The researcher concluded the data obtained from previous step. In addition, the researcher made a brief conclusion of the research that has been conducted that answering the researcher problems.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presented the findings and discussions of the research. The findings presented in this part consist of the data to improvement in finding main idea and supporting details of reading text.

A. Research Findings

In this research, the researcher used observation in collect the data to answer the research question that is related to the effective teaching descriptive text reading comprehension in implementation of the 2013 curriculum.

In collecting data, the researcher used observation to find out the effective teaching descriptive text reading comprehension in the implementation of the 2013 curriculum used by the teacher at the eighth grade at MTs Muallimin Muhammadiyah Makassar. The result of this research indicate three aspects are used by teacher to effective teach reading comprehension of descriptive text based on the 2013 curriculum as follows the ability to manage classroom, explain clearly, monitor and asses learning.

a. The Ability to Manage Classroom

Based on the results of researcher's observations, the ability to manage the class by the English teacher, in this case Mr. Masrul, S.S. in class 8 at MTs Muallimin, namely to create and maintain optimal learning conditions and restore conducive learning conditions so that learning is effective. That way, it will be easier for the teacher to provide understanding and explanation of the learning material, namely descriptive text. In class 8, the teacher makes the situation

comfortable so that students are enthusiastic about following the learning process provided by the teacher. A teacher must have creativity and skills in teaching. Therefore, the 8th grade English teacher at MTs Muallimin implements several things that must be done in managing the class so that learning and teaching descriptive texts reading comprehension is effective.

1) Teacher prepare learning media

Based on the results of researcher's observations, English teacher always prepare a design before learning, namely a lesson plan. The RPP contains how the teacher begins and ends the lesson according to the plan created. Teacher also always prepare their own learning media in accordance with basic competencies, namely descriptive texts. This certainly supports the teaching and learning process to run effectively. In the first observation made by the researcher, in his teaching, the teacher prepared learning media, namely an image to be described so that students' understanding of the descriptive text was clearer.

First, the teacher gives an example in the form of composing or writing good descriptive text on an image and displays it so that all students see the text. After that, the teacher explains the process or steps for creating descriptive text. Next, students observe the text, then try to practice writing descriptive text from the images that have been displayed.

2) The teacher prepare reading materials related to descriptive text

Based on the results of the researcher's observation, at the first meeting, the teacher provide reading material in the form of a descriptive

text entitled Rabbit to be read and understood. The same thing at the second meeting still discussed the same descriptive text, while in the third and fourth observation prepare a descriptive text to work on the students.

3) Teacher engage students to work in group

Based on the results of the researcher's observations, the grouping of grade 8 students at MTs Muallimin was handed over to the subject teacher. The teacher divides groups based on their classmates. The seating position used by English teachers in conducting group discussions is sitting in a circle and facing each other with the group members. The teacher also observes the students' abilities in the lesson before forming the group. This activity is also included in the implementation of the 2013 curriculum in the form of "Observing" where the teacher observes first before identifying important things related to descriptive text subject matter.

4) The teacher provide in classroom and out classroom to gain influency

Based on the results of the researcher's observations, the Mts Muallimin class 8 classroom, such as seating arrangements as well as beauty and cleanliness arrangements inside and outside the classroom, is highly paid attention to by the English teacher. In this class, the class 8 seating arrangements are chosen by the students according to their individual preferences. In arranging the beauty of the class, apart from displays such as photos of the president and heroes, there were also the students' own work, while for class cleanliness each class has a cleaning

schedule. Some of these things are one of the things that support the learning process in the classroom and also very influential in the learning process because students feel comfortable so that students can understand the descriptive text material being discussed.

- 5) The teacher provide additional sources of descriptive text reading comprehension.

Based on the results of the researcher's observations, namely when the teacher taught English lessons about descriptive text in class 8, the teacher prepared a textbook for all students which contained descriptive text reading. So students can read and understand the descriptive text. From students about the problems they face related to descriptive reading texts, such as students not understanding the content of the reading or not being able to interpret some words from the descriptive text. This is also included in the implementation of the 2013 curriculum in the form of "Questioning".

b. Explain Clearly

Based on the results of researchers' observations, in the learning process, explaining carefully is a very important activity for both teachers and students. When the teacher gives an explanation, the teacher has first planned and presented it using appropriate techniques so that students can easily understand the material they are studying, namely descriptive text. From the research conducted, it was found that several components were carried out by teachers in order to explain the material clearly to students.

First, planning. The English teacher provides a complete and detailed explanation of the material regarding the descriptive text material before giving assignments to students. The goal is for students to have sufficient understanding and be able to do the assignment well.

Second, presentation. English teachers use several methods to ensure the clarity of the material presented. This can be seen when the teacher pays attention to clarity in speaking, provides appropriate examples of descriptive text material that is relevant and can be applied in everyday life, and does not forget to provide feedback. Besides that, the teacher also ensures that his speech can be heard clearly by all students by using the right volume. All of these things are done to ensure students' clarity and understanding of the material being taught so that learning is considered effective.

