USING THE STUDENTS' VISIT HISTORICAL PLACE TO INCREASE THEIR ABILITY IN WRITING DESCRIPTIVE TEXT

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Part Fulfillment of the Requirement for the Degree of Education in English Department

BESSE AYUS DAHNIANTI
10535614014

ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2018

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

LEMBAR PENGESAHAN

Skripsi atas nama **BESSE AYUS DAHNIANTI**, NIM **10535 6140 14** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **0018 Tahun 1440 H/2019 M**, tanggal 22 Jumadil Awal 1440 H/28 Januari 2019 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Jumat tanggal 01 Februari 2019.

26 Jumadil Awal 1440 H
Makassar, ————————————
01 Februari 2019 M

Panitia Ujian :

1. Pengawas Umum : Prof. Dr. H. Abdul Rahman Rahim, S.E., M.M. (..................)

2. Ketua : Erwin Akib, M.Pd., Ph.D. (..................)

3. Sekretaris : Dr. Baharullah, M.Pd. (..................)

4. Dosen Penguji : 1. Ummi Khaerati Syam, S.Pd., M.Pd. (..................)

       2. Andi Asri Jumiaty, S.Pd., M.Pd. (..................)

       3. Hj. Ilmiah, S.Pd., M.Pd. (..................)

       4. Ismail Sangkala, S.Pd., M.Pd. (..................)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar

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

ii

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بســــم اللـه الرحمن الرحيـــم

APPROVAL SHEET

Title   :   **Using the Students' Visit Historical Place to Increase Their Ability in Writing Descriptive Text**

Name   :   **BESSE AYUS DAHNIANTI**

Reg. Number   :   10535 6140 14

Programmer   :   English Education Department Strata 1 (S1)

Faculty   :   Teacher Training and Education

Makassar, Februari 2019

Approved by:

Consultant 1   Consultant II

Ummi Khaerati Syam, S.Pd., M.Pd.   Herlina Daddi, S.Pd., M.Pd.

Dean of FKIP   Head of English
Makassar Muhammadiyah University   Education Department

Erwin Akib, M.Pd., Ph.D.   Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 860 934   NBM. 977 801

III

Terakreditasi Institusi
BAN-PT

MOTTO

BEST THING IN LIFE IS SEEING A SMILE ON THE
FACES OF YOUR PARENTS, AND REALIZE THAT
YOU ARE THE REASON
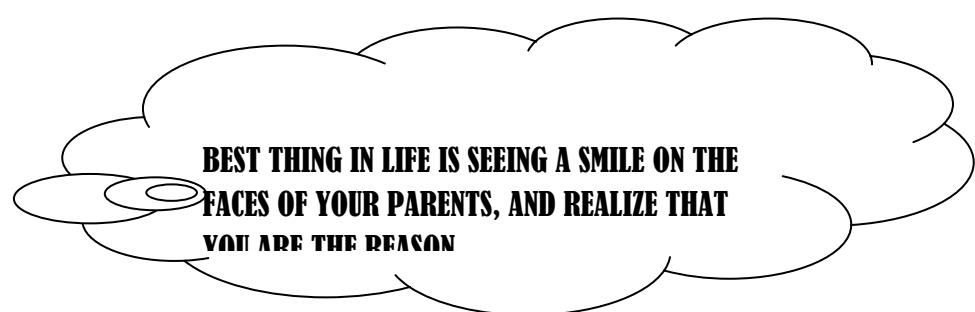
I dedicated my thesis this thesis for my beloved parents
have endless love for me

ABSTRACT

BESSE AYUS DAHNIANTI, 2018. *Using the Students' Visit Historical Place to Increase Their Ability in Writing Descriptive Text of the Tenth Grade Students of SMAN 2 Wajo in Academic Year 2018/2019*. Thesis. English Education Departement, Education and Teacher Training, Muhammadiyah University of Makassar. Guided by **Ummi Khaerati Syam** and **Herlina Daddi**.

The aim of this research is to find out whether using the Students' Visit historical to increase or not for students' ability in writing descriptive text for the tenth grade students of SMAN 2 Wajo compare with lecturing method to teach descriptive text.

Related to the objective of the research, the researcher used experimental reserach. The design used in this research is Quasi Experimental with Pre-test Post-test non- equivalent design. The population if this research was the tenth grade students of SMAN 2 Wajo in academic year 2018/2019. The sampling technique used was purposive sampling. The sample research was divided in two classes; X IPA 3 as experimental class and X IPA 4 as control class. In collecting the data, the researcher used a test. The researcher used t-test to analyse the data by using program SPSS 23.

The finding of this research shows that teaching writing by using Students' visit Historical place increased students' ability in writing descriptive text. It is proved by t-test found that sig. (2-tailed) is 0.001and the level of significance is 0.05. It can be seen thatsig. (2-tailed) lower than the level significance. It `is considered that the alternative hypothesis (H_a) is accepted and Null hypothesis (H_0) is rejected. It means that there is any significant effect between the students taught by using students' visit as method in learning writing skill and the students taught by using communicative method. Therefore, it can be concluded that students' visit is effectively applied by the teacher to increase students' ability in writing descriptive text especially for the students of SMAN 2 Wajo.

Keywords   : Students' Visit, Writing, Descriptive Text.

ABSTRAK

BESSE AYUS DAHNIANTI, 2018. Menggunakan kunjungan siswa untuk meningkatkan kempuan menulis deskriptif siswa SMAN 2 Wajo Tahun 2018/2019. Skripsi. Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan. Pembimbing Ummi Khaerati Syam and Herlina Daddi.

Tujuan penelitian ini adalah untuk menemukan apakah menggunakan kujungan siswa bisa meningkat atau tidak kemampuan menulis siswa di kelas X SMAN 2 WAJO dengan membandingkan metode ceramah dalam mengajar teks descriptive.

Berdasarkan sasaran dari penelitian ini, peneliti menggunakan penelitian eksperimen. Desain yang digunakan pada penelitian ini yaitu quasi eksperimen dengan pre-test and post-test dengan desain non equivalen. Populasi di kelas X SMAN 2 WAJO semester ganjil tahun 2018/2019. Pengambilan sampel menggunakan *purposive sampling*. Sample pada penelitian ini mengambil 2 kelas yaitu ; kelas X IPA 3 sebagai kelas eksperimen dan X IPA 4 sebagai kelas control. Pada pengumpulan data , peneliti menggunakan tes. Peneliti menggunakan t-test untuk menganalisi data menggunakan program SPSS 23.

Hasil penelitian menunjukkan bahwa mengajar menggunkan kunjungan siswa efektif untuk meningkatkan kemampuan menulis siswa. Ini terbukti t-test menujukkan sig. (2-tailed) adalah 0.01 dan level significan adalah 0.05. sehingga dapat dilihat bahwa sig. (2-tailed) lebih rendah dari level significan. Sehingga, alternatif hipotesis (H_a) di terima dan Null hypothesis (H_0) ditolak. Dapat disimpulkan terdapat peningkatan antara siswa yang menggunakan kunjungan siswa dengan yang menggunakan metode ceramah. Oleh karena itu, kunjungan siswa efektif diaplikasikan oleh guru untuk meningkatkan kemampuan menulis terutama pada siswa SMAN 2 WAJO.

Kata kunci   : Kunjungan siswa, menulis, teks descriptive.

ACKNOWLEDGMENTS

Bismillahirrahmanirrahiim

All praises be to Allah, king of the king, the Lord of the World, and the master of the day after, who has given us blessing and guidance. Because of His graciousness and mercifulness the writer can write well. The writer realizes and feels very sure that without His blessing, mercy, and guidance, it would be possible for herself to finish the paper.

Sholawat and sallam may Allah send them to our Prophet Muhammad SAW, his families, his companions, and His followers. The best messenger for people all over the world. This world becomes peace because of His hard effort in giving the human being advice.

On this opportunity, the writer herewith would like to express her proufound gratitude, especially for my parents Baso Syamsuddin and Hj. Indo Laba, more than she can express, to:

1. Rector of Muhammadiyah University of Makassar, Dr. H.Abd.Rahman Rahim, SE.,MM.

2. Erwin Akib, S.Pd., M.Pd., Ph.D., the Dean of the FKIP Unismuh Makassar.

3. Ummi Khaerati SyamS.Pd., M.Pd., the Head of English Education Department of FKIP UNISMUH Makassar, her first consultant, who had painstakingly spent her valuable time to guide and give excellent suggestions she has render to me in the special thanks also go to. Herlina Daddi, S.Pd., M.Pd, as the second consultant, for the correction and

invaluable critism and suggestions, she has render to me in the copletion of the paper.

4. My respect of my sister and my brother who had prayer, motivation, remind the writer to finish the paper as soon as posibble.

5. My respect of the head master, the teacher and the students of SMAN 2 Wajo for their participation in my researcher.

6. To beloved friends Kiki Rezky Andriani, Asyiani Hasyim and Fitri Alfiah S for their company at any times.

7. The beloved classmate, thanks for our long journey as 4 years.

Makassar, December 2018

Besse Ayus Dahnianti

TABLE OF CONTENTS

CHAPTER I : INTRODUCTION

CHAPTER V : CONCLUTION AND SUGGESTION

BIBLIOGRAPHY

INSTRUMEN

LESSON PLAN

LAMPIRAN

LIST OF TABLES

LIST OF FIGURE

Page

CHAPTER I

INTRODUCTION

A. Background

English language learning has four important skills such as listening, reading, speaking, and writing. Writing of the most important skills of the English language students. Students usually have difficult to English language skills especially in writing skills. Students to write English need help by the teachers. The teachers should prepare a good learning models and learning technique it make the students will be curious and interest to study English, especially in writing skills. Writing is also a productive skill to which careful attention must be paid, and teaching such skills really needs special training in order to make the learning process effective (Saifuddin S. , 2016).

Writing has several forms, one of them is "descriptive text" which focuses on describing people, place, things, emotion and feelings. Saifuddin (2016), statethat in descriptive writing, we can capture and keep our memories for many years because they are our link to the past. They can remind us of events and people from our life that have helped shape who we are today. Describing such things helps students to apply imaginations to their real lives and what has already passed in them. Similarly the other researchers say that, in writing the students will know how to write good content into a text about the object that they want to describe and how to organize the ideas which is supported with relevant supporting sentences and this skill, the students can improve their

grammar such as how to use correct tenses, adjectives, article and non-phrase (Efrianti, 2015).

In writing skill surely there are trouble in writing descriptive text. The difficulties when the students writing descriptive text that are the lack of motivation, the frequency practice is not enough and learning method is not correct (Ikhsan, 2012). In addition Sholihah (2016), the difficulties in writing descriptive text come from the generic structure and also the language features.

Therefore, the solution of the students' difficulties in writing descriptive text is students' visit. Students' visit is activities outside on the classroom to visit place such as the historical place. Students' visit is similar as the field trip technique which has strong connection with descriptive text to help the students increase their ability in writing skill. Using a field trip to teach writing descriptive text is a process of building students' knowledge through exploration in their real live to inspire creativity so that students will be more active in learning process. Activities outside the classrooms can also produce a stronger understanding because students will be able to write about something they have faced directly (Saifuddin S. , 2016).

Likewise the other researcher, using Environmental observation method can increase the students' attention and motivation during classroom writing activities. Besides, the students become easily to share their ideas in order to write a descriptive text. Then, it can encourage the students' motivation in writing and make their group work useful for them

in learning English. Thus, the teacher has the opportunity to teach of English (Harmenita, 2013).

Furthermore, students' visit is like outdoor activity in when the children get inspiration for their writing because they can see the object that they will describe, beside at outdoor they feel relax. While children spend outdoor every day, children have many ways to enrich the objective of the course and support children development and acquisition (Suharmi S. , 2015).

Based on the some previous researchers about using students' visit to increase students' ability to write descriptive text. The researcher is interested to implementation students' visit activity at tenth grade of senior high school. The reason to choose at tenth grade because high school syllabus learning about descriptive text in odd semester.

B. Research Problem

Based on the background of problems that have described above, the formulation of the problem in this research is can students' visit historical place increase students' ability in writing descriptive text?

C. Objective of Research

As the formulation of the problem that have described, the objective in this research is to find out whether students' visit historical place increase students' ability in writing descriptive text.

\

D. Significance of research

1. For students

    The research is expected to improve students' ability to write descriptive text using students' visit.

2. For teacher

    This research is expected to provide information as a consideration to design using students' visits can improve their ability to write descriptive text can applying this method in learning process. In addition, it can be used as teacher guidance in analyzing the weakness and the strength students in learning.

3. For the school

    This research is expected to provide information about using students' visits can improve their ability to write descriptive text as teacher consideration in preparing the lesson plan in the school. Furthermore, it can be additional literature and as a reading medium in school.

4. For researchers

    This research is expected to be a means to gain direct experience in analyzing the influence students' visits to improve students' ability in writing descriptive text.

E. Scope of research

    The researcher restricted materialtest that was descriptive text about historical place was conducted at the tenth grade students of

Senior High School. Using the students' visit increase students' ability to write descriptive text would be score five element: content, organization, vocabulary, grammar and mechanic.

CHAPTER II

REVIEW OF LITERATURE

A. Preview of Research

In study English to make the students eager to study, especially in writing, some suggestion are given to the English teachers and it may useful for them. Implementation of field trip was effective to improve the students writing skill in writing descriptive text. It could give different nuance to get the idea and inspiration to write so their enthusiasm improved. They could generate ideas well which affected the content, grammar and vocabulary aspect (Ramadhani, 2013)

Using students' visit is one of teaching method and teaching technique that can be used in teaching English especially in teaching descriptive text. In the same way, students' visit with Tourism brochure can apply in teaching English. Putri (2013), the researcher believes that by using tourism brochure the students will find teaching-learning process both stimulating and enjoyable. By tourism brochure, the students will be interested and more enthusiastic in learning writing descriptive text.

In addition the other researcher, the teacher should encourage themselves to create new and creative in ways of teaching by using various strategies, including environmental observation which similarly with students' visit. So that the students more interested in learning and writing descriptive text (Siahaan, 2015).

6

Furthermore, teaching writing descriptive text using outdoor activity for students increase the students' motivation and achievement in writing descriptive text. It made the students looked happy and interest in joining the teaching learning process, it can be seen from the observation that the students are active enjoy the teaching learning process (Suharmi S. , 2015).

