

IMPROVING STUDENTS' WRITING SKILLS THROUGH THE JURISPRUDENTIAL MODEL ON TOURISM FIELD

(A Classroom Action Research at The Eleventh Grade of SMAN 6 Takalar)



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Muhammadiyah university of Makassar in partial fulfillment of the
requirement for the Degree of Education in English Education
Department*

ALSINDY HS
105351115816

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2022

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| Nomor surat | — |
| Jumlah exp | 1 cep |
| H a r g a | Smb Alumni |
| Nomor Indul. | — |
| No. Klasifikasi | P/0096/1316/22 |
| | ALS |
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN

Skripsi atas nama **Alsindy HS**, NIM **105351115816**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 239 Tahun 1443 H/ 2022 M, tanggal 21 Rajab 1443 H/ 22 Februari 2022 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Senin 28 Februari 2022**.

Makassar, 27 Rajab 1443 H
28 Februari 2022 M

Panitia Ujian:

1. Pengawas Umum : Prof. Dr. H. Ambo Asse, M.Ag
2. Ketua : Erwin Akib, M.Pd., Ph.D.
3. Sekretaris : Dr. Baharullah, M.Pd.
4. Dosen Penguji :
 1. Dr. St. Ariati A.M. S.Pd., M.Hum
 2. Muh. Arief Munsin, S.Pd., M.Pd.
 3. Maharida S.Pd., M.Pd.
 4. Dr. Muhammad Arief Paturusi, M.Pd.

Disahkan Oleh:

Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860.834



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

APPROVAL SHEET

Title : Improving Students' Writing Skills Through The
Jurisprudential Model On Tourism Field

Name : Alsindy HS

Reg. Number : 105351115816

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, 28 Februari 2022

Approved By,

Consultant I

Consultant II

Dr. Saiful M.Pd.

NIDN. 0915068701

Muh. Asrianto Setiadi, S.Pd., M.Pd

NIDN. 0911068201

Dean of FKIP

Head of

Makassar Muhammadiyah University

English Education Department

Erwin Akib, M.Pd., Ph.D.

NBM. 860 934

Dr. Umami Khaerati Syam, S.Pd., M.Pd.

NBM. 977 807





MAJLIS DIKTUTEBANG HIMPINAN PUSAT MUHAMMADIYAH UNIVERSITAS
MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS

COUNSELLING SHEET

Full Name: Alandy Hs
Student ID (NIM): 105351115816
Department: English Education Department
Research Title: Improve students' writing skills through the jurisprudential model
based on tourism field
Consultant II: Dr Saiful, S.Pd, M.Pd

| Date | Chapter | Consultant's Note | Sign |
|----------------|---------|--|------|
| 8 Agustus 2021 | I | Revise your table of content | |
| 8 Agustus 2021 | II | Need more references about jurisprudential model | |
| 8 Agustus 2021 | IV | Revise your data, and add some table | |
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| | | | |

Makassar 11 Januari 2022

Approved by:
Head of English Education Department

25-1-2022
Dr. Ummi Khoerati Sa'im, S.Pd, M.Pd
NIM: 477802



MAJELIS DIKTILITRANG PIMPINAN PESAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN PROGRAM
STUDI PENDIDIKAN BAHASA INGGRIS

COUNSELLING SHEET

Full Name : Abiady HS
Student ID (NIM) : 185351115816
Department : English Education Department
Research Title : Improve Students' writing skills through the jurisprudensial model based on tourism field
Consultant II : Muh. Asrianto Setiadi, S.Pd., M.Pd

| Date | Chapter | Consultant's Note | Sign |
|------------|---------|--|-------------|
| 15/12/2021 | II | - Revise your data | [Signature] |
| 19/01/2022 | IV | - Revise more your data finding | [Signature] |
| 26/01/2022 | V | - Revise your conclusion - Revise your abstract | [Signature] |
| 01/01/2022 | | ACE | [Signature] |
| | | | |
| | | | |

Makassar 13 Desember 2021

Approved by:

Head of English Education Department

01/2022

Ummi Khezzil Syam, S.Pd., M.Pd.

NBM. 973 807



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : **Alsindy HS**
Nim : 105351115816
Jurusan : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Writing Skills Through The
Jurisprudential Model On Tourism Field

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SURAT PERJANJIAN

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Nama : **Alsindy HS**

Nim : 105351115816

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Keguruan dan Ilmu Pendidikan

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MOTTO

“Don’t wait to be great for start, But just start to be great”

DEDICATION

I dedicated this thesis:
to My beloved parents, My beloved family
And all the people who cares to me.
Thanks for everything.



Makassar and also to the all lecturers who have taught me during the years of my study.

5. My high appreciation and much thankful to my first consultant, Dr.saiful S.Pd.,M.Pd, and my second consultant, Muhammad Asrianto Setiadi, S.Pd M.Pd. for their valuable time, knowledge, and guidance with all their patience and wisdom during the process of accomplishing this thesis.
6. My beloved Sisters, Brother and all of my best friends who give me more strength, for sharing the same struggle in our different life, for supporting each other to achieve our goals.

May Allah the Almighty bless them all. Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.

February 2022, Makassar

The Researcher

ALSINDY HS

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CHAPTER 1

INTRODUCTION

A. Background

English is one of the compulsory subjects in Indonesian schools. One of the aims in English teaching and learning process is the mastery of the four language skills. Those skills are listening, speaking, reading, and writing.

Writing is one of the most important skills in language learning. One of the reasons is that it is related to the students' future need for occupational purposes for academic study, or for personal communication. Based on the standard of graduate competency stated by Permendiknas no.23/ 2006 Republic of Indonesia, in the writing skill, the graduate of vocational high school must be able to express meaning in written product in interpersonal and transactional discourses, formally and informally, in the form of expressing written requests and commands related to daily life. Therefore, the students must have a good mastery in writing to be able to write.

However, there are some considerations why writing is regarded as a difficult skill. Richards and Renandya (2002) mention that difficulties in writing arise not only in generating and reorganizing ideas but also in translating the ideas so that the readers can be easily able to understand about what is the writing about. They also proposed that second language writer should pay attention to the higher skills of writing, they are generating and reorganizing ideas. In addition the second language writer should also pay attention to the lower writing skills such as spelling, punctuation, word choice, and so on.