- 1) The teacher provide note learning such as outlining note taking and summarizing.

Based on the results of the researcher's observations in class 8, at several meetings, the teacher provided lessons in the form of recording material and making summaries of the material being taught. So the teacher distributes textbooks, then students are asked to summarize the material. By taking notes, students will better remember what they learn in class and retain the material in the long term.

- 2) The teacher provide learning text patterns of compare contrast, cause effect and problem solution.

Based on the results of researchers' observations in class 8, teachers have implemented problem solving patterns with students. For example, when students have difficulty completing assignments in creating descriptive text, the English teacher will get involved and help solve the student's problems. Likewise, when students do not understand the vocabulary in descriptive text reading, the English teacher helps interpret and provide explanations to the students.

- 3) The teacher guided through a series of textbook study activities.

Based on the results of the researcher's observations in class 8, the English teacher prepared textbooks for all students. In the book there is a descriptive text reading. Then the teacher asked all students to record material about the descriptive text. After all students have finished summarizing the descriptive text material, the teacher and students read the descriptive text, and after that the teacher explains or provides understanding by interpreting the reading text in front of the students and all students listen carefully and carefully so that the descriptive reading text can be read understood and well accepted by students. If there is new vocabulary that students have heard, the English teacher will interpret in detail the meaning and significance of the vocabulary in the descriptive text sentences.

- 4) The teacher use a variety of relia.

Based on the results of researchers' observations in class 8, English teacher always apply quizzes at the end of the lesson. The quiz carried out

by the English teacher is to describe an object in the class, then all students compete to answer what the teacher means. As in one of the quizzes, the teacher describes the marker, so the students will immediately answer and the teacher then explains in more detail while holding the marker. By having quizzes like this conducted by English teachers, it will also help develop students' oral skills. This activity is also included in the implementation of the 2013 curriculum in the form of "Experimenting" where students are trained to try to think and understand what the teacher says.

- 5) The teacher explain the multiple meanings of words in reading text.

Based on the results of researchers' observations in grade 8, during lessons, teachers often interpret the words in descriptive text reading texts so that students' understanding of the reading is more understandable. One of them was when I was in class 8 observing, one of the students asked about a word in the descriptive text, then the English teacher explained the meaning and meaning of the word the student asked. Not only that, the English teacher also explained other meanings or meanings of these English words. Because as we know, English words usually have double meanings, you must know the meaning and purpose of using these words. This activity is also included in the implementation of the 2013 curriculum, namely "Communicating" where there is communication between teachers and students.

c. Monitor and Assess Learning

Based on the results of researcher's observations in grade 8, the English teacher monitored the students from the beginning of the meeting to the end of the lesson. Monitoring and assessing learning is a process used in education to monitor and share student learning progress. The process of monitoring and assessing learning involves the following steps:

First, monitoring, which is the first step in the process of monitoring and assessing learning. Monitoring carried out by English teachers involves collecting data and information about how students are learning. Some of the things done include observations by teachers, checking student work, or using technology to collect data about student interactions and progress.

Second, namely assessment, after the monitoring data is collected, the next step taken by the English teacher is to give an assessment to the students. The assessments carried out are in the form of formative or summative assessments. Formative assessment is used to provide feedback to students so they can improve their performance. Summative assessment is used to determine a student's level of achievement at a certain time.

Third, feedback, after the assessment process, the English teacher provides feedback to students. This feedback takes the form of conversations, or visual evaluations of how students can improve their performance. The purpose of feedback is to help 8th grade students understand their strengths and weaknesses so they can improve their learning outcomes.

The aim of monitoring and assessing learning is so that English teachers can ensure that learning is going well, and that grade 8 students have the opportunity to grow and develop according to their potential. This process also helps teachers identify areas that need improvement in their teaching to optimize student learning outcomes.

- 1) The teacher engage complete practice testing in assessment in reading and subject area.

Based on the results of the researcher's observations in class 8, the English teacher always gives students exercises regarding the subject matter, namely how students understand reading descriptive texts. As the teacher does, he gives descriptive text, then below it he gives questions related to the reading. So students will first read the descriptive text and then understand it so that the student will be able to answer the questions given by the English teacher. The English teacher will evaluate and measure students' understanding skills in understanding descriptive text reading. With these activities, English teachers have implemented the 2013 curriculum, namely "Observing and associating".

- 2) The teacher provide additional reading material.

Based on the results of the researcher's observations in class 8, the English teacher added reading material in the form of descriptive text contained in the textbook. In the book there are descriptive text readings that students can use to add new vocabulary, find the main idea by understanding the content of the reading.

- 3) The teacher engage the students to complete work, rosters, give assignment and, respon task.