In the same way with students' visit, the field trip technique and writing descriptive text have strong connections to help build students understanding of writing skill, although a field trip certainly is a technique to support students in the learning process, the most important quality that a field trip provides students is the opportunity to think based on what they see in the environment around them (Saifuddin S. , 2016).

Based on the some previous research, The similarities of research is students' perceptions. Meanwhile, the differences of some research the researcher using writing component. The researcher believe using the students' visit can develop the students writing descriptive text. Using the students' visit make the students improve their idea because they can see real situation and get inspiration through teaching in outdoor classroom.

B. Concept of Students' Visit

1. Definition of students' visit

In Teaching English as a Foreign Language (TEFL) especially in writing skill to write descriptive text. The teacher usually often teach writing in conventional way and seldom use the media and method to

teach English. Consequently, the students easily to get bored and difficult to be learn. One of manner is the teacher can apply visit method to teach English. In order the student can know the real situation in outdoor classroom (Suharmi S. , 2015).

Students' visit is a visit to a place in outside classroom which is design to achieve certain objectives. Students' visits can give opportunity for students to get information and experience something new about the place. The location place for students' visit can be historical place. Students' visit can makes learning more effective as they will be able to gain vast ideas and especially the students get enjoyable learning experience (Markhamah, 2013).

In the same way with students' visit, outdoor activity is an activity that can be done by people to lose the feeling of boredom. It is more interesting than indoor activities, because these activities are conducted outdoor. When the students are being outdoor, we can get more motivation to learn something. The sense of peace and pleasure is the children's experience when they take in the fresh air. In outdoor activity the children get inspiration for their writing because they can see the object that they will describe, beside at outdoor the students feel relax (Sri, 2015).

Students' visit give the students' experiential learning experience. Involvement in a real world experience makes learning more meaningful and memorable.Field trips help the students appreciate the relevance and importance of what they learn in the classroom. Students have to develop write reports after the trip, or evaluate their experiences. By doing such

activities, students will develop various skills such as taking skills, speaking skills, and especially writing skills will enhance (Limbu, 2012).

In students' visit similarly with field trip activity has advantages such as real-world experience, increase in quality of education, and improvement the social relations. In real-word experience the students can see real condition about the place. For the example, the students visit historical place it can be enhanced by a trip to a historical place where the students can clearly see the place.Meanwhile improvement the social relation, the teacher can bring their students in historical place. It is can make the students interaction with the other visitor in the historical place.

Hantman in Saifuddin (2016), said that field trips supplement and enrich classroom procedure such provide learning experience in a environment outside the school, arouse, new interest among students, help students relate the school experience to the reality of the world outside the school, bring the resources of the community natural, artistic, industrial, commercial, educational, with the students learning experience and provide students opportunity to study real things and real process in their actual environment.

An addition by the other researchers, field trip is a study trip taken outside the classroom to obtain direct experience from a natural setting. It is organized to improve students' interest in learning, for collecting data, materials or objects for classroom lessons as well as to observe objects or phenomena not possible to bring within the classroom. Field trip is a planned exercise taking place outside the four walls of the classroom. It

offers opportunity for learners to get firsthand information on people, places and things for the permanency of learning experiences. Using field trip in teaching and learning leads to teacherlearner interaction outside the classroom. These interactions take place in a new learning environment and result in a meaningful teaching and learning process (Ganiyu, 2013).

Students' visit one of the technique can use by the teacher in learning process in the classroom. Because learning in the classroom also can become stale, boring and hard to understand. Meanwhile, children need fun enjoyable, creative, challenging and adventurous ways of learning which can help them learn by experience and improve their curiosity (Indah, 2016).

1. **Step in Doing students' visit**

According George shilliber in Prem Limbu steps in doing students' visit as follow:

1. Visit Selection

    a. Identify objectives and plan of evaluation for the visit.

    b. Select site to be visit and arrange date and time.

    c. Conduct pre-visit to familiarize yourself with the major features of the field and obtain address, direction, contact person, and mobile number.

2. Logistics Planning

    a. Apply for administrative approval and file requisition for transportation.

  b. Make arrangement for meals and develop schedule for the day.

  c. Arrange special equipment's like cameras and collect money for admission fees if the site demands.

  d. Inform parents about visit.

  e. Create a list of student names and home phone number for emergency.

3. Visit preparation/ Pre-Visit discussion

  a. Discuss the purpose of the visit.

  b. Show photographs or poster of the site.

  c. Set a standard conduct and discuss money usage, lunch plans, dress code and other necessary things.

  d. Discuss how to ask question and make a list of open-ended observation question to gather information.

  e. Overview the visit schedule.

4. Students' visit historical place

  a. Let students to sketch if it necessary.

  b. Ask prepare questions and note the answers.

  c. Do things that you have planned.

5. Post students' visit

  a. Let student to share their observations and reactions to their visit experience.

  b. Create classroom bulletin board displaying materials collected while on their visit.

c. Let class to compose thank you to those who helped during the visit.

d. Include special information learn.

Conclusively, students' visit technique suitable using in learning process in the classroom. Students' visit and descriptive text have strong connection in helping build students understanding of writing skills, although a students' visit certainly is a technique to support students in the learning process, the most important quality that a students' visit provides students is the opportunity to think based on what they see in the environment around them. This means that students can not only study in a classroom situation but also walk around in the outside environment in the world to explore those imaginations.

Based on the some journal, the researcher has judgment students' visit is the one of the technique can use by the teacher can increase the students writing skill because it can make the students will be more active in the learning process in the classroom.

C. Concept of Writing

1. Definition of writing

Writing is one of the language skills, besides listening, speaking and reading that must be mastered by English learners. They have to able to express their thought in writing to develop their ideas, and make readers interest when their writing read. Through writing, they can also transfer

information and knowledge to other. In other words, writing can be said as a mean of communication between the writer and the reader (Reszy, 2013)

Hairston in Haryadi (2013), state that writing is one skill in language learning including English. Writing is used to inform ideas or feeling to other in written form. The skill to write could make people are able to gather or obtain information to see connection between ideas, to organize ideas into a explainable concept, to absorb and process information, to learn actively particularly in written form.

According Brown in Saifuddin (2016), writing is a way of life. It is also the development of ideas, argument, logic cause and effect. Without some abilities to express yourself in writing, a students cannot pass the course. Writing is also a developmental process, they try to avoid imposing their views, offering models, or suggesting responses to topics before hand

Wordreference in Isriana (2017), writing is one of the ways to give an idea or message which is form in writing on a piece of paper or the other area. Itis an act of making marks on certain surface. Specifically, writing is one kind of expression in language which is created by particular set of symbol, having conventional values for representing the wordings of particular language which is drawn up visually.

Writing is a process that what we write is often heavily influenced by constraints of genre, and then these elements have to present in learning activity. It is continuous process of thinking and organizing, rethinking and reorganizing. Writing is powerful tool to organize overwhelming events

and make them manageable. Writing is really a form of thinking using written word (Napitupulu, 2012).

Process of writing is very important in teaching writing. The teacher will know the process of students in writing based on some steps. There are some process of writing according to experts. Teaching writing is a process that the teacher do in classroom activity. Here, the teacher role is very important, because the teacher will guide the students to write about something correctly in learning process (Azrial, 2013).

In writing, the students will know how to write a good content into the ides which is supported with relevant supporting sentences. In this skill, the students can improve their grammar such as how to use correct tenses, adjectives, articles and noun phrase. They also can arrange a text into good mechanics such as word spelling, punctuation and capitalization (Rini, 2015).

1. Writing Component

The researcher needs some component in writing to arrange a good sentences. These component can help the students to control their writing. There are some component in writing such as content, organization, language use, vocabulary and mechanic.

According Baker in Efrianti (2015), mention there are three component in writing skill. First, grammatical skill is the ability to construct meaningful sentences. It is the ability to arrange the sentences to be more meaningful. Second, compositional skill is the ability how the

writer compose their ideas in writing. The last, domain knowledge is a component of writing skill that allows the writer to appreciate the perfective of the user. In short, component in writing is very crucial to produce good writing.

2. Step of Writing Process

According to Graves in Saifuddin (2016), the five- step process writing approach as follow:

Step 1: Prewriting. The goal is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbour, or power writing are all ways to generate ideas.

Step 2: Drafting. Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, a draft is a rambling, disconnected accumulation of ideas.

Step 3: Revising. This is the heart of the writing process. In revising, a piece is revised and reshaped many times. Revising is where you shape the blob, adding part, taking parts away, adding parts, and continually moulding and changing.

Step 4: Editing. This is the stage in which grammar, spelling, and punctuation errors are corrected.

Step 5: Publishing and sharing. This is where students' writing is shared with audience. Writing becomes real and alive at this point. Publishing can involve putting together class books,

collection of writing, school or class newspaper, school or class magazines or displaying short samples of writing in the hall or out in the community.

3. How to Improve Students' Writing Skill

There are many reasons why you might need or want to improve your writing skills in English as follow:

a. Write in English every day.

b. Ask someone to check your writing.

c. Improve your vocabulary.

d. Use a dictionary.

e. Check your writing carefully.

f. Write about a differenct topics.

g. Do your homework.

h. Write to your friends.

i. Write a blog.

j. Don't afraid to mistakes.

Thus, based on several definition given by the expert above, the researcher can conclude that writing is a process when the students give extend information through writing with conveying ideas, feelings, and emotion in form of written text.

D. Concept of Descriptive Text

1. Definition of descriptive text

Kane in Reszy (2013), state that descriptive text is description about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. The purpose of descriptive text is to describe and reveal a particular person, place, or thing in details or specific to make the reader be able to visualize the description. It can be conclude that descriptive text is used to describe anything, which is seen by writer in detail.

Similarly with Kane, Crimmon in Markamah state that descriptive text is strategy for presenting a verbal portrait of a person, a place or a thing. It means that when we describe something, we need to capture the details so that the reader can understand what we mean. Furthermore, McKay in Markamah says that when we want to describe something, we must be able to make the reader understand what we mean. McKay mention also the most common types of descriptive of describing a process, describing an object, describing a place, describing a personality, and describing an event.

Descriptive text is a text which is intended to describe a particular person, place or thing. The schematic structure of descriptive text is divided into three: Identification, Description and evaluation. Besides schematic structure, descriptive text also has its own linguistics features. Linguistic Features of descriptive text are: use specific participant, written

in presents tenses, use linking verb, use adjectives, use relational, and material process (Siahaan, 2015).

Descriptive text is the text that describes something in order the readers or listener are able to get the same sense as what the writer experienced with his or her six senses: looks, smells, feels, acts, tastes, and sounds. In this case the topic of the writing text is about the place. In writing descriptive text the students have to fulfill the five components of writing, they are developing ideas, organizing ideas, grammar, vocabulary and mechanics (Husna, 2013).

Descriptive text is a kind of writing that consists of description, characteristics, definition of something, object or something. Descriptive writing also involves putting across feelings, describing place, things and object. In this case the researcher is going to describe the students' skill in writing descriptive text based on their writing test result (Husna, 2013).

2. Generic Structure of Descriptive Text

Generic structure is general form of genre. Generic structure of descriptive text is divided three part that are identification, description and Conclusion orevaluation. According Mulyono in Efrianti (2015) the generic structure of descriptive text consist of:

1. Identification

It identifies the phenomena. In this part the researcher will explain about the phenomena that to be describe such as thing, person, or place.

The example of identification:

Fort Rotterdam

> Fort Rotterdam (Benteng Ujung Pandang as it is now called) is an Old Dutch colonial fort in Makassar, overlooking the harbor. It is one of the top attractions in Makassar.

2. **Description**

It describe the parts, the qualities, and the characteristic of phenomena. In this part, the researcher can describe about habit, behavior, shape or feature of person, thing, place, animals.

The example of description:

> Fort Rotterdam consists of five towers, four on each corner and one at the main entrance. Inside are thirteen buildings, eleven made by the Dutch and two are built by the Japanese. Fort Rotterdam is open every day from 08.00 till 18.00 hour. The museum is only open Tuesday to Sunday in the morning from 08.00 till 12.30 hour, entrance is about Rp 7500.

3. **Conclusion or evaluation**

In this part, the researcher can give final comment about the phenomena or review about their writing (Efrianti, 2015).

The example of conclusion:

> Fort Rotterdam is the beautiful historic place in Makassar. Location right in the heart of Makassar, it is not difficult to get to fort Rotterdam.

Concerning to the explanation above, it can be understood that there are three part generic structure of descriptive text. First, identification part is the part where the researcher introduces about the phenomena to be described. Second, the description part qualities, and characteristic. Description text also is focuses on specific participant. The last part is conclusion or evaluation, in this part, the researcher can give final comment about the phenomena or review about their writing (Efrianti, 2015).