In addition to the students' lack of knowledge and understanding in writing, the low score was caused by the learning that was given did not activate the students. So far, students have not been given the opportunity to explore their potential. When learning to write reports, students never practice writing because what is provided is only theory and explanation. Students have no experience in writing. Therefore, students feel bored with lessons and tend not to pay attention to lessons and are more engaged in wrestling with their world, such as chatting, sleeping, writing things that are not related to lessons, joking, and leaving class on the grounds of going to the restroom, and so onother.

When the teaching and learning process takes place, students are not given the opportunity to be active on the grounds that circumstances or situations will not be conducive when students are given the freedom to develop their abilities. In fact, the freedom given can add to students' ideas and insights. The difficulties faced by students in writing include students not being able to write systematically according to the order of time, space or place, and topics, and students have not been able to develop a writing framework into several paragraphs. by using good and correct language. In order for students to be able to achieve completeness standards, specific strategies in teaching are needed. The strategy in question is a model used in learning. One alternative to improve students' skills in writing reports is to use a jurisprudential model and field trips. With models and field trips, students are given the freedom to express their ideas or ideas about an event to be poured into a writing that comes from what they have experienced and seen. Field tours are one way that can help students apply experiences and learning in

the classroom to a bigger and wider world so that students are able to get to know the outside world. From the various things above, the alternative that is used to overcome the difficulties experienced by students in writing is the application of a jurisprudential model based on field tourism.

The jurisprudential model is different from other models, namely in the jurisprudential model there are stages where students must be oriented or first know the problems they will face when observing objects directly. In addition, the jurisprudential model make students think critically about the problems they are facing on the object being observed and relate the problem to the current conditions. By using this model, students has the opportunity to develop their insights, knowledge, and experiences in classroom learning. Students are the main subject in learning. Students are trained to express their thoughts and feelings in written form. Learning with a field trip-based jurisprudential model involves students directly from the beginning to the end of learning, namely from planning (determining the topic), the process of observation or observation, discussion

Based on the problem above, the researcher decides to conduct a experiment research under the title “ImprovingStudents’ Writing Skills Through The Jurisprudential Model On Tourism Field ”.

B. Research Question

Based on the background of research, the problem statement of this research is simulate as :

tourism field, where students tend to more challenged and more enthusiastic about learning.

B. The concept of Writing

The nature of writing is broken down into several sections, namely understanding, purpose, and benefits. In this section, the theories described.

1. Definition of Writing

Writing is a language skill that is used to communicate indirectly, not face to face with others. Writing is a productive and expressive activity (Tarigan 1993: 3). Completing his previous opinion, Tarigan said that writing is lowering or depicting graphic symbols that describe a language understood by someone so that other people can read the symbols of the graph if they understand the language and graphic images.

Agreeing with Tarigan, Lado (in Suriamiharja 1997:1) means that writing is placing graphic symbols that describe a language understood by someone, then can be read by others who understand the language along with its graphic symbols. Suriamiharja (1997: 1) argues that writing is the activity of giving birth to thoughts and feelings with writing. It can also be interpreted that writing is

Simple writing can be started by doing: (1) seeing directly an event or object. Ideas are the main key someone can do the work of writing. Ideas will arise if you have knowledge, insight, and experience. So by looking at objects directly, the idea would be easy to obtain; (2) discuss what is interesting from what is seen, or find information or data from books; (3) writing a draft /writing outline; (4) communicating to others who are believed to be able to guide and direct; (5) rewriting and checking punctuation.

In the final stages, not at the beginning or when making drafts because it can interfere with the fluency of expressing ideas, and (6) publishing writing, designing appearance designs (Suwarno 2011: 106)writing From the various opinions above it can be concluded that is a pouring of ideas or ideas, feelings, thoughts into writing to convey information to be conveyed in written form.

2. Writing Goals

Each type of writing has a variety of different objectives. With these differences, the inexperienced writer should pay attention to the following categories: telling or teaching, convincing or pressing, entertaining or pleasing, expressing/expressing fiery feelings and emotions (Tarigan 1993: 23).

In connection with the purpose of writing, Hugo Hartig (in Tarigan 1993: 24) summarizes the purpose of writing as follows; (1)

C. Concept of Jurisprudential Model Based on Tourism Field Definition Of Jurisprudential model

The essence of this learning model is to develop intellectual activities through writing, dialogue, students position themselves with their opinions and the teacher actively asks questions. Questions from the teacher encourage students to actively criticize problems.

The rationale for this model is the conception of a society that has different views and priorities regarding social values that are legally conflicting with each other. To solve a controversial problem in social context a productive, every citizen needs to have the ability to be able to talk to others and succeed in making agreements with others. Every citizen must be able to analyze intelligently and take the most appropriate example of social problems, which are essentially concerned with the concept of justice, human rights which are at the core of democratic life. To be able to carry out these activities are needed three skills, namely: (a) familiar with the values that apply in the legal and political systems that exist in the environment of his country, (b) has a set of skills to be used in clarifying and solving other problems, and (c) mastering or having knowledge of contemporary political issues that grow and develop in the environment of his country. The model developed by Donald Oliver and James P. Shaver (in Wena 2008: 71) aims to teach students to analyze issues that are currently hot in society. In line with Joyce and Weil, then the model

there are two activities, namely the teacher introduces the materials; and the teacher reviews the available data.

The second stage is to identify the issue or case, which has four student activities, namely synthesizing the facts into the issue at hand, choosing one of the government policy issues to discuss, identify values and value conflicts and, recognizing the facts underlying the contents and questions defined.

The third step is to determine position. At this stage students consider their position or position, then state their position in the conflict of values and in relation to the consequences of that position.

The fourth stage, namely exploring examples and patterns argumentation. At this stage there are four steps that must be made, namely establishes the point where it looks to the destruction of value on the basis of data obtained proves the desired and undesirable consequences of the chosen position, clear up value conflicts by conducting processes Analogy, setting priorities by comparing one value to another and demonstrating the disadvantages if one has a value.

The fifth step in this model is to clear and test position. At this stage there are two student activities, namely ,stating their position and giving rationale about the position, then testing a numbersituations of similar, students align their positions.

The structure of the jurisprudential model varies from the low structured to the which is tightly structured. In general, teachers start opening stages and move from one stage to another depending on the ability of students to complete their tasks learning for each stage. After students experience one process, it is jurisprudential hoped that each will be able to do it without help from others (Winataputra 2001: 42).

b. Supporting Systems

The main material needed in this model is the sources of documents relevant to the problem. Officially available sources should be provided for actual cases. can also Teachers develop by summarizing information about cases from various sources of information that are very rare or difficult for students to obtain. In applying this model it is necessary to pay attention to matters such as student age and student learning environment (Winataputra 2001: 43)

D. Field Tour

All corners of the world can be a source of learning if knowledgeable guidance shows you how. The field tour well organized, can be one of the most valuable ways of helping out students apply textbooks and classroom learning to a deeper world big. There are various features to make field tours be a useful learning experience (Partin 2009: 165).