Based on the results of researchers' observations in class 8, English teachers increase students' learning motivation by giving assignments in stages so as to build students' creativity and initiative. After giving assignments, the English teacher gives orders and invites students to complete the assignments given. The English teacher applies various effective methods to attract students' interest in completing assignments, namely giving assignments in stages, not all at once and providing variations so that students are interested and do not feel bored in completing the assignment. This creates responses from students and feedback between teacher and students.

- 4) The teacher engaged the student in complex thinking, issues resolution, or problem solving.

Based on the results of researchers' observations in grade 8, English teachers always involve students in learning. The English teacher pays attention to whether the students understand the lesson material of the descriptive text provided. This is demonstrated by inviting students to see problem-solving abilities through understanding concepts and their relationship to descriptive texts in everyday life. In this way, it involves active 8th grade students in learning. Problem solving allows students to organize their own knowledge and grow their skills. Through structured assignments and in-depth study of the material by English teachers,

students' learning activities will increase. Grade 8 students have the opportunity to present their own abilities in solving problems related to descriptive text subject matter. This is in line with the 2013 curriculum, students are required to develop problem solving skills in learning.

- 5) The teacher engage the students write short answer.

Based on the results of the researcher's observations in class 8, after the previous meeting the English teacher had explained descriptive text materials, then the teacher gave students the opportunity to make short answers to the questions that had been given. The teacher also gives students the opportunity to create a short descriptive text to show whether the students understand what the English teacher is teaching. The teacher will also see how he teaches whether the subject matter information is conveyed to the students or not. That way, the teacher will know the extent of his teaching abilities through students' understanding.

B. Discussion

In the previous section, the researcher presented the results of observations made to English teachers in class 8 of MTs Muallimin Muhammadiyah Makassar. In this section, the author presented the results of observations and discussions of research results from observations of the effective teaching descriptive text reading comprehension in class 8 of MTs Muallimin Muhammadiyah Makassar.

The researcher has completed her research on grade 8 at MTs Muallimin Muhammadiyah Makassar. The objective of the research was to know the effective teaching descriptive text reading comprehension used by the English

teacher in the implementation of 2013 curriculum. Observation have been used in this research. Based on the results of observations that have been classified, the research indicate three aspects were used by teacher to effective teach reading comprehension of descriptive text based on the 2013 curriculum as follows the ability to manage class, explain clearly and monitor and assess learning.

a. The ability to manage classroom

Classroom management is a term teachers use to describe the process of ensuring that classroom lessons run smoothly without disruptive behavior from students compromising the delivery of instruction. According to Scrivener (2005) managing a classroom requires both decision-making and action. Observing the circumstances in the classroom helps with the decision. The teacher made the decision to take action to address any disturbance that occurred in the classroom. The statement was the same as Emmer & Stough (2001), who said to achieve successful educational outcomes, teachers must be able to control student behavior and maintain order in the classroom. While appropriate behavior management doesn't ensure successful education, it does provide the conditions for effective instruction to occur. In turn, very successful teaching minimizes but does not completely eradicate behavioral issues in the classroom.

Regarding the ability to manage the class based on the research, the English teacher prepares learning media for reading comprehension of descriptive texts. Teacher also pay attention to students behaviour before teaching. Likewise in the 2013 curriculum, namely observing, observing students in the classroom. English teachers prepare lesson plans based on the 2013 curriculum before

teaching. During the learning process, the teacher prepares a package book containing pictures and descriptive text as material that will be taught for students' reading comprehension. The English teacher also forms a group as an observation and evaluation stage to see the students' ability to work together. In class and outside of class, teachers ensure that students are comfortable learning and can focus on understanding the material being discussed.

b. Explain clearly

Saud (2009: 59) says that the ability to vocally express knowledge in a methodical manner that demonstrates the link between one concept and another—for instance, between cause and effect, definitions with examples, or with something that is unknown—is known as the talent of explaining learning. The primary feature of explaining activities is the transmission of information in a manner that is well-planned and presented in an appropriate order.

Alex Galvin in SSAT said explaining is one of the most important skills a teacher needs. There will always be instances when we need to explain, no matter how much we would want our kids to learn by doing. This is a point that ineffective instructors frequently miss. They talk too much and explain everything in a sufficiently clear and concise manner. Students get disinterested and begin acting out of character. For students to comprehend explanations, they must be able to focus. Therefore, the classroom needs to be set up properly. Students must understand that they were expected to pay attention while you spoke. Make points more clear by using images. For some of us, visual learning is optimal. Don't

forget to include the important words in your explanation. It is imperative that students hear these phrases utilized in the context of your course.