E. Conceptual Framework

```
                    ┌──────────────────────────────┐
                    │  English Teaching and Learning │
                    └──────────────────────────────┘

┌──────────────────────────────┐      ┌──────────────────────────────┐
│ Outdoor classroom (students' visit) │      │       Indoor classroom       │
└──────────────────────────────┘      └──────────────────────────────┘

┌──────────────────────────────┐      ┌──────────────────────────────┐
│ Students' visit (Historic Place) │      │      Classroom activity      │
└──────────────────────────────┘      └──────────────────────────────┘

              ┌──────────────────────────────┐
              │    Writing descriptive text    │
              └──────────────────────────────┘

              ┌──────────────────────────────┐
              │       Language features       │
              └──────────────────────────────┘

┌─────────┐ ┌──────────────┐ ┌─────────┐ ┌────────────┐ ┌──────────┐
│ Content │ │ Organization │ │ Grammar │ │ Vocabulary │ │ Mechanic │
└─────────┘ └──────────────┘ └─────────┘ └────────────┘ └──────────┘

              ┌──────────────────────────────┐
              │ Description students' visit increase │
              │   their writing descriptive text   │
              └──────────────────────────────┘
```
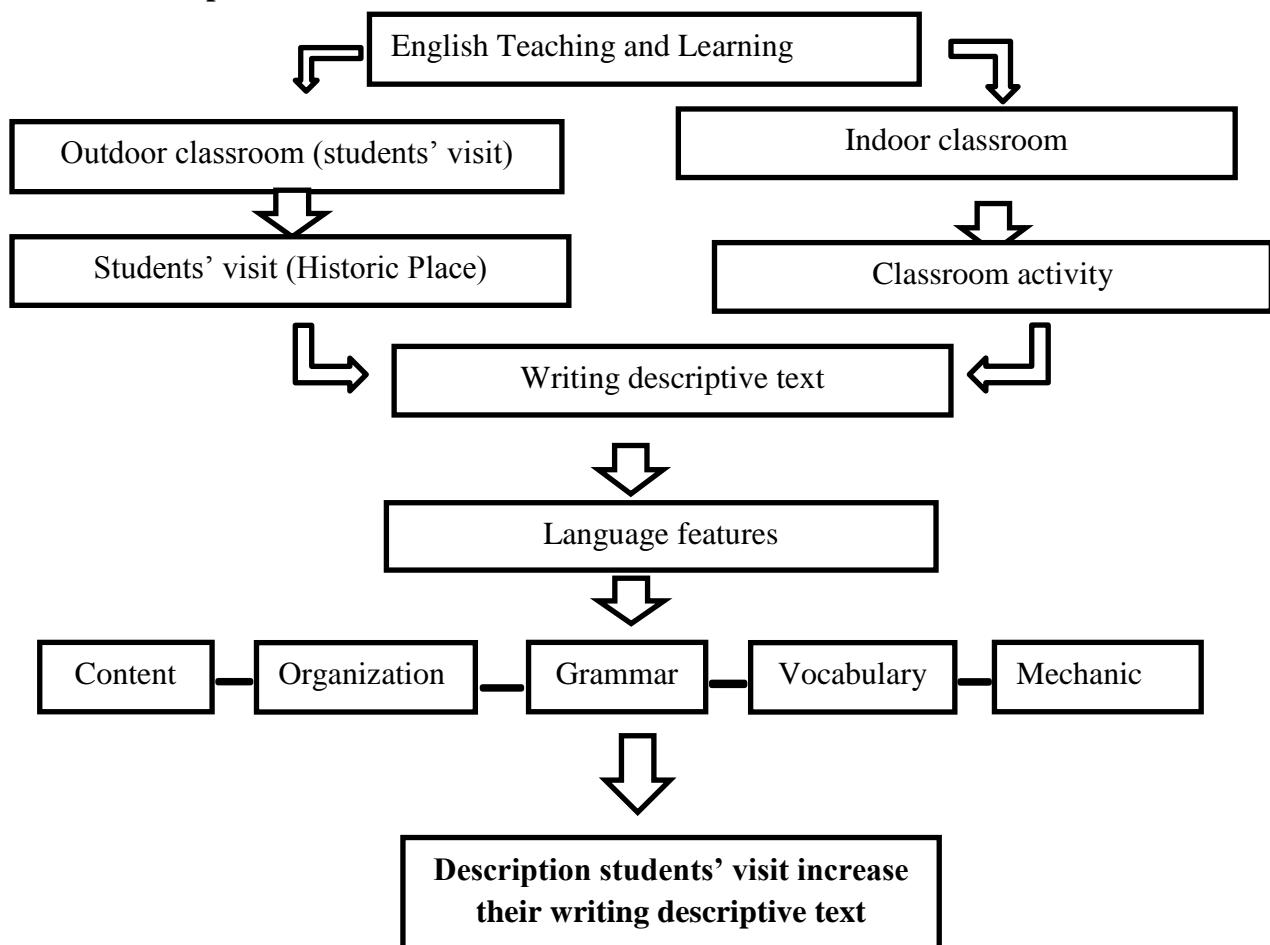
Figure 2.1 Conceptual Framework

As a result in this research, the researcher teaching English in outdoor classroom and indoor classroom. Outdoor classroom the researcherbring the students outdoor activity in historical place. Indoor classroom the students' remain in the classroom. In historical placethe researcher give assignment for students to write descriptive text based on what they see and writing their new experience about the place. In classroom the students write descriptive text based on their idea.

F. Hypotheses

H_0 : The use of students' visit historical place is not increase their ability in writing descriptive text.

H_a : The use of students' visit historical place is increase their ability in writing descriptive text.

CHAPTER III

RESEARCH METHOD

A. Design of Research

In conducting the study, the researcher was used experimental research. The researcher used quasi-experiment design. (Putri, 2013), State that experimental research is the most conclusive and scientific methods because the researcher actually establishes different treatments and then studies their effects. She also defines that experimental research as the kind of study in which the researcher was interested in learning about the effects of a certain conditions (independent variables) and other conditions (dependent variables) in control setting.

A variable is a characteristic that takes on different or considerations for different individuals. There are two types of variables: independent and dependent variables. The independent variable is simply a classifying variable: it classifies the individual of the study. She also says that values of dependent variable depend on the independent variable (Putri, 2013). Therefore, the variable of this study was:

1) Independent variable : the use of students' visit

2) Dependent variable: writing descriptive text

Table 3.1 Research Design

E	O1	X	O2
C	O1	X0	O2

Note: (Saifuddin S. , 2016)

Where:

E : Experimental group

C : Control group

O1:Pre-test of the experimental and control group

X : Implementing students' visit in experimental group (outside

class)

O2 : Post-test of the experimental and control group

Xo : Implementing conventional method in control group (inside

class)

B. Population and Sample

Population of this study was conducted in the tenth grade students of SMA 2 Wajo in the year 2018/2019. There was 6 classes the tenth grade students of SMA 2 Wajo in the year 2018/2019 and the researcher took two class in the tenth grade. The total population was 150 students.

The researcher could determine the sample using purposive technique. Purposive sampling means taking sample based on the certain purpose (Putri, 2013). The researcher was choosen two class that were X IPA 3 and X IPA 4 have based on the average ability both have.

In this research used the students' daily test value or students' assigment value as to determines control group and experimental group

and based on the interview by the teacher indeed two class have average ability both have like as number of students.

C. Instrument Research

The instrument in this research was writing test. The students would given task write about historic place.

D. Technique of Collect Data

Technique collect data in this research used test writing descriptive text about historic place with the time 90 minutes. The test was to see the score difference between the two variable: the students' ability to write descriptive text before treatment and the students' ability to write descriptive text after treatment.

E. Technique of Data Analysis

The steps to analyze data follow :

1) The test results was examine and then score by using an assessment element consisting of content, organization, vocabulary, grammar, and mechanic. (Markhamah, 2013) says that there are five aspects evaluate in writing: they are content, organization, vocabulary, grammar, and mechanic. The following table present the five aspect of evaluating which was used.

Table 3.2 Specification Aspect of Writing

No.	Aspect of Writing	Definition	Score
1.	Content	The subtance of the writing, the idea express	20
2.	Organization	The form of content (coherence)	20
3.	Vocabulary	The selection of word that suitable with the content	20
4.	Grammar	The employment of grammatical form and syntanctic patterns	20
5.	Mechanic	Mastery writing focus on spelling and punctuation	20

(Dastageer G, 2015)

a. Content

Table 3.3 Specification Score of Content

Classification	Score	Criteria
Excellent	20	Information is very clear, the idea of the problem development very clearly, the development of the idea is perfect, very relevant to the problem, and thoroughly.
Very good	15-19	Clear, substantive information, the development of a complete idea, relevant to the problem and thoroughly.

Good	11-14	The information is clear but there is some confusion, good substance, the development of a complete idea, relevant to the problem, and thorough.
Fair	6-10	Information is almost enough, enough substance, thesis development is very limit, less relevant to the problem but not complete
Poor	<5	Information is very limit, no substance, no idea development, no problems.

(Dastageer G, 2015)

b. Organization

Table 3.4 Specification Score of Organization

Classification	Score	Criteria
Excellent	20	Expression is very smooth, ideas are express very clearly, well order, logical, and coherence.
very good	15-19	Expressions are very smooth, ideas are clearly express, well order, logical, and cohesive
Good	11-14	Expression smooth, expressionexpression less clear, arrange with almost good, logical sequence.
Fair	6-10	The expression is substandard, less organize, the main idea is invisible, the sequence is almost logical, and incomplete.

Poor	>5	Not communicative, chaotic ideas, sequences and problems are illogical.

(Dastageer G, 2015)

c. Vocabulary

Table 3.5 Specification Score of Vocabulary

Classification	Score	Criteria
Excellent	20	Utilization of word potential is very precise, word choice and expression very precise, mastering word formation.
very good	15-19	Utilization of word potential is very precise, choice of words and phrases appropriate, very controlling the formation of words.
Good	11-14	Utilization of word potential rather precisely, word choice and expression almost right, almost mastering the formation of words.
Fair	6-10	Utilization of the word good, choice of words and phrases are less precise.

(Dastageer G, 2015)

d. Grammar

Table 3.6 Specification Score of Grammar

Classification	Score	Criteria
Excellent	20	The employment of grammatical form and syntanctic patterns
very good	15-19	Complex and effective construction has only a few grammar and syntactic patterns of mastery.
Good	11-14	Construction is simple and effective, grammar error occurs but not disturbing.
Fair	6-10	There is a grammar error but not annoying.
Poor	>5	Slightly control syntactic rules, confusing meanings.

(Dastageer G, 2015)

e. Mechanic

Table 3.7 Specification Score of Mechanic

Classification	Score	Criteria
Excellent	20	Mastering the entire writing.
very good	15-19	Mastering the entire writing, there are only a few spelling errors.
Good	11-14	Sometimes spelling errors occur but they do not obscure meaning
Fair	6-10	Often spelling errors, confusing meanings
Poor	>5	Not mastering the rules of writing, there are many spelling errors, unreadable and unworthy of value.

(Dastageer G, 2015)

From the basic standard above the researcher used the standard score for the total value of the students' writing by calculating the standard score given, as follows:

1) Scores 20 is classify as excellent.

2) Scores 16-19 is classify as very good.

3) Scores 11-15is classify as good.

4) Scores 6-10 is classify as fair.

5) Scores>5 is classify as poor.

2) After all test results was obtained, then rate 10-100 value. Scores that have obtain was then analyze.

3) After each student's work was assessed then present to find the grade average value.

4) Using SPSS (Statical Product and Service Solution) determine the students' value

5) Interpret values to see the effectiveness of learning descriptive text writing.

CHAPTER 1V

RESEARCH FINDINGS AND DISCUSSION

This chapter provides some findings and discussion about using the students' visit historical place to increase their ability in writing descriptive text at tenth grade students of SMAN 2 WAJO. This chapter consist of the research finding, data analysis, and discussion.

A. Research Findings

The objective of the research is to check whether there is any significant different between the students taught using students' visit and conventional method to increase students' ability in writing descriptive text. The researcher was chosen two classes as the sample of research. They are X IPA 3 consist 25 students as an experimental class and X IPA 4 consist 25 students as a control class.

The researcher gave pre-test to the both experimental and control class to know that classes were homogeneous. The researcher gave the treatment and post-test. The result of the post-test of both groups are compared by using T-test. The data description of both groups can be seen as follows:

1. Students' ability in writing descriptive text

   a. Experimental Class

   Experimental class is a class was taught by using students' visit to teach descriptive text. Experimental class consist of 25 students. The score of pre-test and post –test in experimental class, as follow:

Table 4.1 The Score of Pre-Test and Post-Test in experimental class

No.	Name	Pre-test	Post-test
1.	S001	67	76
2.	S002	67	77
3.	S003	68	80
4.	S004	66	75
5.	S005	70	79
6.	S006	68	75
7.	S007	68	77
8.	S008	66	77
9.	S009	65	75
10.	S010	70	80
11.	S011	68	74
12.	S012	67	75
13.	S013	68	77
14.	S014	68	80
15.	S015	66	75
16.	S016	64	76
17.	S017	67	75
18.	S018	68	80
19.	S019	66	75
20.	S020	66	76
21.	S021	65	77
22.	S022	69	80
23.	S023	69	72
24.	S024	69	72
25.	S025	67	78

4.2 The Score of Pre-Test in experimental class

No.	Name	Score					Pre-test
		Con	Org	Gra	Mec	Voc	
1.	S001	14	13	12	13	15	67
2.	S002	14	13	12	13	15	67
3.	S003	14	13	13	14	14	68
4.	S004	14	13	12	13	14	66
5.	S005	16	14	12	13	15	70
6.	S006	14	13	12	13	15	68
7.	S007	15	14	12	13	14	68
8.	S008	14	13	12	13	14	66
9.	S009	13	12	13	13	14	65
10.	S010	15	13	12	14	15	70
11.	S011	14	13	12	14	15	68
12.	S012	15	13	12	13	14	67
13.	S013	14	13	12	14	15	68
14.	S014	14	13	12	14	15	68
15.	S015	14	12	12	13	15	66
16.	S016	13	12	12	13	14	64
17.	S017	14	13	12	13	15	67
18.	S018	15	14	12	13	14	68
19.	S019	15	12	12	13	13	66
20.	S020	14	13	12	13	14	66
21.	S021	14	12	12	13	14	65
22.	S022	15	14	12	14	15	69
23.	S023	15	14	12	13	15	69
24.	S024	14	13	12	14	15	68
25.	S025	14	13	12	13	15	67
Mean		14.28	13	12.08	13.28	14.52	67.24

4.3 The Score of Post-Test in experimental class

No.	Name	Score					Post-test
		Con	Org	Gra	Mec	Voc	
1.	S001	17	14	14	14	17	76
2.	S002	18	14	13	15	17	77
3.	S003	18	15	14	16	17	80
4.	S004	17	14	13	14	17	75
5.	S005	18	15	14	15	17	79
6.	S006	17	14	13	14	17	75
7.	S007	18	14	12	15	18	77
8.	S008	18	14	13	15	17	77
9.	S009	15	14	14	15	17	75
10.	S010	18	16	14	15	17	80
11.	S011	16	14	13	14	17	74
12.	S012	17	15	13	15	15	75
13.	S013	17	15	13	15	17	77
14.	S014	18	16	14	15	17	80
15.	S015	17	14	13	14	17	75
16.	S016	17	14	13	15	17	76
17.	S017	17	14	13	15	16	75
18.	S018	18	16	14	15	17	80
19.	S019	17	15	13	15	15	75
20.	S020	17	15	13	14	17	76
21.	S021	18	14	13	16	16	77
22.	S022	18	15	14	16	17	80
23.	S023	16	15	12	14	15	72
24.	S024	16	14	13	15	17	75
25.	S025	18	15	14	16	17	80
Mean		17.24	14.60	13.28	14.88	16.72	76.72

Based on the table, the students' test was obtained from writing compenent, that are content, Organitation, grammar, mechanic, and vocabulary. The mean score content in pre test iin experimental is 14,28 and post test is 17,24, organtation the mean score is 13 and 14,60. Mean score in grammar is 12,08 dan 13.28, while the mean score in mechanic is 13,28 and post test is 14,88 and the last is vocabulary the mean score is 14,52 and post test is 16,72. It can be conclude compenent writing was increase in content with score 14,28 and 17,24.