11. Counting the number of students.
12. Carry a notebook or card when doing field trips for note down the ideas to be developed.
13. Bring a camera to document activities or devote photos that can be used as Power Point presentations, including websites web in class, or used in a bulletin board display.
14. After field trips, you should say thank you to organization or person facilitating the visit.
15. Evaluating the field trip. What is the field tour in accordance with the educational goals to be achieved? In order to find out it requires feedback from students.
16. If planning to use field trips in the future, hopefully note the changes that will make tourism even more helpful. Preferably, form letters, permit receipts, student activities, and archived promotional brochures.

1. Potential Field Trip Ideas

| | |
|--------------------------|--------------------------------|
| 1. Garden | 12 Historic sites or buildings |
| 2. Amusement park | 13. Hospital |
| 3. Aquarium | 14. Libraries |
| 4. Place on purpose | 15. Laboratory |
| Overgrown with trees and | 16. Environmental library |

| | |
|--------------------------------|-------------------------------|
| shrubs for scientific purposes | 17. Bank |
| and education | 18. Book publishing companies |
| 5. Art exhibition | 19. residence |
| 7. Life support facilities | 20. Zoo |
| 8. Botanical gardens | 21. Coasts, rivers, or lakes |
| 9. Government offices | |
| 10. Tombs | |
| 11. History museum | |

From several ideas of places that can be observed during a field trip, one place is chosen that students can visit during the lesson, namely school environment. Several places that can be observed in the school environment among others, a prayer room, school garden, school cooperative, school library, and Sports field.

2. Field Tourism Follow-up Activities

1. Allow students to create a CD or VCD of the tour for use digital photos or video clips during outdoor events.

2. Encourage students to send thanks to organizations or institutions or bodies that have given permission carry out field tours.

3. Creating a depicting demonstration of the results of a field trip study materials that have been studied or obtained during field

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3. Creating a depicting demonstration of the results of a field trip study materials that have been studied or obtained during field

trips, then invite or ask other class students to follow along the demonstration.

4. Invite students who volunteer to make a notice board which describes the content of field tours.

5. Invite students to evaluate the experience of field travel. Ask the most favorite or the most fun part of field trips, asking for suggestions from students so that field tours are feasible followed, and analyze whether the field trip fulfills that purpose previously announced.

6. Choose one of the students to tell the field trip for used in class newsletters to be sent to parents.

7. Assign several teams to make reports on various aspects travel. All of this will be presented in various ways (power presentation point, oral presentation, learning center) (Partin 2009: 167).

3. Field Tourism-Based Jurisprudential Model Steps

The steps of learning to write using field tourism-based jurisprudential model as follows:

(1) orientation, on the case: in this step the students received direction from the teacher before carry out field trips on the object that has been determined. After students get directions,

students carry out field trips then take notes important things they discovered during their observations;

(2) identify issues or cases; at this stage, students suggest findings to the teacher accompanied by the causes of the problem they found. After that, the students discussed together with their groups the data he has obtained by looking for solutions to problems what they found.

(3) this stage is the stage of determining the position. Students began to determine their place in the problems they had encountered during the field trip. After students have determined their position, next students try to find a way out to solve the problem and the effort that must be done in the problem they face.

(4) explore examples and argumentation patterns. In this step, together with their groups, students describe by referring to the writing that has been prepared and by seeing examples received at the beginning of the lesson.

In addition, students are also encouraged to write down some of their opinions in writing their observations along with the data support;

(5) clarifying and testing the position: in writing, students establish his position as a school member and that position is described

in his writing. After the students wrote, each group representative presented their observations in front of the class.

When group representatives present their writing, other students respond to the writing results which is being presented;

- (6) testing the underlying factual assumptions the position he straightens out. In this step, the teacher asks the representatives of the presentation groups about their writing.

Learning gives the best possible results when based on experience. Experience is interaction, namely action and reaction. Between the individual and the environment, so the action of the environment against the individual. However, on the other hand, individuals react to environmental influences (Nasution 2008: 75)

E. Conceptual Framework

The conceptual framework is illustrated below:

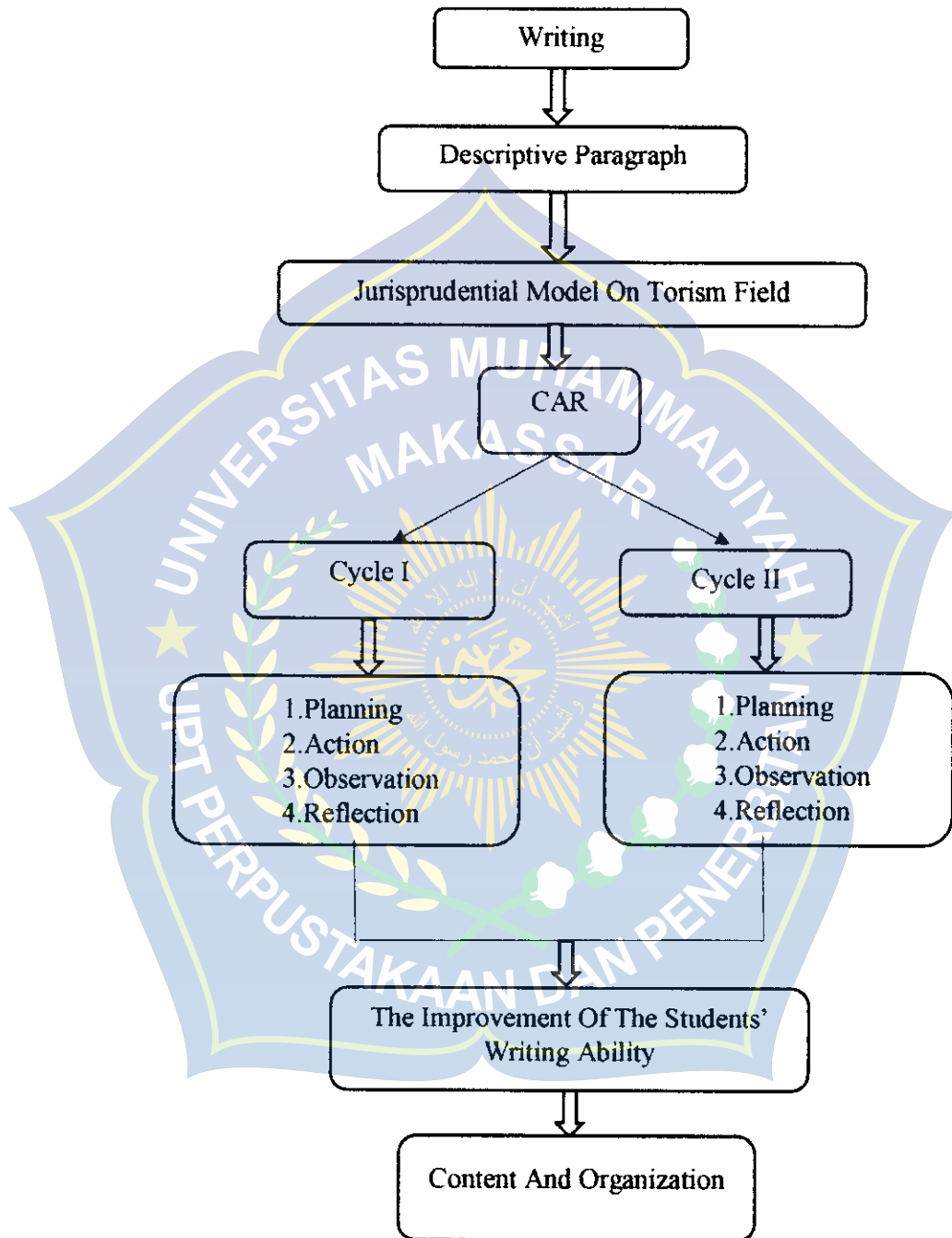


Figure 2.1. Conceptual Framework

Figure 2.1. explains about the conceptual framework of this research. It is mean that in writing ability focus on descriptive paragraph, the researchers use the jurisprudential model on tourism field in classroom action research (CAR) devided into two cycles where each cycle consisted of four phases(planning, action, observation, and reflection).

As well as in the second cycle using four stages (planning, action, observation, and reflection) after researchers carrying out the four stage of the two cycles, the results achieved were the improvement of students' writing skills, especially in content and organization.

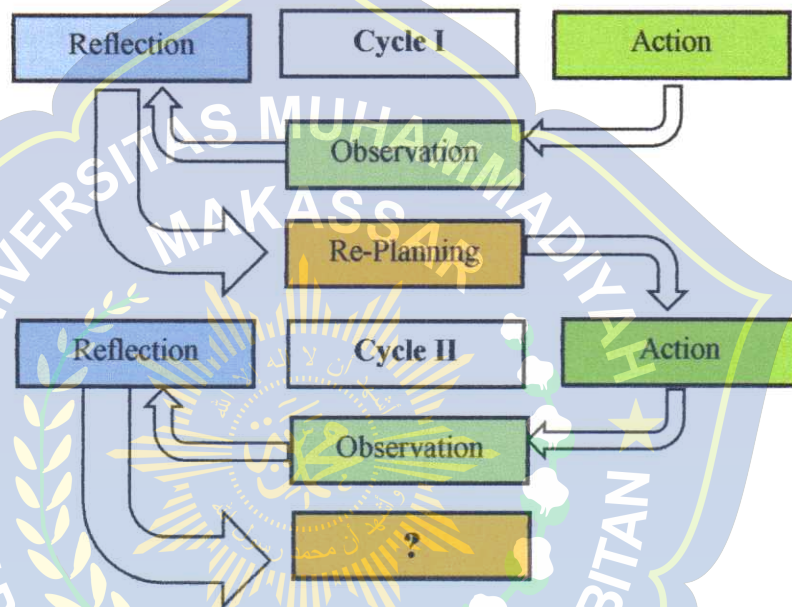


CHAPTER III

RESEARCH METHOD

A. Research Design

In this classroom action research (CAR), the observer used the CAR principle to collect the data. The research divided into two cycles where each cycle consisted of four phases. The cycle described through the scheme of action research phases as follows:



The cycle of Classroom Action Research (Arikunto: 2007)

Cycle 1

Cycle 1 consists of planning, action, observation, and reflection as follows:

1. Planning

In this phase, the researcher:

- Make lesson plan after got the problem in the class by jurisprudensial model.

teaching learning process of writing by used jurisprudentialbased on tourism field reaches success criteria based on the test result of the first action.

Cycle II

It is line with cycle I, cycle II also consists of planning, action, observation, and reflection as follows:

1. Planning

In this phase, the researcher made:

- a. The lesson plan by using jurisprudential model
- b. Instrument evaluation that was used in classroom action research cycle.
- c. Observation sheet.

2. Action

- a. The teachers apply jurisprudential model in the class.
- b. The teachers write down a topic in the idle of the paper. It could be a word
- c. The teacher writes down a new word around the topic and circle.
- d. The teacher teach the student to read that new words in right writing
- e The teacher read first continuously.

- f. The student follows the teacher to read all the words.

3. Observation

1. Observation Sheet

Observation sheet aims found out the students' data about their presence and activeness in teaching learning.

2. Test

Test aims to get information about students' improvement after teaching learning process ends.

E. Technique of Data Collection

The technique of data collection in this research as follows:

- a. Observation; it aimed to find out the students' participation during the teaching and learning process.
- b. Test; it aimed to find out the students' responding during the teaching and learning process by interviewing students and teacher. Test; it is aimed the students' improvement in learning writing skills.