Based on the observation in the class, The English teacher explains the material clearly by providing lessons to summarize the descriptive text material, the English teacher explains the material that the students have noted so that the students better understand the descriptive text material. After that, the English teacher also invited students to read books that had been prepared about descriptive text material so that students' understanding in reading would be better. To develop students' oral and vocabulary, English teachers always give quizzes at the end of the lesson that use various questions related to students' understanding of descriptive texts. So that the teacher's explanation can be better understood by students, English teachers often explain the meaning and double meaning of words in the reading text. When students ask about words they don't understand in the reading text, the English teacher explains them clearly.

c. Monitor and assess learning

Teachers engage in monitoring as a means of keeping tabs on students' learning in order to inform their judgments about instruction and provide students feedback on their development. When educators talk about classroom monitoring, they often mean the following types of behavior by their teachers: asking questions to make sure the kids are comprehending the content being covered in class. circulating the classroom while students are working on their seats and talking one-on-one with them about their assignments. distributing, collecting, and revising assignments. reviewing content with students on a regular basis to make

sure they comprehend it and to find any knowledge or comprehension gaps. delivering, reviewing, and documenting test results. reviewing the data gathered on student performance and utilizing it to inform necessary modifications to education. (Kathleen Cotton, 1988)

In order to monitor, a teacher must move about the classroom, keep an eye on how well or poorly each student is doing on their assignment, and work one-on-one with pupils as required. The most successful teachers follow organized protocols to monitor and support their pupils while they work. During seatwork monitoring, engage in more conversation with kids as opposed to waiting for them to ask for assistance. Spend more time and energy on pupils that you feel require more assistance. Regularly review tasks and insist on their submission.

Based on the observation in this research, the teacher assesses learning by conducting practice tests in the form of questions related to descriptive text. So students are asked to answer questions in the form of multiple choices which the teacher has previously provided reading in the form of descriptive text. Here the teacher will monitor how students complete their assignments through their reading comprehension of descriptive text. If there are students who have problems in their assignments, the teacher will help them solve them by inviting the students to understand the descriptive text reading first to show their thinking skills so that gradually the students will understand and be able to answer the questions. With the answers written by students, the teacher will be able to assess the extent of the students' knowledge of reading comprehension of descriptive text and the teacher's own ability to teach.

The research related to the study entitled "*The Effectiveness of Teaching Reading Comprehension of Descriptive Text Through KWL Strategy*" by Arief Setiawan (2013). The result of data analysis showed that the KWL strategy is effective in teaching reading comprehension. Teaching reading comprehension of descriptive text through KWL technique for 7A grade students of SMP Swasta Mujahidin Pontianak in academic year 2012/2013 has been proved effective. In other words, the hypothesis is accepted.

Next, the research by Nilam (2019) entitled *The effectiveness of Intensive Reading on Students' Reading Comprehension of Descriptive Text*. The result revealed that the post-test mean score of the experimental class was higher than the controlled class. Then, the result was supported by the result of effect size that was 0,64 which meant in moderate level. All the explanation above simply meant that the use of intensive reading was effective on students reading comprehension of descriptive text of tenth grade at MA Jam'iyah Islamiyyah.

Based on the description of the results of the two research above, there are similarities and differences with this research. The similarity is using descriptive text as a tool for students reading comprehension. Then on to the problem studied, namely the effective of teaching students reading comprehension in the first research. The differences between this research and the two research above was the data sources and teaching method used. In the two research above used students as the data source, while in this research used a teacher. The next difference is that the research above used teaching methods to see students reading comprehension, while in this research not use.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Considering the data in findings and discussion in the previous chapter, the researcher presented the conclusion namely the effective teaching descriptive text reading comprehension used by the English teacher in the implementation of 2013 curriculum classified in three aspects as follows, the first is the ability to manage class; the teacher prepare learning media, reading material, form a group, prepare the classroom and outside the classroom and provide additional descriptive text reading. The second is explain clearly; the teacher provide learning summarizing, explaining the material, interpreting double meanings in descriptive text reading vocabulary. And the third is monitor and assess learning; the teacher provides practice tests and questions, monitor and helps students' work, and provides assessments of students' work results.

B. Suggestion

Based on the conclusion above, the researcher proposes suggestions as follows:

1. For the teacher

The English teacher should be more creative to choose strategy in teaching reading comprehension in Descriptive text, so that the students would be more interested and motivated to study English.

2. For the next Researcher

This research is addressed to further researcher to become a reference. By knowing teachers' teaching effectiveness, I hope that future researcher will further examine aspects of teaching effectiveness, especially teaching reading comprehension of descriptive text.



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Observation Checklist

This observation was based on the implementation of the 2013 curriculum.