Table 4.4 Minimum, Maximum, Mean, Std.Deviation and Sum of Experimntal Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre test Experimental	25	64	70	67.24	1.508
Post-test Experimental	25	72	80	76.72	2.283
Valid N (listwise)	25				

Based on the data of Pre-Test score in Experimental class above, the researcher found that the total score of pre-test in Experimental class. The mean of the total pre-test score is 67, the minimum is 64, maximum is 70 and standard deviation is 1.508. While in post-test, the mean 76, the minimum is 72, the maximun is 80 and standard deviation is 2.283.

The next explanation is the frequency table of data. The frequency table of decriptive text pre -test and post test of students in experimental class as follow:

Table 4.5 Frequency distribution of descriptive text Pre-test of students in Experimental class

Statistics

Pre test Experimental

N	Valid	25
	Missing	0

Pre test Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64	1	4.0	4.0	4.0
	65	2	8.0	8.0	12.0
	66	5	20.0	20.0	32.0
	67	5	20.0	20.0	52.0
	68	8	32.0	32.0	84.0
	69	2	8.0	8.0	92.0
	70	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

Table 4.6 Frequency distribution of descriptive text Post-test of students in Experimental class

Post-test Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72	1	4.0	4.0	4.0
	74	1	4.0	4.0	8.0
	75	8	32.0	32.0	40.0
	76	3	12.0	12.0	52.0
	77	5	20.0	20.0	72.0
	79	1	4.0	4.0	76.0
	80	6	24.0	24.0	100.0
	Total	25	100.0	100.0	

The data analysis of score provided in table showed that the score of the students' pre-test are started 64 until 70 and the score of students' post-test are started 72 until 80.

2. Control Class

Control class is a class that was taught by using conventional method in learning descriptive text. This control class is X IPA 4 class which consist of 25 students. The data obtained from pre-test and post-test given to the control class. The score of pre-test and post-test in control class, as follow:

Table 4.7 The Score of Pre-Test and Post-Test in Control class

No.	Name	Pre-test	Post-test
1.	C001	64	74
2.	C002	66	76
3.	C003	67	73
4.	C004	69	78
5.	C005	60	69
6.	C006	65	76
7.	C007	65	76
8.	C008	63	69
9.	C009	68	77
10.	C010	68	77
11.	C011	63	69
12.	C012	59	75
13.	C013	63	75
14.	C014	59	67
15.	C015	61	79
16.	C016	65	76
17.	C017	66	78
18.	C018	60	69
19.	C019	63	71
20.	C020	60	72
21.	C021	56	74
22.	C022	60	67
23.	C023	70	73
24.	C024	67	75
25.	C025	63	73

Table 4.8 The Score of Pre-Test in Control class

No.	Name	Score					Pre-test
		Con	Org	Gra	Mec	Voc	
1.	C001	14	12	11	13	14	64
2.	C002	14	12	11	13	16	66
3.	C003	14	13	11	13	16	67
4.	C004	14	14	12	13	16	68
5.	C005	12	11	11	12	14	60
6.	C006	14	12	12	13	14	65
7.	C007	14	12	12	13	14	65
8.	C008	12	14	12	13	14	63
9.	C009	14	12	11	12	17	69
10.	C010	14	13	11	13	16	68
11.	C011	14	12	11	12	14	63
12.	C012	13	10	10	12	14	59
13.	C013	13	12	12	12	14	63
14.	C014	12	10	11	12	14	59
15.	C015	12	11	10	12	14	61
16.	C016	14	12	12	13	14	65
17.	C017	14	12	12	13	15	66
18.	C018	13	11	10	12	14	60
19.	C019	13	12	11	15	12	63
20.	C020	13	11	10	12	14	60
21.	C021	12	10	10	11	13	56
22.	C022	12	11	11	12	14	60
23.	C023	14	14	12	14	16	70
24.	C024	14	12	12	14	15	67
25.	C025	14	12	10	13	14	63
Mean		13.32	11.88	11.12	12.68	14.48	63.60

Table 4.9 The Score of Post-Test in Control class

No.	Name	Score					Post-test
		Con	Org	Gra	Mec	Voc	
1.	C001	17	14	12	14	17	74
2.	C002	17	14	13	14	18	76
3.	C003	16	14	12	14	17	73
4.	C004	17	15	13	15	17	77
5.	C005	16	13	12	13	16	69
6.	C006	17	14	13	14	18	76
7.	C007	17	14	13	15	17	76
8.	C008	15	12	12	14	16	69
9.	C009	18	15	12	14	18	78
10.	C010	17	15	13	15	18	79
11.	C011	15	13	12	13	16	69
12.	C012	17	14	12	15	17	75
13.	C013	17	14	13	14	14	75
14.	C014	13	12	12	13	17	67
15.	C015	12	11	10	10	13	78
16.	C016	17	14	13	14	18	76
17.	C017	18	14	13	14	18	78
18.	C018	13	13	12	13	17	69
19.	C019	16	13	12	13	17	71
20.	C020	17	12	12	13	18	72
21.	C021	17	13	12	14	18	74
22.	C022	15	13	11	13	15	67
23.	C023	17	14	13	14	15	73
24.	C024	17	14	13	14	17	75
25.	C025	17	13	12	14	17	73
Mean		16.20	13.48	12.28	13.72	16.76	73.56

Based on the table, the students' test was obtained from writing compenent, that are content, Organitation, grammar, mechanic, and vocabulary. The mean score content in pre test iin experimental is 13.32 and post test is 16.20. Organtation the mean score is 11.88 and 13.48. Mean score in grammar is 11.12 dan 12.28, while the mean score in mechanic is 12.68 and post test is 13.72 and the last is vocabulary the mean score is 14.48 and post test is 16.76. It can be conclude compenent writing was increase in vocabulary with score 14.28 and 16.76.

Table 4.10 Minimum, Maximum, Mean, Std.Deviation and Sum of Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Control	25	56	70	63.60	3.594
Post-test Control	25	67	79	73.56	3.595
Valid N (listwise)	25				

Based on the data of Pre-Test score in control class above, the researcher found that the total score of pre-test incontrol class. The mean of the total pre-test score is 63, the minimum is 56, maximum is 70 and standard deviation is 3.594. While in post-test, the mean 74, the minimum is 67, the maximun is 79 and standard deviation is 3.595.

The frequency table of data. The frequency table of decriptive text pre -test and post test of students in control class as follow:

Table 4.11 Frequency distribution of descriptive text Pre-test of students in Control class

Statistics

Pre-test Control

N	Valid	25
	Missing	0

Pre-test Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	1	4.0	4.0	4.0
	59	2	8.0	8.0	12.0
	60	4	16.0	16.0	28.0
	61	1	4.0	4.0	32.0
	63	5	20.0	20.0	52.0
	64	1	4.0	4.0	56.0
	65	3	12.0	12.0	68.0
	66	2	8.0	8.0	76.0
	67	2	8.0	8.0	84.0
	68	2	8.0	8.0	92.0
	69	1	4.0	4.0	96.0
	70	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Table 4.12 Frequency distribution of descriptive text Pre-test of students in Control class

Post-test Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	67	2	8.0	8.0	8.0
	69	4	16.0	16.0	24.0
	71	1	4.0	4.0	28.0
	72	1	4.0	4.0	32.0
	73	3	12.0	12.0	44.0
	74	2	8.0	8.0	52.0
	75	3	12.0	12.0	64.0
	76	4	16.0	16.0	80.0
	77	1	4.0	4.0	84.0
	78	3	12.0	12.0	96.0
	79	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Based on the table showed that the score of the students' pre test are started 56 until 70 and the score of students' post-test are started 67 until 79.

B. Data Analysis

There is kinds of test to analyse the data of this research. The normality test is to know that sample is normal distribution or not. Each test is presented in the following section:

1. Normality Test

In the research, the researcher uses SPSS program 23 to analyse the normality test. The researcher uses Kolmogorov-smirnov to check the normality test. The data declared significant if the significant more than 0.05.

Table 4.13 Normality Pre-test of Experimental class and control class

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil Belaj ar Sisw A	Pre-test Esperiment	.173	25	.052	.953	25	.299
	Pre-test Control	.122	25	.200[*]	.970	25	.657

From the table above shows the result of normality test in pre test control and exprimental class. The sample are in normal distribution because the value significance correlation is higher than 0.05. In pre-test experimental class the value significance correlation is 0.052, it is higher than 0.05. It can be concluded that the sample in the pre-test control class are normal. Then, in the pre-test control class that value significance correlation is 0.200. It is higher than 0.05. it can be concluded that the samples in the pre-test control class are normal.

Table 4.14 Normality Post-test of Experimental class and Post-tes control class

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Hasil Belajar Siswa	Post-test Experimental class	.168	25	.065	.888	25	.010
	Post-test Control class	.144	25	.191	.930	25	.086

a. Lilliefors Significance Correction

Based on the table above the result of normality test is normal. The samples are in normal distribution if the value significance correlation is higher than 0.05. In the post-test experimental class 0.065, it is higher than 0.05. It can be concluded that the sample in the post-test experimnetal class is normal. While, in the post-test control class is 0.191. It is higher than 0.05. it can be concluded that the sample in post test control class are normal.From the result of conclution above, it can be seen that the all data are normal.

2. Hypothesis Testing

Hypothesis test can be done after the normality test is done. This research, the researcher used T-test for hypothesis test. T-test used to differentiate if the students' result of writing on descriptive text taught by using the students' visit is significant or not. The researcher uses program SPSS 23 to analyse the T-test. This research the Null hypothesis (H_0) states that there is no significant effect of students' visit to teach writing skill on descriptive text of tenth grade students of SMAN 2 Wajo in the academic years 2018/2019. While the alternative Hypothesis (H_a) states that there is a significant effect of students' visit method to teach writing skill on descriptive text oftenth grade students of SMAN 2 Wajo in the academic years 2018/2019.

The basic read value of significant T-test: if value of significant or sig.(2.tailed) higher than 0.05, H_0 accepted and H_a rejected. While if value of significant or sig. 2 (2-tailed) lower than 0.05, H_0 rejected and H_a accepted.

Table 4.15 The result of Post-test Experimental class and Control class

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	4.963	.031	3.541	48	.001	3.040	.858	1.314	4.766
	Equal variances not assumed			3.541	41.296	.001	3.040	.858	1.307	4.773

The result of T-test states that sig.(2-tailed) is 0.001 and the level of significance 0.05. The result provides that sig.(2-tailed) is lower than level significant so the alternative hypothesis (H_a) is rejected. It means that there is a significant effect between the students taught by using students' visit historical place in learning writing descriptive text and using lecturing method.

C. Discussion

This parts is discussion which is students' ability in writing descriptive text :

1. Students' ability in writing descriptive text

The aim in this research was using students' visit to increase their ability in writing descriptive text and it was expected that students' visit historical

place increase students' ability in writing descriptive text. Reffering to the comparison between pre-test and post-test of the experimental class, there was an increase on students' score where pre-test score and the post-test. It can be concluded the students' score between pre-test and post-test had a significance different. In the other word, the students' score in experimental class was significantly different with the students' score in control class after treatment on the use students' visit historical place between lecturing method.

The result showed the students writing skill increased especially in content and vocabulary after applied students' visit in experimental classroom. It is different from mean score in control class applied lecturing method. Both class increased in content and vocabulary but experimental class is highes. This increase was due students' visit in classroom.

Applying students' visit the students faced directly the object especially in teaching descriptive text. The students could see a real condition and make the students more enjoyable, make the students idea increase in content and vocabulary different between the students just listening the explanation by the teacher without seeing the real condition of the object.

Besides, the result of pre-test in experimental class showed the students grammar, mechanic and organitation was increased in pre-test and post-test after treatment. So, it could be concluded that the use of students' visit historical place in experimental class increase students' ability in writing skill.

Moreover, the statement that had been stated in the second chapter of the study toward use the students' visit could be effective to increase students' ability in writing descriptive text same as the result of this research. In the

same way implementation field trip was effective to improve the students writing skill in descriptive text because they could generate ideas well which affected the content, grammar and vocabulary (Ramadhani, 2013) and the field trip help the students' build their writingand support students in learning process (Saifuddin S. , 2016).

The other researches, In writing descriptive text using outdoor activity same as students' visit, the students have to fulfill the five components of writing, they are developing ideas, organizing ideas, grammar, vocabulary and mechanics (Husna, 2013). Moreover, field trip method make the students worksheet encourages students to search for the meaning of these word and their vocabulary knowledge increase (Meiranti, 2012). Differences with in this research, the researcher find the five component in writing that are content and vocabulary dominant increased when using students' visit.

On the other hand, students' visit same as outdoor learning provide an inspiration to students tp find a real picture of the object that will be poured in the essay as well as motivate students to be more productive, by looking at students object easier to find inspiration in media in essay (Salam, 2017) and state by the other researcher , the use of field trip will help students improve their English because this technique makes them happy to do the teaching learning activities. Based on the previous findings, in this research find the same statement because using students' visit make the students a looked happy and enjoyable and get a new experience when the students doing students' visit. Although, outdoor activity makes noise it needs power and energy.

The students' visit is going out from classroom in order to learn. The use of students' visit method can help the teacher in learning process. By using the students' visit, the students can get a real situation and the students can get motivation to develop their imagination, thoughts, and ideas in writing descriptive text. Through in this method, students can write descriptive text easily and can organize their idea. Students visit can also makes the students not only hear but faced directly of situation.

On the other hand, the resracher state that Students' visit can makes learning more effective as they will be able to gain vast ideas and especially the students get enjoyable learning experience (Markhamah, 2013) and in outdoor activity the children get inspiration for their writing because they can see the object that they will describe, beside at outdoor the students feel relax (Sri, 2015).