Data Collection

To collect the data by the following procedures:

1. Data source: the data source in this research was the students' achievement in writing before get the writing material through the jurisprudential model on tourism field.
2. The researcher is given the test to the students. It is done after implementing the jurisprudential model in the class or in the

| | |
|----|---|
| | coherence with each other. |
| 30 | <ul style="list-style-type: none"> • Meaning is frequently clear • Show some understanding of writing, topic and main idea, less development. • Contain some ideas 4 or 2 paragraph but they not coherence each other. |
| 20 | <ul style="list-style-type: none"> • Meaning is unclear • Shows little evidence of discourse understanding • Contain some ideas 3 or 2 paragraphs and they not coherence each other. |
| 10 | <ul style="list-style-type: none"> • No complete sentences are written • No evidence of concept of writing |

(Harmer, jeremy 1987.336 in Rajab 2008)

b. Organization

| Score | Criteria |
|-------|--|
| 50 | <ul style="list-style-type: none"> • Organization is appropriate to write assigment and contains clear intoduction, developments of idea, and conclusion. • Transition from one idea to another is smooth and provides rider with clear understanding that topic |

c. Scores 70- 79 is classified as good.

d. Scores 60-69 is classified as fair.

e. Scores 0-59 is classified as poor,

(Dekdikbud in Saleha, 2008:22)



The Students' Tabulation of Frequency in Content

Based on the data analysis the students' score in writing content are got from the result of the test in cycle I and cycle II in the following table and graphic is presented:

| Classification | Score | Frequency | | Percentage | |
|----------------|--------|-----------|----------|------------|----------|
| | | Cycle I | Cycle II | Cycle I | Cycle II |
| Excellent | 90-100 | 0 | 0 | 0% | 0% |
| Very Good | 80-89 | 0 | 14 | 0% | 87.00% |
| Good | 70-79 | 0 | 0 | 0% | 0% |
| Fair | 60-69 | 14 | 0 | 68.33% | 0% |
| Total | | 14 | 14 | 68.33% | 87.00% |

Table 4.2: The Students' Tabulation of Frequency in Content

The table 4.2 above show that in cycle I there is no student get excellent, very good, good and poor. There are 14 students (100 %) get fair,. While In cycle II there is no student get excellent, good, fair and poor. There are 14 students (100 %) get very good.

b. Organization

1. The Students' Mean Score in Writing Component of Organization

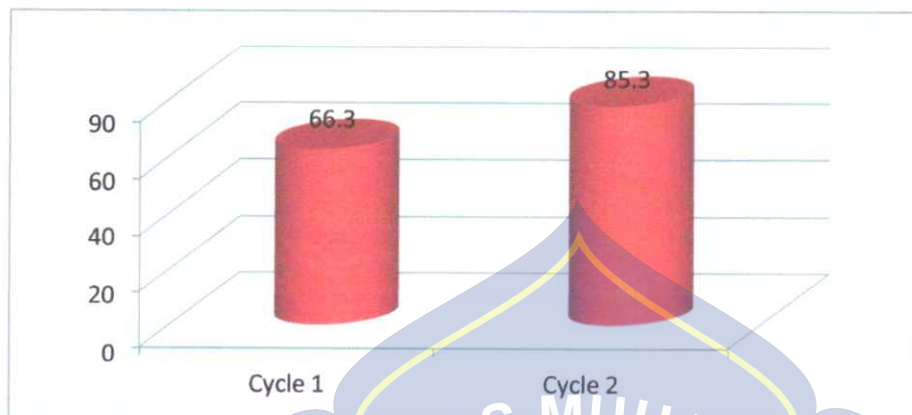
Table 4.3: The Students' mean score in organization

| Indicators | Organization | | | Improvement (%) | |
|------------|--------------|---------|----------|-----------------|-----------|
| | D-Test | Cycle I | Cycle II | D-Test to CI | C1 to CII |
| Mean score | 57.6 | 66.3 | 85.3 | 13.12 | 28.63 |

The table above indicates that there is improvement of the students' mean score of organization from cycle D-test to Cycle I and cycle I to cycle II, where the result of students' mean score in organization after evaluation in D-test to cycle I it becomes 13.12 so the improvement from cycle I to cycle II is 28.63 %.

The research findings from the table above, indicates that there is improvement of the students' score in organization from D-Test to cycle I to cycle II, where in D-Test to cycle I the improvement of students' score is 66.3 %. After analyzing the difficulties that the students team in cycle I then applying jurisprudential model and then giving them evaluation in the end of cycle II the improvement of the students' mean score is 85.3 %.

Figure 4.2: The Chart of the Students' Writing of Organization



The figure above shows that the students' mean score of organization has a significant improvement from cycle 1 to cycle 2. The improvement is 28.63 %. It indicates that the target to improve the students' organization has been reached. The improvements of the students' writing of organization through jurisprudential model are good. It is indicated by the mean score as in the table.

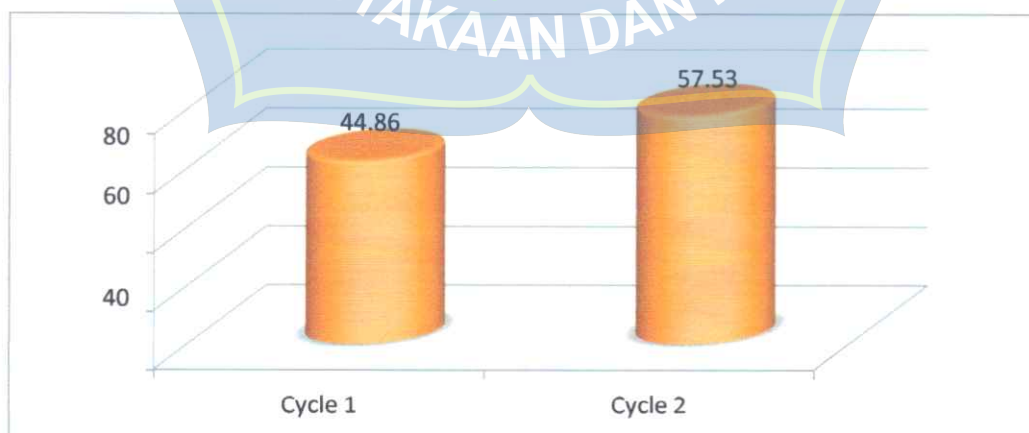
The students' Tabulation of Frequency in Writing Component of Organization

Based on the data analysis the students' score in writing organization are got from the result of the test in cycle I and cycle II in the following table and figure is presented:

| Indicators | The Result of Students' Writing Organization and Content | | | Improvement (%) | |
|------------|--|---------|----------|-----------------|-----------|
| | D-test | Cycle I | Cycle II | D-test to CI | CI to CII |
| Mean score | 38.86 | 44.86 | 57.53 | 15.44 | 28.24 |

The table 4.3 above shows the mean score and improvement of the students' organization and content. The result of students' mean score in cycle I is 38.86 and the students' improvement in organization and content result cycle I is 15.44%. The research findings from the table above, indicates that there is improvement of the students' score in organization and content from, where in cycle I the improvement of students' score is 15.44%, after implementing jurisprudential model on tourism field and giving evaluation in the end of cycle II the improvement of the students' mean score is 28.24%.