Identified aspect	English teacher's belief	Yes	No	Field Note
The ability to manage classroom	1. Teacher prepared learning media in teaching descriptive text of reading comprehension. (Observing)	√		Teacher prepared lesson plan, teaching material such as textbooks containing descriptive text.
	2. The teacher prepared reading materials related to descriptive text.	√		The teacher prepares a picture of an animal and a descriptive reading text entitled "Dolphin".
	3. Teacher engaged students to work in group by reading descriptive text. (Experimenting)	√		The teacher forms a group consisting of two people and completes the teacher's assignment.
	4. The teacher provide in classroom and out classroom to gain fluency in oral reading and comprehension of material covered. (Experimenting)	√		Teacher ensure comfort and cleanliness inside and outside the classroom, such as having students pick up trash and sweeping the classroom before class begins.

	5. The teacher provide additional sources of descriptive text reading comprehension.	√		The teacher prepares additional reading materials in the form of textbooks, the teacher also advises students to search for descriptive texts on the internet.
Explain clearly	6. The teacher provide note-learning such as outlining note taking and summarizing.	√		Teacher asks students to take notes and summarize the descriptive text material.
	7. The teacher provide learning text patterns of compare contrast, cause-effect and problem solution.	√		The teacher explains the meaning of descriptive reading text and helps students find solutions to students who experience problem in understanding reading descriptive text.
	8. The teacher guided through a series of textbook study activities, such as reading, skimming and scanning.	√		The teacher explains again the material that has been summarized by the students.

	9. The teacher use a variety of relia to provide a subject specific context for oral and vocabulary development and for comprehension of material read.	√		The teacher always applies a quiz at the end of the lesson using objects in and around the classroom to increase vocabulary and also increase student's knowledge.
	10. The teacher explain the multiple meanings of words in reading text. (Communicating)	√		Teacher always explain words that have double meanings and words that are difficult for students to understand in descriptive text.
Monitor and assess learning	11. The teacher engage complete practice testing in assessment in reading and the subject area. (Associating and Questioning)	√		The teacher conducts a question and answer test to students to provide an assessment.
	12. The teacher provide additional reading material such as reading for details, main idea, reading comprehension, and vocabulary development.	√		The teacher provides additional reading material in the form of a textbook.

	13. The teacher engage the students to complete work, rosters, give assignment and, respon task.	√		Teacher always involve students in creating practice test questions.
	14. The teacher engage the student in complex thinking, issues resolution, or problem solving to demonstrate their thinking abilities in subject matter information. (Experimenting)	√		The teacher helps students who experience difficulties and invites students to answer questions by understanding the descriptive reading text first.
	15. The teacher engage the students write short answer, paragraphs, and essays to demonstrate the knowledge and application of subject matter information.	√		The teacher gives questions for students to answer.

Adopted and modified from Sylvia Ann Martinez(2007) & Richard Dunne(2005)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : MTs Muallimin Muhammadiyah Makassar
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : VIII/1
 Materi pokok : Descriptive Text about Animals
 Alokasi waktu :

A. KOMPETENSI INTI

- KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI 3 Memahami pengetahuan (factual, konseptual, procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, meangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1 Mengidentifikasi ciri-ciri binatang yang ada pada gambar dalam beberapa kalimat singkat. 3.7.2 Menganalisis unsur kebahasaan teks deskriptif binatang, pendek dan sederhana sesuai konteks.
4.7 Teks Deskripsi 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang,	4.7.2.1 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait binatang dengan memperhatikan struktur teks dan unsur kebahasaan dengan benar.

<p>binatang, dan benda.</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	
---	--

C. TUJUAN PEMBELAJARAN

1. Mengidentifikasi ciri-ciri binatang yang ada pada gambar dalam beberapa kalimat singkat dengan tepat.
2. Menganalisis unsur kebahasaan teks deskriptif binatang, pendek dan sederhana, sesuai dengan konteks yang tepat.
3. Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana terkait binatang dengan memperhatikan struktur teks dan unsur kebahasaan dengan benar.

D. MATERI PEMBELAJARAN

1. Descriptive Text
Descriptive text is a text which say what person, animal, place, or thing is like. It presents about something specially.
2. The Purpose of Descriptive Text
The Purpose of Descriptive Text is to describe and reveal a particular person, animal, place, or thing specially.
3. Generic Structure of Descriptive Text
 - a. Identification : This part identifies or introduces a particular person, animal, place, or thing being described.
 - b. Description : This part describes the parts.
4. Language Features of Descriptive Text
 - a. Using simple of Descriptive Text
 - b. Using Adjective and Classifiers in nominal grup
 - c. Using has or have

E. Model, Pendekatan dan Model Pembelajaran

Model : Problem based learning
 Pendekatan : Saintifik
 Metode : Diskusi, Tanya jawab.