Futhermore, teaching writing descriptive text using outdoor activity same as students' visit incraese the students' motivation and achievement in writing descriptive text. It made the students looked happy and interst in joining the teaching learning process (Suharmi S. , 2015). Based on the result of research students' visit effective applied in classroom.

In conclution, the use of students' visit historical place at the grade students of senior high school can improve students' writing descriptive text especially in writing compenent like as content, organitation, grammar,mechanic and vocabulary. Stduents' visit can applied by the teacher to teach writing descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

There are difference writing score of the students which taught by using the students' visit historical place and lecturing method (Conventional method). The students were taught by using students' visit historical place have better score than lecturing method in teaching writing descriptive text. The objective of this study is to identify whether the students' visit historical place is icrease students' writing descriptive text of the tenth grade students of SMAN 2 Wajo in academic year 2018/2019. In order to gain the objective of the study, the researcher found some result from data analysis. The result from t-test found that sig. (2 tailed) lower than the level significance.

It means that there is a significant effect of the students who are taught students' visit historical place and lecturing method. Another result of the data analysis is the mean score different of post test of experimental class and post test of control class. The mean score of experimntal class is 76, while the mean score of control class is 73. The data shows that the mean scores of class taught by using students' visit historical place as experimental class is higher than the score of class taught using lecturing method as a control class. Thus, it proves that using the students' visit historical place is effective to increase students' ability in writing descriptive text.

B. Suggestion

Based on the conclution above, the reseacher gives suggestion as follow:

a. For the students

The students' should have more practice in writing and the students should ask to the teacher if there is something that they do not understand.

b. For the teacher

The succes is teaching does not depend on the lesson program only, but more imporant how the teacher can presents the lesson and uses various method, technique, and strategies to manage the class and make the students enjoyable to learn english especially descriptive text and the teacher should give motivation in or out class.

c. For the school

The school should support the students learning in outdoor class especially students' visit in historical place for the teaching learning process of English lesson.

d. For the researcher

The researcher is hoped to be the new experience in teaching learning process, especially in teaching writing. The researcher also hoped this paper can be little contribution to teach english. Other researcher can develop with their other material which in suitable for the teaching learning process of English lesson.

.

BIBLIOGRAPHY

Adam, S. S. 2016. *The Effectiveness of Using Field Trip Technique to the Writing Skill for the Senior High Students*. Edukasi.

Azrial, R. 2013. *Teaching Writing Descriptive Text by Combining Braimstorming and Y Chart Starategy at Junior High School*. 1-8.

Creme, P. 2013. *Writing at University: A Guide for Students*. New York: Open University Press.

Dharma I. P. S., M. A. 2014. *The Effect of Problem Based Learning and Performance Assessment on Students' Reading and Writing Competencies.* Program Studi Pendidikan Bahasa, Program Pascasarjana Universitas Pendidikan Ganesha Singaraja, Indonesia, vol.2.

Dastgeer G., A. T. 2015. *Improving English Writing Skill: A Case of Problem Based Learning.* American Journal of EducationalResearch, vol.3.

Efrianti, R. 2015. *An Analysis of Students' Ability in Writing Generic Structure of Descriptive Text.* staff pengajran program studi pendidikan bahasa inggris STKIP PGRI Sumatra Barat, 1-8.

Ganiyu, A. 2013. *Effect of Field Trip on Students' Academic Performance in Basic Technologi.* Malaysian online journal.

Harmenita, R. 2013. *Teaching Writing a Descriptive Text by Using Enviromental Obsevation Strategy.* Journal of English Languange Teaching , 29-38.

Humaniora. 2013. *The Effectiveness of Peer Editing to Improve the Students Essay Writing Skill.* English Education Program, Teacher Training and Education Faculty Muhammadiyah University of Purwerejo, vo-4.

Husna, L. 2013. *An Analysis of Students' Writing Skill in Descriptive Text at grade XI IPA 1 of MAN 2 Padang.* Journal English Language Teaching, 1-16.

Ikhsan, N. 2012. *Meningkatkan Kemampuan Menulis Teks Deskriptive Melalui Metode Estafet Writimg di kelas XI SMAN 2 Rambah Hilir.*

Irawati, L. 2015. *Applying Cultural Problem Based Learning to Develop Students' Academic Writing.* Dinamika Ilmu, 15 (1).

Indah, N. A. 2016. *The Impact of Outdoor Learning Activities on Childr* *Development.* ELT Perspective, 1-8.

Limbu, P. 2012. *The Concept of field trip starategy.*

Meiranti, R. (2012). *Improving Students' Writing Skills Through Field Trip Method.* English Education .

Markhamah, M. 2013. *Developing Students' Descriptive Text Writng Ability Through Relia.* jurnal media neliti, 1-12.

Napitupulu, R. F. 2012. *The Effect of Guided Writing Strarategy on Students' Achievement Writing Descriptive.*

Othman, N. a. 2013. *Problem-Based Learning in the English Language Classroom.* Canadian Center of Science and Education, vol. 6.

Putri, T. 2013 . *The Effectiveness of Teaching Writing Decsriptive Text Using English Tourism Brochure at the Eight Grade Students of SMP N 1 Kepil Wonosobo in the Academic year 2012/2013.* jurnal portalgaruda.

Ramadhani, S. 2013. *Improving Students' Writing Ability in Writing Descriptive Text Through Field Trip at SMAN 1 GODEAN.*

Reszy, Y. H. 2013. *Teaching Writing Descriptive Text by Using Environmental Observation Strategy.* English Languge Teaching, 30-38.

Rini, E. 2015. *An Analysis of Students' Ability in Writing Generic Structure of Descriptive Text.*

Saifuddin, S. 2016. *The Effectiveness of Using Filed Trip Technique to the Writing Skill for the Senior High Students*. jurnal pendidikan, 364-374.

Salam, R. (2017). *Implemantation of Outdoor learning Method in Improving Skills of Writing.* Universitas Negeri Makassar: International journal of Socal Science and Humanities Research.

Shillibeer, G. n.d. 2013. *The Concept of Field Trip Strategy.* London.

Siahaan, J. 2015. *An Analysis of Students' Ability and Difficulties in Writing Descriptive Texts.* English education study program of Indonesia University of Education, 114-121.

Suharmi, S. 2015. *Improving Students' Writing Skill in Descriptive Text by Using Outdoor Activity.* Journal register, 231-251.

APPENDICES

STUDENTS' SCORE OF EXPERIMENTAL CLASS

The Score of Pre-Test and Post-Test in experimental class

No.	Name	Pre-test	Post-test
1.	S001	67	76
2.	S002	67	77
3.	S003	68	80
4.	S004	66	75
5.	S005	70	79
6.	S006	68	75
7.	S007	68	77
8.	S008	66	77
9.	S009	65	75
10.	S010	70	80
11.	S011	68	74
12.	S012	67	75
13.	S013	68	77
14.	S014	68	80
15.	S015	66	75
16.	S016	64	76
17.	S017	67	75
18.	S018	68	80
19.	S019	66	75
20.	S020	66	76
21.	S021	65	77
22.	S022	69	80
23.	S023	69	72
24.	S024	69	72
25.	S025	67	78

4.3 The Score of Pre-Test in experimental class

No.	Name	Score					Pre-test
		Con	Org	Gra	Mec	Voc	
1.	S001	14	13	12	13	15	67
2.	S002	14	13	12	13	15	67
3.	S003	14	13	13	14	14	68
4.	S004	14	13	12	13	14	66
5.	S005	16	14	12	13	15	70
6.	S006	14	13	12	13	15	68
7.	S007	15	14	12	13	14	68
8.	S008	14	13	12	13	14	66
9.	S009	13	12	13	13	14	65
10.	S010	15	13	12	14	15	70
11.	S011	14	13	12	14	15	68
12.	S012	15	13	12	13	14	67
13.	S013	14	13	12	14	15	68
14.	S014	14	13	12	14	15	68
15.	S015	14	12	12	13	15	66
16.	S016	13	12	12	13	14	64
17.	S017	14	13	12	13	15	67
18.	S018	15	14	12	13	14	68
19.	S019	15	12	12	13	13	66
20.	S020	14	13	12	13	14	66
21.	S021	14	12	12	13	14	65
22.	S022	15	14	12	14	15	69
23.	S023	15	14	12	13	15	69
24.	S024	14	13	12	14	15	68
25.	S025	14	13	12	13	15	67
Mean		14.28	13	12.08	13.28	14.52	67.24

4.3The Score of Post-Test in experimental class

No.	Name	Score					Post-test
		Con	**Org**	**Gra**	**Mec**	**Voc**	
1.	S001	17	14	14	14	17	76
2.	S002	18	14	13	15	17	77
3.	S003	18	15	14	16	17	80
4.	S004	17	14	13	14	17	75
5.	S005	18	15	14	15	17	79
6.	S006	17	14	13	14	17	75
7.	S007	18	14	12	15	18	77
8.	S008	18	14	13	15	17	77
9.	S009	15	14	14	15	17	75
10.	S010	18	16	14	15	17	80
11.	S011	16	14	13	14	17	74
12.	S012	17	15	13	15	15	75
13.	S013	17	15	13	15	17	77
14.	S014	18	16	14	15	17	80
15.	S015	17	14	13	14	17	75
16.	S016	17	14	13	15	17	76
17.	S017	17	14	13	15	16	75
18.	S018	18	16	14	15	17	80
19.	S019	17	15	13	15	15	75
20.	S020	17	15	13	14	17	76
21.	S021	18	14	13	16	16	77
22.	S022	18	15	14	16	17	80
23.	S023	16	15	12	14	15	72
24.	S024	16	14	13	15	17	75
25.	S025	18	15	14	16	17	80
Mean		17.24	14.60	13.28	14.88	16.72	76.72

STUDENTS' SCORE OF CONTROL CLASS

The Score of Pre-Test and Post-Test in Control class

No.	Name	Pre-test	Post-test
1.	C001	64	74
2.	C002	66	76
3.	C003	67	73
4.	C004	69	78
5.	C005	60	69
6.	C006	65	76
7.	C007	65	76
8.	C008	63	69
9.	C009	68	77
10.	C010	68	77
11.	C011	63	69
12.	C012	59	75
13.	C013	63	75
14.	C014	59	67
15.	C015	61	79
16.	C016	65	76
17.	C017	66	78
18.	C018	60	69
19.	C019	63	71
20.	C020	60	72
21.	C021	56	74
22.	C022	60	67
23.	C023	70	73
24.	C024	67	75
25.	C025	63	73

The Score of Pre-Test in Control class

No.	Name	Score					Pre-test
		Con	Org	Gra	Mec	Voc	
1.	C001	14	12	11	13	14	64
2.	C002	14	12	11	13	16	66
3.	C003	14	13	11	13	16	67
4.	C004	14	14	12	13	16	68
5.	C005	12	11	11	12	14	60
6.	C006	14	12	12	13	14	65
7.	C007	14	12	12	13	14	65
8.	C008	12	14	12	13	14	63
9.	C009	14	12	11	12	17	69
10.	C010	14	13	11	13	16	68
11.	C011	14	12	11	12	14	63
12.	C012	13	10	10	12	14	59
13.	C013	13	12	12	12	14	63
14.	C014	12	10	11	12	14	59
15.	C015	12	11	10	12	14	61
16.	C016	14	12	12	13	14	65
17.	C017	14	12	12	13	15	66
18.	C018	13	11	10	12	14	60
19.	C019	13	12	11	15	12	63
20.	C020	13	11	10	12	14	60
21.	C021	12	10	10	11	13	56
22.	C022	12	11	11	12	14	60
23.	C023	14	14	12	14	16	70
24.	C024	14	12	12	14	15	67
25.	C025	14	12	10	13	14	63
Mean		13.32	11.88	11.12	12.68	14.48	63.60

The Score of Post-Test in Control class

No.	Name	Score					Post-test
		Con	Org	Gra	Mec	Voc	
1.	C001	17	14	12	14	17	74
2.	C002	17	14	13	14	18	76
3.	C003	16	14	12	14	17	73
4.	C004	17	15	13	15	17	77
5.	C005	16	13	12	13	16	69
6.	C006	17	14	13	14	18	76
7.	C007	17	14	13	15	17	76
8.	C008	15	12	12	14	16	69
9.	C009	18	15	12	14	18	78
10.	C010	17	15	13	15	18	79
11.	C011	15	13	12	13	16	69
12.	C012	17	14	12	15	17	75
13.	C013	17	14	13	14	14	75
14.	C014	13	12	12	13	17	67
15.	C015	12	11	10	10	13	78
16.	C016	17	14	13	14	18	76
17.	C017	18	14	13	14	18	78
18.	C018	13	13	12	13	17	69
19.	C019	16	13	12	13	17	71
20.	C020	17	12	12	13	18	72
21.	C021	17	13	12	14	18	74
22.	C022	15	13	11	13	15	67
23.	C023	17	14	13	14	15	73
24.	C024	17	14	13	14	17	75
25.	C025	17	13	12	14	17	73
Mean		16.20	13.48	12.28	13.72	16.76	73.56

RENCANA PEMBELAJARAN

Satuan Pendidikan   : SMA 2 WAJO

Materi Pembelajaran   : BAHASA INGGRIS

Kelas   : X

Materi Pokok   : Descriptive Text

Skill   : Writing

Alokasi Waktu   : 1 Pertemuan

A.   KOMPETENSI INTI (KI)

KI   :   Menghayati dan mengamalkan ajaran agama yang dianutnya

K2   : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

K3   :Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

K4   : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	
2.	Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	
3.	Menunjukkan perilaku jujur,disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok gakui ketika membuat kesalahan Tidak menyalahkan orang lain atas tindakannya sendiri Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
4.	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai,	

	dalam melaksanakan komunikasi fungsional	
6.	Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang,tempat wisata, dan bangunan bersejarahterkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Menyampaikan teks deskriptif secara tulis tentang tempat wisata, dan bangunan bersejarah terkenal dengan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik :

1. Mampu menuliskan kosa kata tentang tempat wisata dan bangunan bersejarah secara benar setelah diberikan contoh dari guru.