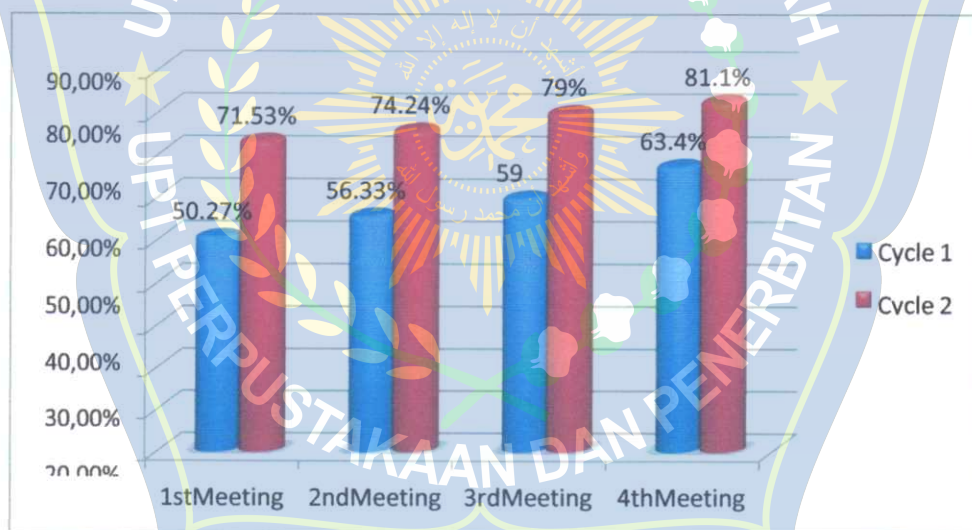
Figure 4.3: The Students' Improvement in Writing



meeting of cycle 1 than cycle II. In the third meeting of cycle 2 the students also more actively participate than in the third meeting of cycle I. In the cycle I the students' activeness is 50.27% and in the second cycle is 74.24%. Then, in the fourth meeting of cycle I and cycle II also shows a significant improvement where the activeness in the cycle I is 63.4% and 81.1% in the cycle II.

The result of the students' activeness can also be seen in the following chart:

Figure 4.3: The Improvement of the Students' Aactiveness during Teaching And learning process



Based on table 3 and figure 3 above show that in cycle I the students' activeness in the 1st meeting is 50.27%, the 2nd meeting is 56.33%, the 3rd meeting is 59% and the 4th meeting is 63.4%. In cycle II students' activeness in the 1st meeting is 71.53%, the 2nd meeting is 74.24%, the 3rd meeting is 79% and the 4th meeting is 81.1%. Base on the interpretation of the table and

the graphic above indicate that the activeness of students in learning process always grow up from the first meeting in cycle I. For the first meeting of cycle II students probably get bored of material so their activeness improve but researcher tries to engage them. It makes their activeness improve again until the last meeting in cycle II.

A. Discussions

In this part, discussion deals with the interpretation of findings derived from the result of findings about the observation result of the students' improvement in writing component of organization, content and the students' improvement in writing result, and also the activeness of students in learning process would explain as follows:

1. The Improvement of the Students' of Content

After implementation imaginative technique in the class, the researcher found that the mean score of data source in content was 57.6. In the cycle 1, the students got 66.3, and in the cycle 2, the students got 85.3. The researcher found that students's more focus on study and enjoy when the students' learn through tourism field. And most of the students' can give more idea on that place. The researcher taught about content in the cycle 1 through jurisprudential model in the class. The researcher found that the students had difficulty to content the idea. The students have less skill in content element of writing.

Based on the unsuccessful teaching in the cycle 1, the researcher decided to do cycle 2. In the cycle 2, the researcher revised the lesson plan.

Where, when the researcher explained about the kind of paragraph the researcher should explain more clearly, if needed gave the students occasion to ask about the material. Besides that, the researcher had to give better guidance for the student in content their idea.

2. The Improvement of the Students' of Organization

The improvement of the students' skill to write good paragraphs after implementing jurisprudential model based on tourism field had effect that was effective. Where, the researcher found in the data source from test result in of organization that the students just could get score that was 57, it means that it was far from the target, but after implementing the students could get score 69 in the cycle I. In cycle II, it became 85. The researcher taught about the argumentation paragraph in the cycle 1 through jurisprudential model in the class. The researcher found that the students still difficult to write well.

The difficulty of the students in organization had been analyzed, so the researcher had to think the solution of the problem. So, the researcher decided to do the cycle 2 by doing revision in the lesson plan which prepared in revision planning of cycle 2.

The value improvement of the students' of organization from cycle I and also from Cycle I (68.3) \leq Cycle II (87.3), where in the students' mean score in organization after evaluation in cycle I the students' mean score in organization becomes 15.76, so the improvement of students' organization from cycle I is 27.81% while in cycle II the students' mean score in organization is 87.3 so, the improvement of students' mean score in

organization from cycle I to cycle II is 28%. The result above also proves that team jurisprudential model based on tourism field is able to improve the students' of organization significantly. It seen clearly the result of cycle II (59) is higher than cycle I (68.3) and cycle II (87.3 \geq cycle I (59)).



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusion and suggestion based on the research findings in previous chapter, the researcher puts forward the following conclusion and suggestion.

A. Conclusion

1). Through jurisprudential model based on tourism field could improve the students' writing component of content. It can be shown of the students' mean score in writing component of content from D-test to cycle I to cycle II. The students mean score of cycle I is 85.3 and cycle II is 66.3 The students' improvement from test to cycle I is 15.76%, cycle I to cycle II is 15.76% and from test to Cycle II is 27.81%, so there is significant improvement of the students achievement from D-test to cycle II in learning through jurisprudential model based on tourism field. This led the conclusion that the application of this jurisprudential model is needed english language teaching and learning in improving their proficiency to create some ideas on their writing.

2). The students' improvement on organization area in cycle I is 66,33%. After repair the weakness and take action in teaching and learning process through jurisprudential model on tourism field, the students' score in writing component of organization becomes 86,33% in the last meeting of cycle II. It means that through jurisprudential model on tourism field is able to improve the students' writing component of organization in learning English

especially in teaching descriptive paragraph.

Through jurisprudential model could improve the students' ability to know more about their self, and then create it on their writing especially descriptive paragraph.

B. Suggestion

Based on the findings above, the researcher suggests that:

1. The English teacher should use jurisprudential model based on tourism field as one of the alternative ways in teaching writing because it can improve the students writing skills.
2. It is suggested to the English teacher to maximize in giving guidance to the students in learning and teaching process.
3. The students should improve their ability in learning writing by using jurisprudential model based on tourism field.