F. MEDIA DAN ALAT

1. Gambar binatang

2. Buku paket
3. LKPD

G. KEGIATAN PEMBELAJARAN

Kegiatan dan Alokasi Waktu	Deskripsi Kegiatan Pembelajaran	Langkah langkah model
Pendahuluan (10 menit)	<ol style="list-style-type: none"> 1. Pembukaan dengan salam pembuka, menanyakan kabar, dan memeriksa kehadiran peserta didik sebagai sikap disiplin. 2. Berdoa untuk memulai pembelajaran sebagai bentuk rasa syukur kepada Tuhan. 3. Guru memberikan gambar binatang dan memberi pertanyaan pemantik misalnya “Apa nama hewan pada gambar ini” (Critical thinking, communication) 4. Peserta didik menyimak penjelasan guru tentang tujuan pembelajaran yang hendak dicapai, metode belajar, teknik penilaian yang akan ditempuh dan manfaat mempelajari materi Descriptif Text about animal. (Language Features) 	Apersepsi dan Motivasi
Inti (60 menit)	<ol style="list-style-type: none"> 5. Peserta didik menyimak gambar tentang binatang dan guru memberi pertanyaan untuk mengorientasikan masalah. 6. Peserta didik diberi kesempatan untuk bertanya dan memberi tanggapan maupun pendapat. 	Orientasi peserta didik pada masalah (Observing) (Questioning)
	<ol style="list-style-type: none"> 7. Peserta didik dibagi menjadi beberapa kelompok. 8. Peserta didik dan guru berdiskusi tentang ciri ciri binatang yang ada pada gambar. 	Mengorganisasikan peserta didik untuk belajar (Experimenting)

	9. Peserta didik diminta menuliskan dan ciri fisik binatang.	
	10. Secara berkelompok, peserta didik berdiskusi dan melakukan penyelidikan terhadap gambar tersebut. 11. Peserta didik menuliskan nama dan ciri fisik binatang yang dilihat di gambar. 12. Guru memantau keterlibatan peserta didik dalam kelompok.	Membimbing penyelidikan kelompok. (Associating)
	13. Peserta didik dengan bimbingan guru mengembangkan informasi yang didapat menjadi sebuah paragraph yang mengarah pada pembentukan teks deskriptif. 14. Peserta didik membacakan hasil diskusi kelompok dengan percaya diri.	Mengembangkan / menyajikan hasil karya (Communicating)
	15. Kelompok lain diminta menanggapi hasil diskusi yang disampaikan oleh temannya. 16. Guru memberikan apresiasi dan feedback terhadap hasil presentasi peserta didik. 17. Peserta didik dan guru menyimpulkan tentang materi pembelajaran. 18. Peserta didik mengerjakan soal teks tertulis.	Menganalisis dan mengevaluasi masalah.
Penutup (10 menit)	19. Guru bersama peserta didik melakukan refleksi pembelajaran hari ini. 20. Guru menyampaikan materi yang akan dipelajari di pertemuan yang akan datang.	Refleksi

H. PENILAIAN

1. Aspek pengetahuan

Jenis penilaian : Tes tertulis

Bentuk penilaian : PG (5 Soal)