2. Mampu menuliskan kata ungkapan dalam teks diskritif secara benar.

3. Mampu menuliskan teks diskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks setelah diberi contoh dari guru.

D. MATERI PEMBELAJARAN

Text Descriptive

·   *Fungsi sosial*

1. Menjaga hubungan interpersonal dengan guru dan teman

2. Memberi informasi tentang orang, tempat wisata, dan bangunan bersejarah terkenal melalui ciri-ciri yang dimiliki.

·   *Generic structure of the text*

1. Penyebutan sebutan tentang tempat pariwisata (*waterfall, lake, temple, beach, mountain, etc*)

2. Adjective (*Wonderful, Exotic, Amazing, Beautiful, Tall, Big, Large etc*)

3. Adjective Phrase (*Wonderful Temple, Amazing beach, The highest Mountain etc*)

4. Simple present tense (*is, am, are, do, does,*)

E. METODE PEMBELAJARAN

Pendekatan   : Scientific Approach

Strategi   :Pengamatan, dan mempraktekkan.

F. MEDIA PEMBELAJARAN

Media   :Gambar Tempat Pariwisata dan tempat bersejarah, Laptop.

G. SUMBER BELAJAR

· Buku SMA kelas X yang relavan

H. LANGKAH-LANGKAH PEMBELAJARAN

PENDAHULUAN (10 menit)	
Tahap	**Kegiatan**
Kegiatan Awal	· Salam · Mengecek kehadiran siswa · Membaca doa · Apersepsi dan motivasi · Bernyanyi "*If you are happy, clap your hand!*" · Menampilkan gambar tentang tempat wisata dan bangunan sejarah terkenal · Penyampaian tujuan pembelajaran
KEGIATAN INTI (70 menit)	
Observation	· Peserta didik mengamati gambar yang di tempelkan pada papan tulis · Peserta didik menyebutkan nama dan kata sifat yang melekat pada gambar · Peserta didik mengidentifikasi fungsi sosial, struktur teks, dan language feature di dalam teks descriptive yang diberikan Guru menjelaskan fungsi sosial, struktur teks, dan language feature di dalam teks descriptive yang diberikan.

		Guru menjelaskan pengertian teks decriptive, generic structure and contoh teks descriptive.
Questioning		Peserta didik membuat pertanyaan berdasarkan contoh teks *Descriptive* yang diterima.
Assosiation		Peserta didik membuat kesimpulan sementara tentang materi ajar yang sedang dipelajari Guru memberikan penguatan tentang fungsi sosial, struktur teks dan unsur kebahasaan yang dipelajari
Experimenting		Peserta didik menyusun teks deskriptif sederhana tentang tempat wisata, dan bangunan sejarah terkenal. Guru mengamati peserta didik menyusun teks descriptive.
Communicating		Peserta didik menempatkan hasil kerja di meja guru untuk diperiksa oleh guru.
PENUTUP (10 menit)		
Penutup		Menyimpulkan hal-hal yang telah dipelajari Refleksi Penugasan

I. PENILAIAN

Rubrik Penilaian

No	Aspek yang Dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan penulisan pesan	100% isi sesuai	20
		80% isi sesuai	15
		60% isi sesuai	11
		40% isi sesuai	6
		20% isi sesuai	5
2	Pilihan kata	100% pilihan kata tepat	20
		80% pilihan kata tepat	15
		60% pilihan kata tepat	11
		40% pilihan kata tepat	6
		20% pilihan kata tepat	5
3	Keterpaduan kalimat	100% kalimat terpadu dan runtut	20
		80% kalimat terpadu dan runtut	15

		60% kalimat terpadu dan runtut	11
		40% kalimat terpadu dan runtut	6
		20% kalimat terpadu dan runtut	5
4	Penulisan kosa kata	100% penulisan kosa kata tepat	20
		80% penulisan kosa kata tepat	15
		60% penulisan kosa kata tepat	11
		40% penulisan kosa kata tepat	6
		20% penulisan kosa kata tepat	5
5	Ketepatan tata bahasa	100% penggunaan tata bahasa tepat	20
		80% penggunaan tata bahasa tepat	15
		60% penggunaan tata bahasa tepat	11
		40% penggunaan tata bahasa tepat	6
		20% penggunaan tata bahasa tepat	5
		80% tulisan hasil pemikiran sendiri	4
		60% tulisan hasil pemikiran sendiri	3
		40% tulisan hasil pemikiran sendiri	2
		20% tulisan hasil pemikiran sendiri	1

LESSON PLAN OF EXPERIMENTAL CLASS

RENCANA PEMBELAJARAN

Satuan Pendidikan	: SMA 2 WAJO
Materi Pembelajaran	: BAHASA INGGRIS
Kelas	: X
Materi Pokok	: Descriptive Text
Skill	: Writing
Alokasi Waktu	: 1 Pertemuan

A. KOMPETENSI INTI (KI)

KI : Menghayati dan mengamalkan ajaran agama yang dianutnya

K2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

K3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

K4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	
2.	Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	
3.	Menunjukkan perilaku jujur,disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok gakui ketika membuat kesalahan Tidak menyalahkan orang lain atas tindakannya sendiri Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
4.	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	
6.	Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang,tempat wisata, dan	Menyampaikan teks deskriptif secara tulis tentang tempat wisata, dan bangunan bersejarah terkenal dengan

	bangunan bersejarahterkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik :

1. Mampu menuliskan kosa kata tentang tempat wisata dan bangunan bersejarah secara benar setelah diberikan contoh dari guru.

2. Mampu menuliskan kata ungkapan dalam teks diskritif secara benar.

3. Mampu menuliskan teks diskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks setelah diberi contoh dari guru.

D. MATERI PEMBELAJARAN

Text Descriptive

· *Fungsi sosial*

3. Menjaga hubungan interpersonal dengan guru dan teman

4. Memberi informasi tentang orang, tempat wisata, dan bangunan bersejarah terkenal melalui ciri-ciri yang dimiliki.

· *Generic structure of the text*

5. Penyebutan sebutan tentang tempat pariwisata (*waterfall, lake, temple, beach, mountain, etc*)

6. Adjective (*Wonderful, Exotic, Amazing, Beautiful, Tall, Big, Large etc*)

7. Adjective Phrase (*Wonderful Temple, Amazing beach, The highest Mountain etc*)

8. Simple present tense (*is, am, are, do, does,*)

E. METODE PEMBELAJARAN

Pendekatan   : Scientific Approach

Strategi   :Pengamatan, dan mempraktekkan.

F. MEDIA PEMBELAJARAN

Media   :Gambar Tempat Pariwisata dan tempat bersejarah, Laptop.

G. SUMBER BELAJAR

·   Buku SMA kelas X yang relavan

H. LANGKAH-LANGKAH PEMBELAJARAN

PENDAHULUAN (10 menit)	
Tahap	**Kegiatan**
Kegiatan Awal	· Salam · Mengecek kehadiran siswa · Membaca doa · Apersepsi dan motivasi · Bernyanyi "*If you are happy, clap your hand!*" · Menampilkan gambar tentang tempat wisata dan bangunan sejarah terkenal · Penyampaian tujuan pembelajaran
KEGIATAN INTI (70 menit)	
Observation	· Guru dan Peserta didik mengunjungi tempat bersejarah " the relic kingdom of Wajo" · Peserta didiki memperhatikan penjelasan dari guru tentang tempat bersejarah tersebut · Peserta didik menyebutkan nama dan kata sifat yang dikunjungi · Peserta didik mengamati langsung tempat bersejarah tersebut Guru menjelaskan tempat bersejarah yang dikunjungi yaitu " the relic kingdom of Wajo"
Questioning	Peserta didik membuat pertanyaan berdasarkan tempat yang dikunjungi Peserta didik mengumpulkan informasi tentang tempat bersejarah yang dikunjungi.
Assosiation	Peserta didik membuat kesimpulan sementara tentang tempat bersejarah yang dikunjungi. Guru memberikan penguatan tentang tempat bersejarah yang dikunjungi
Experimenting	Peserta didik menyusun teks deskriptif sederhana tentang tempat wisata, dan bangunan sejarah terkenal.

	Guru mengamati peserta didik menyusun teks descriptive.
Communicating	Peserta didik mengumpulkan hasil kerja pada guru
PENUTUP (10 menit)	
Penutup	Menyimpulkan hal-hal yang telah dipelajari Refleksi Penugasan

I. PENILAIAN

Rubrik Penilaian

No	Aspek yang Dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan penulisan pesan	100% isi sesuai	20
		80% isi sesuai	15
		60% isi sesuai	11
		40% isi sesuai	6
		20% isi sesuai	5
2	Pilihan kata	100% pilihan kata tepat	20
		80% pilihan kata tepat	15
		60% pilihan kata tepat	11
		40% pilihan kata tepat	6
		20% pilihan kata tepat	5
3	Keterpaduan kalimat	100% kalimat terpadu dan runtut	20
		80% kalimat terpadu dan runtut	15
		60% kalimat terpadu dan runtut	11
		40% kalimat terpadu dan runtut	6
		20% kalimat terpadu dan runtut	5
4	Penulisan kosa kata	100% penulisan kosa kata tepat	20
		80% penulisan kosa kata tepat	15
		60% penulisan kosa kata tepat	11
		40% penulisan kosa kata tepat	6
		20% penulisan kosa kata tepat	5
5	Ketepatan tata bahasa	100% penggunaan tata bahasa tepat	20
		80% penggunaan tata bahasa tepat	15
		60% penggunaan tata bahasa tepat	11
		40% penggunaan tata bahasa tepat	6
		20% penggunaan tata bahasa tepat	5
		80% tulisan hasil pemikiran sendiri	4
		60% tulisan hasil pemikiran sendiri	3
		40% tulisan hasil pemikiran sendiri	2
		20% tulisan hasil pemikiran sendiri	1

RENCANA PEMBELAJARAN

Satuan Pendidikan	: SMA 2 WAJO	
Materi Pembelajaran	: BAHASA INGGRIS	
Kelas	: X	
Materi Pokok	: Descriptive Text	
Skill	: Writing	
Alokasi Waktu	: 1 Pertemuan	

A. KOMPETENSI INTI (KI)

KI : Menghayati dan mengamalkan ajaran agama yang dianutnya

K2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

K3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

K4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1	Mensyukuri kesempatan dapat	

	mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	
2.	Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	
3.	Menunjukkan perilaku jujur,disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok gakui ketika membuat kesalahan Tidak menyalahkan orang lain atas tindakannya sendiri Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
4.	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	
6.	Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang,tempat wisata, dan bangunan bersejarahterkenal, dengan memperhatikan fungsi	Menyampaikan teks deskriptif secara tulis tentang tempat wisata, dan bangunan bersejarah terkenal dengan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai

	sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	konteks

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik :

1. Mampu menuliskan kosa kata tentang tempat wisata dan bangunan bersejarah secara benar setelah diberikan contoh dari guru.
2. Mampu menuliskan kata ungkapan dalam teks diskritif secara benar.
3. Mampu menuliskan teks diskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks setelah diberi contoh dari guru.

D. MATERI PEMBELAJARAN

Text Descriptive

· *Fungsi sosial*

   5. Menjaga hubungan interpersonal dengan guru dan teman
   6. Memberi informasi tentang orang, tempat wisata, dan bangunan bersejarah terkenal melalui ciri-ciri yang dimiliki.

· *Generic structure of the text*

   9. Penyebutan sebutan tentang tempat pariwisata (*waterfall, lake, temple, beach, mountain, etc*)
   10. Adjective (*Wonderful, Exotic, Amazing, Beautiful, Tall, Big, Large etc*)
   11. Adjective Phrase (*Wonderful Temple, Amazing beach, The highest Mountain etc*)
   12. Simple present tense (*is, am, are, do, does,*)

E. METODE PEMBELAJARAN

Pendekatan   : Scientific Approach

Strategi   :Pengamatan, dan mempraktekkan.

F. MEDIA PEMBELAJARAN

Media   :Gambar Tempat Pariwisata dan tempat bersejarah, Laptop.

G. SUMBER BELAJAR

·   Buku SMA kelas X yang relavan

H. LANGKAH-LANGKAH PEMBELAJARAN

PENDAHULUAN (10 menit)	
Tahap	**Kegiatan**
Kegiatan Awal	· Salam · Mengecek kehadiran siswa · Membaca doa · Apersepsi dan motivasi · Bernyanyi "*How are you today!*"*my head, my heart, my body are fresh, fresh,fresh.* · Menampilkan gambar tentang tempat wisata dan bangunan sejarah terkenal · Penyampaian tujuan pembelajaran
KEGIATAN INTI (70 menit)	
Observation	· Peserta didik mengamati gambar yang di tempelkan pada papan tulis · Peserta didik menyebutkan nama yang melekat pada gambar · Peserta didik mengidentifikasi fungsi sosial, struktur teks, dan language feature di dalam teks descriptive yang diberikan Guru menjelaskan fungsi sosial, struktur teks, dan language feature di dalam teks descriptive yang diberikan. Guru menjelaskan pengertian teks decriptive, generic structure and contoh teks descriptive.
Questioning	Peserta didik membuat pertanyaan berdasarkan contoh teks *Descriptive* yang diterima.
Assosiation	Peserta didik membuat kesimpulan sementara tentang materi ajar yang sedang dipelajari Guru memberikan penguatan tentang fungsi sosial, struktur teks dan unsur kebahasaan yang dipelajari

Experimenting	Peserta didik menyusun teks deskriptif sederhana tentang tempat wisata, dan bangunan sejarah terkenal secara berkelompok. Guru mengamati peserta didik menyusun teks descriptive secara berkelompok.
Communicating	Peserta didik menempatkan hasil kerja di meja guru untuk diperiksa oleh guru.
PENUTUP (10 menit)	
Penutup	Menyimpulkan hal-hal yang telah dipelajari Refleksi Penugasan

I. PENILAIAN

Rubrik Penilaian

No	Aspek yang Dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan penulisan pesan	100% isi sesuai	20
		80% isi sesuai	15
		60% isi sesuai	11
		40% isi sesuai	6
		20% isi sesuai	5
2	Pilihan kata	100% pilihan kata tepat	20
		80% pilihan kata tepat	15
		60% pilihan kata tepat	11
		40% pilihan kata tepat	6
		20% pilihan kata tepat	5
3	Keterpaduan kalimat	100% kalimat terpadu dan runtut	20
		80% kalimat terpadu dan runtut	15
		60% kalimat terpadu dan runtut	11
		40% kalimat terpadu dan runtut	6
		20% kalimat terpadu dan runtut	5
4	Penulisan kosa kata	100% penulisan kosa kata tepat	20
		80% penulisan kosa kata tepat	15
		60% penulisan kosa kata tepat	11
		40% penulisan kosa kata tepat	6
		20% penulisan kosa kata tepat	5
5	Ketepatatata bahasa	100% penggunaan tata bahasa tepat	20
		80% penggunaan tata bahasa tepat	15
		60% penggunaan tata bahasa tepat	11
		40% penggunaan tata bahasa tepat	6
		20% penggunaan tata bahasa tepat	5
		80% tulisan hasil pemikiran sendiri	4

		60% tulisan hasil pemikiran sendiri	3
		40% tulisan hasil pemikiran sendiri	2
		20% tulisan hasil pemikiran sendiri	1

RENCANA PEMBELAJARAN

Satuan Pendidikan	: SMA 2 WAJO
Materi Pembelajaran	: BAHASA INGGRIS
Kelas	: X
Materi Pokok	: Descriptive Text
Skill	: Writing
Alokasi Waktu	: 1 Pertemuan

A. KOMPETENSI INTI (KI)

KI : Menghayati dan mengamalkan ajaran agama yang dianutnya

K2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

K3 :Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

K4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	
2.	Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	
3.	Menunjukkan perilaku jujur,disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok gakui ketika membuat kesalahan Tidak menyalahkan orang lain atas tindakannya sendiri Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
4.	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	

| 6. | Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang,tempat wisata, dan bangunan bersejarahterkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks | Menyampaikan teks deskriptif secara tulis tentang tempat wisata, dan bangunan bersejarah terkenal dengan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks |

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik :

1. Mampu menuliskan kosa kata tentang tempat wisata dan bangunan bersejarah secara benar setelah diberikan contoh dari guru.