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APPENDIX I

Research Instruments

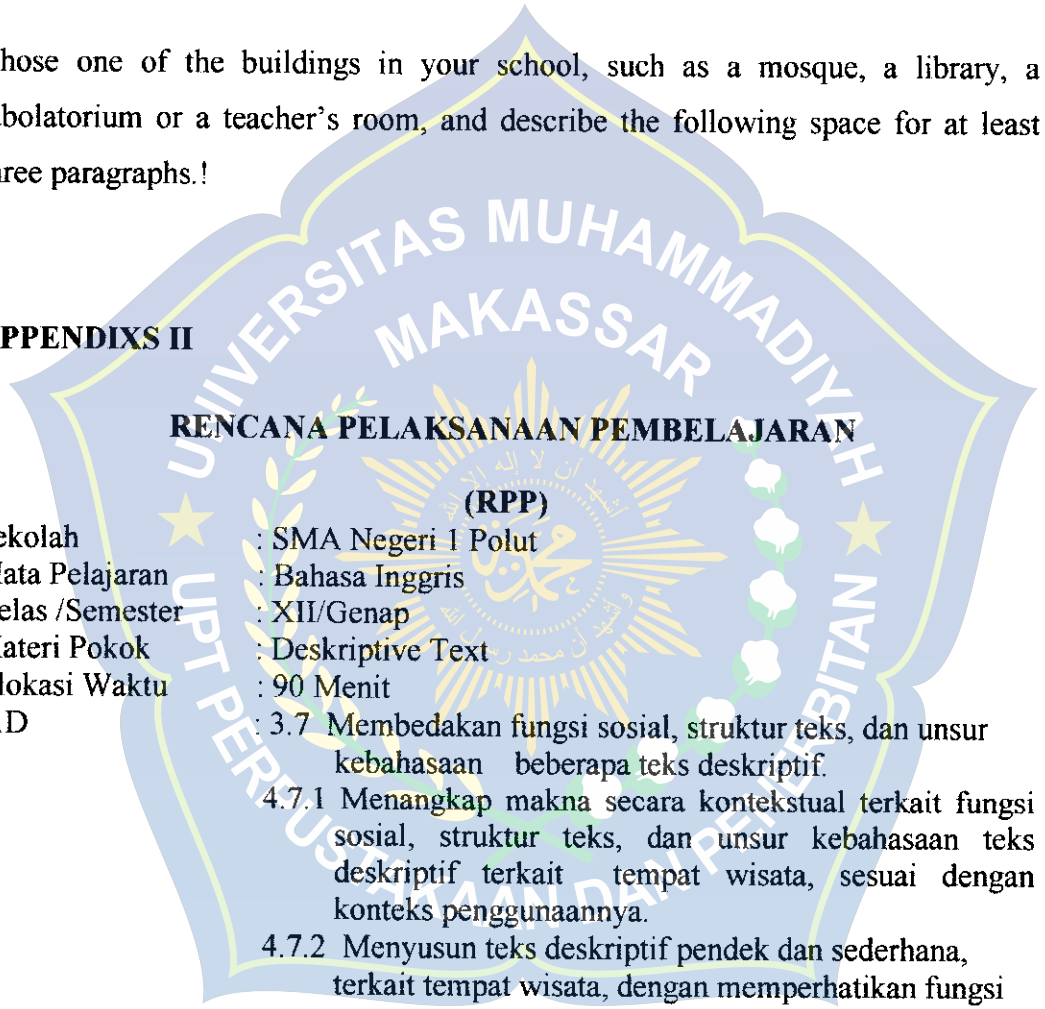
Pre-test

TEST!

Chose one of the buildings in your school, such as a mosque, a library, a labolatorium or a teacher's room, and describe the following space for at least three paragraphs.!

APPENDIX II

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)



| | |
|-----------------|---|
| Sekolah | : SMA Negeri 1 Polut |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas /Semester | : XII/Genap |
| Materi Pokok | : Deskriptive Text |
| Alokasi Waktu | : 90 Menit |
| K.D | : 3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif. 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif terkait tempat wisata, sesuai dengan konteks penggunaannya. 4.7.2 Menyusun teks deskriptif pendek dan sederhana, terkait tempat wisata, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. |

A. Tujuan Pelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menangkap makna dalam teks deskriptif lisan dan tulis sederhana dengan benar.
- Siswa dapat menyusun teks deskriptif sederhana tentang tempat wisata dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai dengan konteks dengan baik.

B. Media/alat, bahan dan Sumber Belajar

Media : Laptop, Gambar, Lcd
Alat/Bahan : Spidol, papan tulis, kertas HVS, Gunting
Sumber Belajar : Buku Bahasa Inggris Siswa Kelas XII, Internet

C. Langkah-Langkah Pembelajaran

| Pertemuan ke-1 | |
|---|--|
| Kegiatan Pendahuluan (10 Menit) | |
| Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin. | |
| Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya | |
| Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi: | |
| DESCRIPTIVE TEXT | |
| Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh, | |
| Kegiatan Inti (70 Menit) | |
| Siswa memperhatikan gambar-gambar yang telah disajikan oleh guru tentang tempat wisata terkenal. dan melakukan tanya jawab berkaitan dengan ciri-ciri bentuk dan lokasi tempat sesuai dengan pengalamannya. | |
| Siswa menjawab pertanyaan yang diberikan oleh guru secara lisan berdasarkan gambar yang telah diamati. | |
| Siswa mendengarkan dan meperhatikan penjelasan dan masukkan dari guru setelah guru memberi feedback atas jawaban yang telah dikemukakan oleh siswa. | |
| Siswa membaca teks yang diberikan oleh guru | |
| Siswa kemudian menuliskan satu teks deskriptif baik itu tempat wisata atau bangunan bersejarah yang pernah dikunjungi. | |
| Kegiatan Penutup (10 Menit) | |
| Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang | |

| | |
|---|--|
| muncul dalam kegiatan pembelajaran yang baru dilakukan. | |
| Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. | |
| Pertemuan ke-2 | |
| Kegiatan Pendahuluan (10 Menit) | |
| Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin. | |
| Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya | |
| Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi: | |
| DESCRIPTIVE TEXT | |
| Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh, | |
| Kegiatan Inti (70 Menit) | |
| Siswa mendengar dan memahami materi yang disampaikan oleh guru | |
| Siswa menjawab pertanyaan yang diberikan oleh guru secara lisan berdasarkan gambar yang telah diamati. | |
| Siswa membaca dan memahami clue yang diberikan oleh guru | |
| Siswa menulis teks deskriptif secara berpasangan | |
| Siswa kemudian mengoreksi hasil pekerjaan temannya | |
| Kegiatan Penutup (10 Menit) | |
| Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. | |
| Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. | |
| Pertemuan ke-3 | |