2. Aspek keterampilan

Jenis penilaian : Non tes

Bentuk penilaian : LKPD

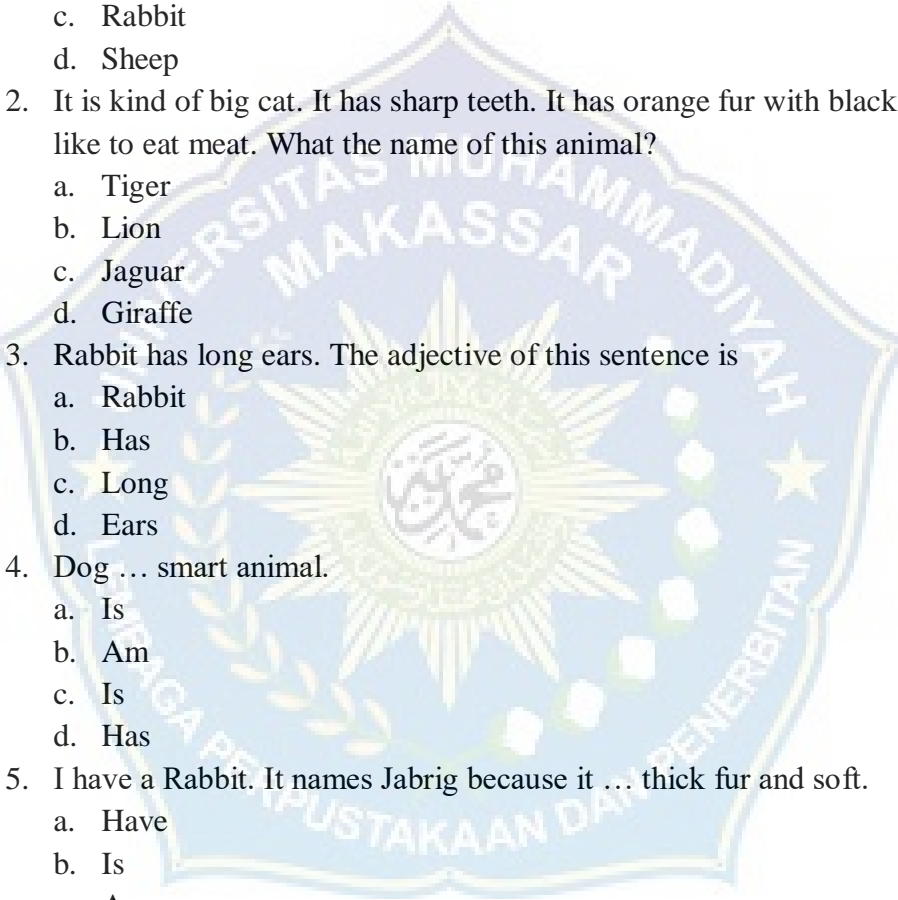
3. Aspek Sikap

Jenis penilaian : Non tes

Bentuk penilaian : Lembar observasi



PENILAIAN HASIL BELAJAR**Nama :****Kelas :****Read the following question and choose the best answer!**

1. It has two arms, two legs, and a tail. It like to eat bananas. It can swing from trees. What the name of this animal?
 - a. Kangaroo
 - b. Monkey
 - c. Rabbit
 - d. Sheep
 2. It is kind of big cat. It has sharp teeth. It has orange fur with black stripes. It like to eat meat. What the name of this animal?
 - a. Tiger
 - b. Lion
 - c. Jaguar
 - d. Giraffe
 3. Rabbit has long ears. The adjective of this sentence is
 - a. Rabbit
 - b. Has
 - c. Long
 - d. Ears
 4. Dog ... smart animal.
 - a. Is
 - b. Am
 - c. Is
 - d. Has
 5. I have a Rabbit. It names Jabrig because it ... thick fur and soft.
 - a. Have
 - b. Is
 - c. Are
 - d. Has
- 

BAHAN AJAR DAN MEDIA PEMBELAJARAN

Kelas/Semester : VIII/2

Tema : Descriptive Text

1. Descriptive Text

Descriptive text is a text which say what a person or thing is like. It presents about something specially.

2. The purpose of descriptive Text

The purpose of Descriptive text is to describe and reveal a particular person, animal, place, or thing specially.

3. Generic Structure of Descriptive Text

- a. Identification : this part identifies or introduce a particular person, animal, place, the parts, behavior, or thing being described.
- b. Description : this part describe the parts, qualities, behavior, or and characteristics.

4. Language features of Descriptive Text

- a. Using simple present tense
- b. Using adjective and classifiers in nominal group
- c. Using has or have.

MEDIA PEMBELAJARAN

Look at the picture.



Learning Objectives

- Mengidentifikasi ciri-ciri binatang yang ada pada gambar dalam beberapa kalimat singkat dan tepat.
- Menganalisis unsur kebahasaan teks deskriptif binatang.
- Menyusun teks deskriptif sederhana.

The example describe animal



It is a dolphin. (Ini adalah seekor lumba-lumba)

It is smaller than a shark. (Ukurannya lebih kecil daripada hiu)

It has no legs. (Dia tidak punya kaki)

It eats small fish. (Dia makan ikan-ikan kecil.)

It can swim. (Dia bisa berenang.)

It lives in the water. (Dia hidup di air)

Language Features

Kata ganti (pronoun) yang digunakan untuk hewan.

1. Bila jumlah hewan hanya satu (tunggal) menggunakan kata ganti “it”
 - a. It is ... (itu adalah)
 - b. It has ... (dia mempunyai)
 - c. It verb (-s/-es)
2. Bila jumlah hewan lebih dari satu (jamak) menggunakan kata ganti “they”
 - a. They are .. (mereka adalah ..)
 - b. They have ...
 - c. They verb

Simple Present Tense

The using of HAS and HAVE

Nominal sentence

“They have long tails”

“It is a dolphin”

“it has sharp teeth”

“It is smaller than dolphin”

Choose one of the animals here and make a descriptive text about the animal according to the structure and language features:

(TITLE)

Identification:.....

Classification:.....



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Uswani Ahdyarti

Nim : 105351112118

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	9 %	10 %
2	Bab 2	19 %	25 %
3	Bab 3	9 %	10 %
4	Bab 4	0 %	10 %
5	Bab 5	0 %	5%

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 14 November 2023
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,


Nursholah, S.Hum., M.I.P.
NPM. 964 591

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Jalan Sultan Alaaddin No. 259 Makassar
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Email : fkip@unismuh.ac.id
Web : https://fkip.unismuh.ac.id



Nomor : 14645/FKIP/A.4-II/VIII/1445/2023
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Uswani Ahdyarti
Stambuk : 105351112118
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Onto Selayar / 05-08-2000
Alamat : Karuwisi

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *Analyzing the Effective Teaching Descriptive Text Reading Comprehension to Students in The Implementation of the 2013 Curriculum*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