2. Mampu menuliskan kata ungkapan dalam teks diskritif secara benar.

3. Mampu menuliskan teks diskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks setelah diberi contoh dari guru.

D. MATERI PEMBELAJARAN

Text Descriptive

· *Fungsi sosial*

7. Menjaga hubungan interpersonal dengan guru dan teman

8. Memberi informasi tentang orang, tempat wisata, dan bangunan bersejarah terkenal melalui ciri-ciri yang dimiliki.

· *Generic structure of the text*

13. Penyebutan sebutan tentang tempat pariwisata (*waterfall, lake, temple, beach, mountain, etc*)

14. Adjective (*Wonderful, Exotic, Amazing, Beautiful, Tall, Big, Large etc*)

15. Adjective Phrase (*Wonderful Temple, Amazing beach, The highest Mountain etc*)

16. Simple present tense (*is, am, are, do, does,*)

E.   METODE PEMBELAJARAN

Pendekatan   : Scientific Approach

Strategi   :Pengamatan, dan mempraktekkan.

F.   MEDIA PEMBELAJARAN

Media   :Gambar Tempat Pariwisata dan tempat bersejarah, Laptop.

G.   SUMBER BELAJAR

·   Buku SMA kelas X yang relavan

H.   LANGKAH-LANGKAH PEMBELAJARAN

PENDAHULUAN (10 menit)	
Tahap	**Kegiatan**
Kegiatan Awal	· Salam · Mengecek kehadiran siswa · Membaca doa · Apersepsi dan motivasi · Bernyanyi *"How are you today!"my head, my heart, my body are fresh, fresh,fresh.* · Menampilkan gambar tentang tempat wisata dan bangunan sejarah terkenal · Penyampaian tujuan pembelajaran
KEGIATAN INTI (70 menit)	
Observation	· Peserta didik mengamati gambar yang di tempelkan pada papan tulis · Peserta didik menyebutkan nama yang melekat pada gambar · Peserta didik mengidentifikasi fungsi sosial, struktur teks, dan language feature di dalam teks descriptive yang diberikan Guru menjelaskan fungsi sosial, struktur teks, dan language feature di dalam teks descriptive yang diberikan. Guru menjelaskan pengertian teks decriptive, generic structure and contoh teks descriptive.
Questioning	Peserta didik membuat pertanyaan

		berdasarkan contoh teks *Descriptive* yang diterima.
Assosiation		Peserta didik membuat kesimpulan sementara tentang materi ajar yang sedang dipelajari
		Guru memberikan penguatan tentang fungsi sosial, struktur teks dan unsur kebahasaan yang dipelajari
Experimenting		Peserta didik menyusun teks deskriptif sederhana tentang tempat wisata, dan bangunan sejarah terkenal secara individu.
		Guru mengamati peserta didik menyusun teks descriptive secara individu.
Communicating		Peserta didik menempatkan hasil kerja di meja guru untuk diperiksa oleh guru.
PENUTUP (10 menit)		
Penutup		Menyimpulkan hal-hal yang telah dipelajari Refleksi Penugasan

I. PENILAIAN

Rubrik Penilaian

No	Aspek yang Dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan penulisan pesan	100% isi sesuai	20
		80% isi sesuai	15
		60% isi sesuai	11
		40% isi sesuai	6
		20% isi sesuai	5
2	Pilihan kata	100% pilihan kata tepat	20
		80% pilihan kata tepat	15
		60% pilihan kata tepat	11
		40% pilihan kata tepat	6
		20% pilihan kata tepat	5
3	Keterpaduan kalimat	100% kalimat terpadu dan runtut	20
		80% kalimat terpadu dan runtut	15
		60% kalimat terpadu dan runtut	11
		40% kalimat terpadu dan runtut	6
		20% kalimat terpadu dan runtut	5
4	Penulisan kosa kata	100% penulisan kosa kata tepat	20
		80% penulisan kosa kata tepat	15
		60% penulisan kosa kata tepat	11

		40% penulisan kosa kata tepat	6
		20% penulisan kosa kata tepat	5
5	Ketepatatata bahasa	100% penggunaan tata bahasa tepat	20
		80% penggunaan tata bahasa tepat	15
		60% penggunaan tata bahasa tepat	11
		40% penggunaan tata bahasa tepat	6
		20% penggunaan tata bahasa tepat	5
		80% tulisan hasil pemikiran sendiri	4
		60% tulisan hasil pemikiran sendiri	3
		40% tulisan hasil pemikiran sendiri	2
		20% tulisan hasil pemikiran sendiri	1

LESSON PLAN OF CONTROL CLASS

RENCANA PEMBELAJARAN

Satuan Pendidikan	: SMA 2 WAJO
Materi Pembelajaran	: BAHASA INGGRIS
Kelas	: X
Materi Pokok	: Descriptive Text
Skill	: Writing
Alokasi Waktu	: 1 Pertemuan

A. KOMPETENSI INTI (KI)

KI: Menghayati dan mengamalkan ajaran agama yang dianutnya

K2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

K3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

K4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	
2.	Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	
3.	Menunjukkan perilaku jujur,disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok Mengakui ketika membuat kesalahan Tidak menyalahkan orang lain atas tindakannya sendiri Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
4.	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	
6.	Menyusun teks deskriptif lisan dan tulis, sederhana, tentang	Menyampaikan teks deskriptif secara tulis tentang tempat wisata, dan

	orang,tempat wisata, dan bangunan bersejarahterkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	bangunan bersejarah terkenal dengan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik :

1. Mampu menuliskan kosa kata tentang tempat wisata dan bangunan bersejarah secara benar setelah diberikan contoh dari guru.
2. Mampu menuliskan kata ungkapan dalam teks diskritif secara benar.
3. Mampu menuliskan teks diskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks setelah diberi contoh dari guru.

D. MATERI PEMBELAJARAN

Text Descriptive

· *Fungsi sosial*

9. Menjaga hubungan interpersonal dengan guru dan teman

10. Memberi informasi tentang orang, tempat wisata, dan bangunan bersejarah terkenal melalui ciri-ciri yang dimiliki.

· *Generic structure of the text*

17. Penyebutan sebutan tentang tempat pariwisata (*waterfall, lake, temple, beach, mountain, etc*)

18. Adjective (*Wonderful, Exotic, Amazing, Beautiful, Tall, Big, Large etc*)

19. Adjective Phrase (*Wonderful Temple, Amazing beach, The highest Mountain etc*)

20. Simple present tense (*is, am, are, do, does,*)

Generic sturucture in descriptive text

1. *Identification*
2. *Description*
3. *Conclution or Evaluation*

E. METODE PEMBELAJARAN

Pendekatan   : Ceramah

Strategi   : Pengamatan dan ceramah.

F. MEDIA PEMBELAJARAN

Media   :Laptop dan spidol.

G. SUMBER BELAJAR

·   Buku SMA kelas X yang relavan

H. LANGKAH-LANGKAH PEMBELAJARAN

PENDAHULUAN (10 menit)	
Tahap	**Kegiatan**
Kegiatan Awal	· Salam · Mengecek kehadiran siswa · Membaca doa · Apersepsi dan motivasi · Penyampaian tujuan pembelajaran
KEGIATAN INTI (70 menit)	
Observation	· Peserta didik memperhatikan penjelasan dari guru tentang tempat bersejarah. · Peserta didik menyebutkan nama dan kata sifat tempat bersejarah yang telah dijelaskan oleh guru. · Peserta didik mengidentifikasi fungsi sosial, struktur teks, dan language feature di dalam teks descriptive yang diberikan Guru menjelaskan fungsi sosial, struktur teks,

		dan language feature di dalam teks descriptive yang diberikan. Guru menjelaskan pengertian teks decriptive, generic structure and contoh teks descriptive.
Questioning		Peserta didik membuat pertanyaan berdasarkan contoh teks *Descriptive* yang diterima.
Assosiation		Peserta didik membuat kesimpulan sementara tentang materi ajar yang sedang dipelajari Guru memberikan penguatan tentang fungsi sosial, struktur teks dan unsur kebahasaan yang dipelajari
Experimenting		Peserta didik menyusun teks deskriptif sederhana tentang tempat wisata, dan bangunan sejarah terkenal. Guru mengamati peserta didik menyusun teks descriptive.
Communicating		Peserta didik menempatkan hasil kerja di meja guru untuk diperiksa oleh guru.
PENUTUP (10 menit)		
Penutup		Menyimpulkan hal-hal yang telah dipelajari Refleksi

I.   PENILAIAN

Rubrik Penilaian

No	Aspek yang Dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan penulisan pesan	100% isi sesuai	20
		80% isi sesuai	15
		60% isi sesuai	11
		40% isi sesuai	6
		20% isi sesuai	5
2	Terorganisasi	100% kalimat terorganisasi	20
		80% kalimat terorganisasi	15
		60% kalimat terorganisasi	11
		40% kalimat terorganisasi	6
		20% kalimat terorganisasi	5
3	Keterpaduan kalimat	100% kalimat terpadu dan runtut	20
		80% kalimat terpadu dan runtut	15
		60% kalimat terpadu dan runtut	11

		40% kalimat terpadu dan runtut	6
		20% kalimat terpadu dan runtut	5
4	Penulisan kosa kata	100% penulisan kosa kata tepat	20
		80% penulisan kosa kata tepat	15
		60% penulisan kosa kata tepat	11
		40% penulisan kosa kata tepat	6
		20% penulisan kosa kata tepat	5
5	Ketepatan tata bahasa	100% penggunaan tata bahasa tepat	20
		80% penggunaan tata bahasa tepat	15
		60% penggunaan tata bahasa tepat	11
		40% penggunaan tata bahasa tepat	6
		20% penggunaan tata bahasa tepat	5
		80% tulisan hasil pemikiran sendiri	4
		60% tulisan hasil pemikiran sendiri	3
		40% tulisan hasil pemikiran sendiri	2
		20% tulisan hasil pemikiran sendiri	1

RENCANA PEMBELAJARAN

Satuan Pendidikan	: SMA 2 WAJO
Materi Pembelajaran	: BAHASA INGGRIS
Kelas	: X
Materi Pokok	: Descriptive Text
Skill	: Writing
Alokasi Waktu	: 1 Pertemuan

A.   KOMPETENSI INTI (KI)

KI: Menghayati dan mengamalkan ajaran agama yang dianutnya.

K2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

K3   :Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

K4   : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	
2.	Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	
3.	Menunjukkan perilaku jujur,disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok Mengakui ketika membuat kesalahan Tidak menyalahkan orang lain atas tindakannya sendiri Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
4.	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	
6.	Menyusun teks deskriptif lisan dan tulis, sederhana, tentang	Menyampaikan teks deskriptif secara tulis tentang tempat wisata, dan

	orang,tempat wisata, dan bangunan bersejarahterkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	bangunan bersejarah terkenal dengan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik :

1. Mampu menuliskan kosa kata tentang tempat wisata dan bangunan bersejarah secara benar setelah diberikan contoh dari guru.

2. Mampu menuliskan kata ungkapan dalam teks diskritif secara benar.

3. Mampu menuliskan teks diskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks setelah diberi contoh dari guru.

D. MATERI PEMBELAJARAN

Text Descriptive about The Relic Kingdom of Wajo

E. METODE PEMBELAJARAN

Pendekatan   : Ceramah

Strategi   : Pengamatan dan ceramah.

F. MEDIA PEMBELAJARAN

Media   :Laptop dan spidol.