| Kegiatan Pendahuluan (10 Menit) | |
|---|--|
| Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin. | |
| Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya | |
| Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi: | |
| DESCRIPTIVE TEXT | |
| Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh, | |
| Kegiatan Inti (70 Menit) | |
| Siswa menuliskan hasil teks deskriptif yang telah dibuat di papan tulis | |
| Siswa menanggapi hasil teks deskriptif yang telah dibuat oleh temannya | |
| Siswa mendengarkan dan memperhatikan feedback yang diberikan oleh guru | |
| Siswa kemudian diberi kesempatan kembali untuk membuat descriptive text | |
| Siswa berinteraksi dengan lingkungan yang ada disekitarnya untuk menemukan ide | |
| Kegiatan Penutup (10 Menit) | |
| Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. | |
| Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. | |
| Pertemuan ke-4 | |
| Kegiatan Pendahuluan (10 Menit) | |
| Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin. | |
| Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk | |

| |
|---|
| mengingat dan menghubungkan dengan materi selanjutnya |
| Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi: |
| DESCRIPTIVE TEXT |
| Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh, |
| Kegiatan Inti (70 Menit) |
| Siswa mempresentasikan hasil karya deskriptif text yang telah dibuat sebelumnya |
| Siswa memahami isi dari deskriptif text yang dibacakan oleh temannya |
| Siswa kembali diarahkan mengelilingi setiap sudut sekolah untuk mendapatkan ide atau gagasan. |
| Siswa mulai membuat text deskriptif berdasarkan hasil pengamatannya |
| Kegiatan Penutup (10 Menit) |
| Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. |
| Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. |
| Pertemuan ke-5 |
| Kegiatan Pendahuluan (10 Menit) |
| Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin. |
| Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya |
| Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi: |
| DESCRIPTIVE TEXT |
| Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar |

| | |
|---|--|
| yang akan ditempuh, | |
| Kegiatan Inti (70 Menit) | |
| Siswa menjawab pertanyaan guru dan menyampaikan kesulitan yang masih dihadapi | |
| Siswa mendengarkan arahan dari guru | |
| Siswa diminta untuk menjelaskan kembali deskriptif text | |
| Siswa menanggapi dan memberi pengalaman setelah mempelajari deskriptif text | |
| Siswa kemudian menuliskan satu teks deskriptif baik itu tempat wisata atau bangunan bersejarah yang pernah dikunjungi. | |
| Kegiatan Penutup (10 Menit) | |
| Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. | |
| Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. | |

D. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis, tes lisan/observasi terhadap diskusi tanya jawab dan percakapan serta penugasan.
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio.

Palleko, 9 september 2020

Mengetahui

Guru Pamong

Mahasiswa

NURHAYATI S.Pd
NIP : 199706162006042028

ALSINDY HS
NIM : 105351115816

Kepala UPT SMA Negeri 1 Polut

Drs. H. RUSTAM, M.Pd

NIP : 19640802 199002 1 003



APPENDIXS III

Students go to the park, and some of students' go to garden or the famous place and look at the round what happend and deccribe about whet their have to see.

Test!

Decrbe this place folowing the space at least three parapghraph.



Choose one of the buildings in your school, such as a mosque, a library, a auditorium or a teacher's room, and describe the following space for at least three paragraphs.

Teacher room

Teacher room in my school, Broad Enough, Have a many window big window, They are many tables, teacher room, contains thirteen more teacher in, teacher room very colourful, many flowers in the room.

Teacher room never lonely, when lunch is always crowded, there is photo, and big screen, paint colour is blue and green, The are also gallons every morning many cake in the table. In the front exist detection seat. Floor colour is white, table is very nice neatly arranged with chocolate cake. The are board absent for teacher. Door colour is blue with iron black.

TEST

Chose one of the buildings in your school, such as a mosque, a library, a laboratorium or a teacher's room, and describe the following space for at least three paragraphs.

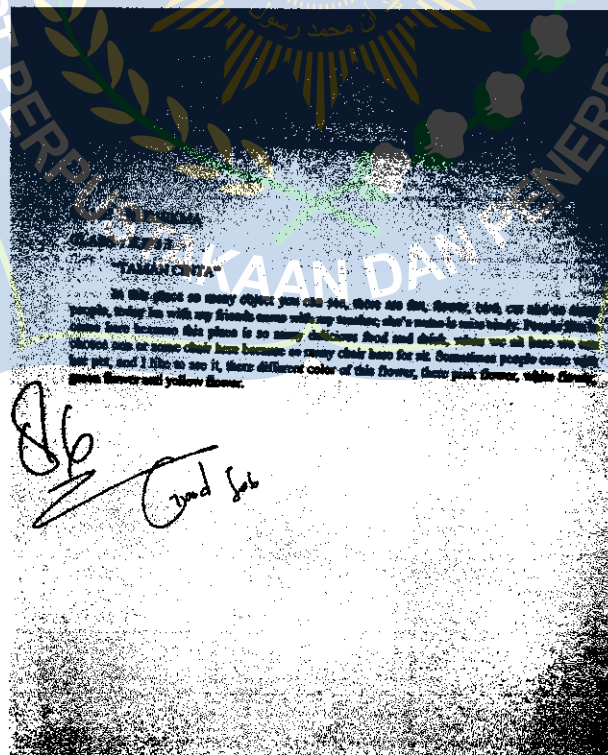
Teacher's room

at school there is a teacher's room in the room there is a table, take out on the table there is a book book. in the teacher's room there are kind of flower plants and inside the guru room there is also the principal and administration room.

Name: MUTAHHINA
class: XI IPS 3

no wa: 085 786 229 836

isa Fhadillah Syam
XI IPS 3
2555689962





Question !

Describe this place following space at least one paragraph. ! (home work)

NAME : ANNISA FHADILLAH SYAM

CLASS : XI IPS.3

In the "tamancinta" there are a flower, chair, and fan. In the besides of this park there is a lot of food and drink, on menu there are meatball, fried rice, fried noodle, thai tea, lemon tea, and mineral water. I like to visit here because this place is comfortable and make me fell good. I can see a lot of flower here and people, some people come here with family, or with friends, but now I came here with my friends and my beautifull teacher.