*Wassalamu Alaikum
Warahmatullahi Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H
16 Agustus 2023 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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Nomor : 2328/05/C.4-VIII/VIII/1445/2023

17 Rabiul Akhir 1445

Lamp : 1 (satu) Rangkap Proposal

1 Nopember 2023 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak / Ibu Kepala Sekolah

Mts Muallimin Muhammadiyah

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 14645/FKIP/A.4-II/VIII/1445/2023 tanggal 16 Agustus 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : USWANI AHDYARTI

No. Stambuk : 10535 1112118

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

" ANALYZING THE EFFECTIVE TEACHING DESCRIPTIVE TEXT READING COMPREHENSION TO STUDENTS IN THE IMPLEMENTATION OF THE 2013 CURRICULUM "

Yang akan dilaksanakan dari tanggal 25 Agustus 2023 s/d 25 Oktober 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,



Drs. Muli. Arief Muhsin, M.Pd

NBM 1127761



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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Uswani Ahdyarti
 NIM : 105351112118
 Judul Penelitian : Analyzing the Effective Teaching Descriptive Text Reading Comprehension to Students in the Implementation of 2013 Curriculum
 Tanggal Ujian Proposal : 22 Mei 2023
 Tempat/Lokasi Penelitian : Mts Muallimin Muhammadiyah Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Kamis, 7 Sept 2023	Observasi	Masrul, S.S	
2	Jumat, 8 Sept 2023	Observasi	Masrul, S.S	
3	Senin, 11 Sept 2023	Observasi	Masrul, S.S	
4	Jumat, 15 Sept 2023	Observasi	Masrul, S.S	
5				



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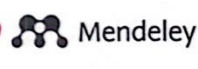
Ketua Program Studi,
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Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807



Mts Muallimin Muhammadiyah Makassar

Dahlan Sulaiman, S.Ag., M.Pd.I
NBM. 824 227





**MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
MADRASAH MUALLIMIN MUHAMMADIYAH
TINGKAT TSANAWIYAH CAB. MAKASSAR**
Alamat : Jl. Muhammadiyah No. 51 B, Telp. (0411) 311163 Kode Pos 90171 Makassar

SURAT KETERANGAN PENELITIAN

No : 092/IV.4.AU/F/X/2023

Kepala Madrasah Tsanawiyah Muallimin Muhammadiyah Cabang Makassar, menerangkan bahwa :

Nama : USWANI AHDYARTI
NIM : 10535 1112118
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Perguruan Tinggi : Universitas Muhammadiyah Makassar

Benar telah melakukan Penelitian/Pengambilan data pada Madrasah Tsanawiyah Muallimin Muhammadiyah Cabang Makassar Mulai Tanggal 25 Agustus 2023 s/d 25 November 2023 M. Dengan Judul : **“Analyzing The Effective Teaching Descriptive Text Reading Comprehension to Students in The Implementation Of the 2013 Curriculum”**

Berdasarkan Surat Izin Penelitian dari Universitas Negeri Makassar Nomor: 2323/05/C.4-VIII/VIII/1444/2023.

Demikian Surat Keterangan Hasil Penelitian ini diberikan untuk digunakan seperlunya.

Makassar, 25 Oktober 2023

Kepala Madrasah
Dahlan Sulaiman
Dahlan Sulaiman, S. Ag., M.PdI
NBM 824 227



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LETTER OF ACCEPTANCE
0849/BG-FKIP/LOA/B/XI/1445/2023

Dear USWANI AHDYARTI

It is our pleasure to inform you that, after reviewing your paper:
ANALYZING THE EFFECTIVE TEACHING DESCRIPTIVE TEXT READING
COMPREHENSION TO STUDENTS IN THE IMPLEMENTATION OF 2013
CURRICULUM AT MTS MUALLIMIN MUHAMMADIYAH MAKASSAR
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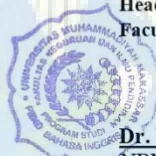
Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

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We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jlta@bg.unismuhmakassar.ac.id

Makassar, 20 November 2023 M
6 Jumadil Ula 1445 H

**Head of English Education Department
Faculty of Teacher Training and Education**



Dr. Umami Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

DOCUMENTATION



CURRICULUM VITAE



Uswani Ahdyarti was born in Onto Selayar on August 05th 2000. She is the second child of Mr. Rustan Effendi and Mrs. Nur Lena couple. She has one sister and one brother. She started her education at SDI Onto and graduated in 2012. Then she continued her education at SMPN 8 Selayar and graduated in 2015. After that, she continued her education at SMAN 2 Selayar and graduated at 2018. In the same time, she registered as a student in Universitas Muhammadiyah Makassar and took English Education major. She could finish her study in 2023 with the thesis under the title “**Analyzing the Effective Teaching Descriptive Text Reading Comprehension to Students in the Implementation in 2013 Curriculum**”.