G. SUMBER BELAJAR

·   Buku SMA kelas X yang relavan

H. LANGKAH-LANGKAH PEMBELAJARAN

PENDAHULUAN (10 menit)	
Tahap	**Kegiatan**
Kegiatan Awal	· Salam · Mengecek kehadiran siswa · Membaca doa · Apersepsi dan motivasi · Menampilkan gambar tentang bangunan bersejarah · Penyampaian tujuan pembelajaran
KEGIATAN INTI (70 menit)	
Observation	· Peserta didik memperhatikan penjelasan dari guru tentang tempat bersejarah. · Peserta didik menyebutkan nama dan kata sifat tempat bersejarah berdasarkan gambar yang ditampilkan. · Peserta didik mengidentifikasi tempat bersejarah berdasarkan gambar. · Guru menjelaskan gambar tempat bersejarah yang telah ditampilkan tersebut.
Questioning	Peserta didik membuat pertanyaan berdasarkan gambar yang ditampilkan.
Assosiation	Peserta didik membuat kesimpulan sementara tentang gambar tempat bersejarah sesuai yang di tampilkan sebelumnya. Guru memberikan penguatan tentang gambar yang ditampilkan.
Experimenting	Peserta didik menyusun teks deskriptif sederhana tentang bangunan sejarah terkenal berdasarkan gambar yang ditampilkan. Guru mengamati peserta didik menyusun teks descriptive.
Communicating	Peserta didik menempatkan hasil kerja di meja guru untuk diperiksa oleh guru.
PENUTUP (10 menit)	
Penutup	Menyimpulkan hal-hal yang telah dipelajari Refleksi

I. PENILAIAN

Rubrik Penilaian

No	Aspek yang Dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan penulisan pesan	100% isi sesuai	20
		80% isi sesuai	15
		60% isi sesuai	11
		40% isi sesuai	6
		20% isi sesuai	5
2	Terorganisasi	100% kalimat terorganisasi	20
		80% kalimat terorganisasi	15
		60% kalimat terorganisasi	11
		40% kalimat terorganisasi	6
		20% kalimat terorganisasi	5
3	Keterpaduan kalimat	100% kalimat terpadu dan runtut	20
		80% kalimat terpadu dan runtut	15
		60% kalimat terpadu dan runtut	11
		40% kalimat terpadu dan runtut	6
		20% kalimat terpadu dan runtut	5
4	Penulisan kosa kata	100% penulisan kosa kata tepat	20
		80% penulisan kosa kata tepat	15
		60% penulisan kosa kata tepat	11
		40% penulisan kosa kata tepat	6
		20% penulisan kosa kata tepat	5
5	Ketepatan tata bahasa	100% penggunaan tata bahasa tepat	20
		80% penggunaan tata bahasa tepat	15
		60% penggunaan tata bahasa tepat	11
		40% penggunaan tata bahasa tepat	6
		20% penggunaan tata bahasa tepat	5
		80% tulisan hasil pemikiran sendiri	4
		60% tulisan hasil pemikiran sendiri	3
		40% tulisan hasil pemikiran sendiri	2
		20% tulisan hasil pemikiran sendiri	1

RENCANA PEMBELAJARAN

Satuan Pendidikan	: SMA 2 WAJO
Materi Pembelajaran	: BAHASA INGGRIS
Kelas	: X
Materi Pokok	: Descriptive Text
Skill	: Writing
Alokasi Waktu	: 1 Pertemuan

A. KOMPETENSI INTI (KI)

KI   :   Menghayati dan mengamalkan ajaran agama yang dianutnya

K2   : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

K3   :Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

K4   : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1	Mensyukuri kesempatan dapat	

	mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	
2.	Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	
3.	Menunjukkan perilaku jujur,disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok gakui ketika membuat kesalahan Tidak menyalahkan orang lain atas tindakannya sendiri Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
4.	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	
6.	Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang,tempat wisata, dan bangunan bersejarahterkenal, dengan memperhatikan fungsi	Menyampaikan teks deskriptif secara tulis tentang tempat wisata, dan bangunan bersejarah terkenal dengan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai

	sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	konteks

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik :

1. Mampu menuliskan kosa kata tentang tempat wisata dan bangunan bersejarah secara benar setelah diberikan contoh dari guru.

2. Mampu menuliskan kata ungkapan dalam teks diskritif secara benar.

3. Mampu menuliskan teks diskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks setelah diberi contoh dari guru.

D. MATERI PEMBELAJARAN

Text Descriptive

· *Fungsi sosial*

11. Menjaga hubungan interpersonal dengan guru dan teman

12. Memberi informasi tentang orang, tempat wisata, dan bangunan bersejarah terkenal melalui ciri-ciri yang dimiliki.

· *Generic structure of the text*

21. Penyebutan sebutan tentang tempat pariwisata (*waterfall, lake, temple, beach, mountain, etc*)

22. Adjective (*Wonderful, Exotic, Amazing, Beautiful, Tall, Big, Large etc*)

23. Adjective Phrase (*Wonderful Temple, Amazing beach, The highest Mountain etc*)

24. Simple present tense (*is, am, are, do, does,*)

E. METODE PEMBELAJARAN

Pendekatan   : Scientific Approach

Strategi   :Pengamatan, dan mempraktekkan.

F. MEDIA PEMBELAJARAN

Media   :Gambar Tempat Pariwisata dan tempat bersejarah, Laptop.

G. SUMBER BELAJAR

·   Buku SMA kelas X yang relavan

H. LANGKAH-LANGKAH PEMBELAJARAN

PENDAHULUAN (10 menit)	
Tahap	**Kegiatan**
Kegiatan Awal	· Salam · Mengecek kehadiran siswa · Membaca doa · Apersepsi dan motivasi · Bernyanyi *"How are you today!"my head, my heart, my body are fresh, fresh,fresh.* · Menampilkan gambar tentang tempat wisata dan bangunan sejarah terkenal · Penyampaian tujuan pembelajaran
KEGIATAN INTI (70 menit)	
Observation	· Peserta didik mengamati gambar yang di tempelkan pada papan tulis · Peserta didik menyebutkan nama yang melekat pada gambar · Peserta didik mengidentifikasi fungsi sosial, struktur teks, dan language feature di dalam teks descriptive yang diberikan Guru menjelaskan fungsi sosial, struktur teks, dan language feature di dalam teks descriptive yang diberikan. Guru menjelaskan pengertian teks decriptive, generic structure and contoh teks descriptive.
Questioning	Peserta didik membuat pertanyaan berdasarkan contoh teks *Descriptive* yang diterima.
Assosiation	Peserta didik membuat kesimpulan sementara tentang materi ajar yang sedang dipelajari Guru memberikan penguatan tentang fungsi sosial, struktur teks dan unsur kebahasaan yang dipelajari

Experimenting	Peserta didik menyusun teks deskriptif sederhana tentang tempat wisata, dan bangunan sejarah terkenal secara berkelompok.
	Guru mengamati peserta didik menyusun teks descriptive secara berkelompok.
Communicating	Peserta didik menempatkan hasil kerja di meja guru untuk diperiksa oleh guru.
PENUTUP (10 menit)	
Penutup	Menyimpulkan hal-hal yang telah dipelajari
	Refleksi
	Penugasan

I. PENILAIAN

Rubrik Penilaian

No	Aspek yang Dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan penulisan pesan	100% isi sesuai	20
		80% isi sesuai	15
		60% isi sesuai	11
		40% isi sesuai	6
		20% isi sesuai	5
2	Pilihan kata	100% pilihan kata tepat	20
		80% pilihan kata tepat	15
		60% pilihan kata tepat	11
		40% pilihan kata tepat	6
		20% pilihan kata tepat	5
3	Keterpaduan kalimat	100% kalimat terpadu dan runtut	20
		80% kalimat terpadu dan runtut	15
		60% kalimat terpadu dan runtut	11
		40% kalimat terpadu dan runtut	6
		20% kalimat terpadu dan runtut	5
4	Penulisan kosa kata	100% penulisan kosa kata tepat	20
		80% penulisan kosa kata tepat	15
		60% penulisan kosa kata tepat	11
		40% penulisan kosa kata tepat	6
		20% penulisan kosa kata tepat	5
5	Ketepatatata bahasa	100% penggunaan tata bahasa tepat	20
		80% penggunaan tata bahasa tepat	15
		60% penggunaan tata bahasa tepat	11
		40% penggunaan tata bahasa tepat	6
		20% penggunaan tata bahasa tepat	5
		80% tulisan hasil pemikiran sendiri	4

		60% tulisan hasil pemikiran sendiri	3
		40% tulisan hasil pemikiran sendiri	2
		20% tulisan hasil pemikiran sendiri	1

RENCANA PEMBELAJARAN

Satuan Pendidikan	: SMA 2 WAJO	
Materi Pembelajaran	: BAHASA INGGRIS	
Kelas	: X	
Materi Pokok	: Descriptive Text	
Skill	: Writing	
Alokasi Waktu	: 1 Pertemuan	

A. KOMPETENSI INTI (KI)

KI : Menghayati dan mengamalkan ajaran agama yang dianutnya

K2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

K3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

K4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1	Mensyukuri kesempatan dapat	

	mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	
2.	Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	
3.	Menunjukkan perilaku jujur,disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok gakui ketika membuat kesalahan Tidak menyalahkan orang lain atas tindakannya sendiri Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
4.	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	
6.	Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang,tempat wisata, dan bangunan bersejarahterkenal, dengan memperhatikan fungsi	Menyampaikan teks deskriptif secara tulis tentang tempat wisata, dan bangunan bersejarah terkenal dengan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai

sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	konteks

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik :

1. Mampu menuliskan kosa kata tentang tempat wisata dan bangunan bersejarah secara benar setelah diberikan contoh dari guru.
2. Mampu menuliskan kata ungkapan dalam teks diskritif secara benar.
3. Mampu menuliskan teks diskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks setelah diberi contoh dari guru.

D. MATERI PEMBELAJARAN

Text Descriptive

· *Fungsi sosial*

13. Menjaga hubungan interpersonal dengan guru dan teman

14. Memberi informasi tentang orang, tempat wisata, dan bangunan bersejarah terkenal melalui ciri-ciri yang dimiliki.

· *Generic structure of the text*

25. Penyebutan sebutan tentang tempat pariwisata (*waterfall, lake, temple, beach, mountain, etc*)
26. Adjective (*Wonderful, Exotic, Amazing, Beautiful, Tall, Big, Large etc*)
27. Adjective Phrase (*Wonderful Temple, Amazing beach, The highest Mountain etc*)
28. Simple present tense (*is, am, are, do, does,*)

E. METODE PEMBELAJARAN

Pendekatan   : Scientific Approach

Strategi   :Pengamatan, dan mempraktekkan.

F. MEDIA PEMBELAJARAN

Media   :Gambar Tempat Pariwisata dan tempat bersejarah, Laptop.

G. SUMBER BELAJAR

·   Buku SMA kelas X yang relavan

H. LANGKAH-LANGKAH PEMBELAJARAN

PENDAHULUAN (10 menit)	
Tahap	**Kegiatan**
Kegiatan Awal	· Salam · Mengecek kehadiran siswa · Membaca doa · Apersepsi dan motivasi · Bernyanyi *"How are you today!"my head, my heart, my body are fresh, fresh,fresh.* · Menampilkan gambar tentang tempat wisata dan bangunan sejarah terkenal · Penyampaian tujuan pembelajaran
KEGIATAN INTI (70 menit)	
Observation	· Peserta didik mengamati gambar yang di tempelkan pada papan tulis · Peserta didik menyebutkan nama yang melekat pada gambar · Peserta didik mengidentifikasi fungsi sosial, struktur teks, dan language feature di dalam teks descriptive yang diberikan Guru menjelaskan fungsi sosial, struktur teks, dan language feature di dalam teks descriptive yang diberikan. Guru menjelaskan pengertian teks decriptive, generic structure and contoh teks descriptive.
Questioning	Peserta didik membuat pertanyaan berdasarkan contoh teks *Descriptive* yang diterima.
Assosiation	Peserta didik membuat kesimpulan sementara tentang materi ajar yang sedang dipelajari Guru memberikan penguatan tentang fungsi sosial, struktur teks dan unsur kebahasaan yang dipelajari

Experimenting	Peserta didik menyusun teks deskriptif sederhana tentang tempat wisata, dan bangunan sejarah terkenal secara individu. Guru mengamati peserta didik menyusun teks descriptive secara individu.
Communicating	Peserta didik menempatkan hasil kerja di meja guru untuk diperiksa oleh guru.
PENUTUP (10 menit)	
Penutup	Menyimpulkan hal-hal yang telah dipelajari Refleksi Penugasan

I. PENILAIAN

Rubrik Penilaian

No	Aspek yang Dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan penulisan pesan	100% isi sesuai	20
		80% isi sesuai	15
		60% isi sesuai	11
		40% isi sesuai	6
		20% isi sesuai	5
2	Pilihan kata	100% pilihan kata tepat	20
		80% pilihan kata tepat	15
		60% pilihan kata tepat	11
		40% pilihan kata tepat	6
		20% pilihan kata tepat	5
3	Keterpaduan kalimat	100% kalimat terpadu dan runtut	20
		80% kalimat terpadu dan runtut	15
		60% kalimat terpadu dan runtut	11
		40% kalimat terpadu dan runtut	6
		20% kalimat terpadu dan runtut	5
4	Penulisan kosa kata	100% penulisan kosa kata tepat	20
		80% penulisan kosa kata tepat	15
		60% penulisan kosa kata tepat	11
		40% penulisan kosa kata tepat	6
		20% penulisan kosa kata tepat	5
5	Ketepatatata bahasa	100% penggunaan tata bahasa tepat	20
		80% penggunaan tata bahasa tepat	15
		60% penggunaan tata bahasa tepat	11
		40% penggunaan tata bahasa tepat	6
		20% penggunaan tata bahasa tepat	5
		80% tulisan hasil pemikiran sendiri	4

		60% tulisan hasil pemikiran sendiri	3
		40% tulisan hasil pemikiran sendiri	2
		20% tulisan hasil pemikiran sendiri	1

PHOTO DOCUMENTATION

Picture 1. The researcher give pre-test in experimntal class

Picture 2. The researcher give pre-test in control class

Picture 3. The researcher give material about descriptive text in experimental class

Picture 4. The researcher give material about descriptive text in control class

Picture 5. Students' visit in historical place at tosora

Picture 6. The researcher explain about makan syekh al-habib jamaluddin husen akbar

Picture 7. The researcher explain about mesjid tua tosora

Picture 8. The reseacher explain about the relic kingdom of wajo in control class

Picture 9. The students make descriptive text grouping in experiment

picture 11. Experiment class

Picture 12 Control class

CURRICULUM VITAE

The writer Besse Ayus Dahnianti, she was born on December, 13, 1996 in Wajo. She is the youngest of the couple Baso Syamsuddin and Hj. Indo Laba. The writer finished her elementary school in 2008 SDN 315 Lamiku, and continued her study at SMP 4 Majauleng for 3 years and succesfully finished in 2011.

At the same year, she entered in SMAN 2 Wajo and graduated in 2014. She entered at Muhammadiyah university of Makassar by majoring in English Department of faculty of Teacher Training and Education. She also teaches actively in English. And the end of study, she could her thesis by the title *using the students' visit historical place to increase their ability in writing descriptive text.*