

**THE USE OF JEOPARDY GAME TO IMPROVE
DESCRIPTIVE TEXT WRITING**

**(Pre-Experimental at the Eight Grade Students of MTS Miftahul
Jannah Gowa)**



A THESIS

*Submitted to the FKIP Muhammadiyah University of Makassar
As a Partial Fulfillment of the Requirement for the Degree
of Sarjana Pendidikan In English Department*

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MOTTO

*If you wish, be patient
and you will have
Paradise*

“Dan Allah bersama orang-orang yang sabar”

(Q.S Al-Anfal: 66)

**I dedicated this thesis
for my beloved parents, family, my friends and
all people who love and pray for me . . .**

ABSTRACT

ASNI, 2017 This final project is about *The Use of Jeopardy Game to Improve Descriptive Text Writing*. Guided By Umami Khaerati Syam and Maharida.

This research aimed at finding out whether or not the use of Jeopardy Game improves students' writing in write descriptive text. The research applied pre-experimental design by one group pretest and posttest. The sample of the research was one class with using purposive sampling technique. The instrument of the research was writing test. The population of the research was the eight grade student of MTS Miftahul Jannah and the number of sample was 20 students.

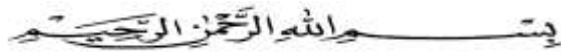
The result of the research showed the percentage improvement in writing descriptive text in term of content and mechanics were in content 79.39 %. It was proven by students' score in pretest was 33 and posttest was 59.2. It indicated that posttest was higher than pretest ($59.2 > 33$). While, the students improvement in term of mechanics was 70.80%. The students score in posttest (69.6) was higher than pretest (40.75). The hypothesis t-test value was 16.995 and t-table 1.721, it meant that H1 was accepted.

Based on the t-test, the researcher found that there were significance difference between the result of pretest and posttest. In other words, using Jeopardy Game in descriptive text improved the students' writing.

Based on the result findings, it was concluded that the student's by using Jeopardy Game was improve in writing descriptive text text.

Key Word: Descriptive Text, Jeopardy Game, Writing

ACKNOWLEDGEMENTS



Alhamdulillah the greatest gratitude is to Almighty *Allah SubhanaWata'ala* and Prophet *Muhammad Sallallahu 'AlaihimWasallam* For The guidance, blessing so that the researcher is finally able to write her thesis entitled "*The Use of Jeopardy Game to Improve Descriptive Text Writing*". Without blessing and guidance from Allah, it is impossible for the researcher to complete this thesis. This thesis is submitted in partial fulfillment of the requirement for the education degree in English. However, without the assistance of the following number of people who have a great contribution and influences on the writing of this thesis, it seems it is very difficult for the researcher to finish her work.

Further, the writer also express sincerely unlimited thanks to her beloved parents Laha and Sawiyah, and her brother Rusli, Zaenal and Rahmat and all of her family who love his very much and always give her love sincerely and purely without time and pray for her success.

Especially for the researchers to thank the parents and my sister who love to give love, prayer, spirit, with unconditional sincerity, as well as the highest appreciation and acceptance of love is delivered with respect to:

1. Dr H Abd Rahman Rahim SE.,MM Rector Of University Muhammadiyah Makassar
2. Erwin Akib S.Pd., M. Pd., Ph,D as the Dean of Faculty of Teacher Training and Education (FKIP) University Muhammadiyah Makassar
3. Ummi Khaerati Syam, the Head of the English Department
4. Ummi Khaerati Syam, S.Pd.,M.Pd., the first advisor who had given her guidance, advice, suggestion, and encouragement for the completion of this thesis.
5. Maharida S.Pd.,M.Pd, the second advisor who had given her guidance, advice, suggestion, and encouragement for the completion of this thesis.
6. Kamaruddin Moha M.Pd academic advisor and all lecturers University Muhammadiyah Makassar
7. Nur Syaifullah, S.Pd as an academic teacher, head master and all teachers and staff at MTS Miftahul Jannah.
8. Student of MTS Miftahul Jannah especially class VIII who have helped and good cooperation in learning
9. GLORY 013 specially sister Risnawati. HM and Yusriani Syam, for his help and education University of Muhammadiyah Makassar
10. All parties who have been provided no particular assistance mentioned one person quick god is always reply

The research realized that there still some lacking in her thesis, because of her limitation knowledge and ability. So that, the researcher receives criticism and some suggestions from whoever for the improvement of it. Furthermore, she expected that the thesis might be useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.

Makassar, 16 October 2017

Researcher

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CHAPTER I

INTRODUCTION

A. Background

Language is one of the most important things in communication and it is used as a tool to get information among people in all over the world, therefore, the government applied the English studied in schools start from Elementary school until Senior High Schools level in the hope that students can improve their English communication skills. Indonesia is one of countries which used English and it has become important role in this country.

English as a foreign language consists of four language skills, namely listening, speaking, reading and the last is writing. Every skill has a close relation with one another but writing is the one that is most difficult that many students has trouble to write, some of them are difficult developed their ideas in writing. The difficulties are caused by the students are many components of writing that made them confuse to use in sentence. The components of writing are content, language use, Organization, vocabulary, mechanics. Knapp and Watkins (2005:80).

Writing as a communicative act where the students use not only in formal situation but also informal one. The students are expect to be able to write a text based on genres of English texts, they were: descriptive, narrative, hortatory exposition, spoof text, procedure and report text. In the students of Junior High School, the basic competency that should be achieved in the

writing English subject is the students has ability to develop and produce written simple functional text.They can use right diction, content and mechanics. In this case, the researcher did her research in MTS. Miftahul Jannah-Gowa, an Islamic state Junior High School that located in Gowa regency.

Based on the interview that has been done by the researcher in MTS Miftahul Jannah, it is found that many student's still have difficulties in writing, especially in descriptive text namely content and mechanics. Content and mechanics are important as the basic rule for the students to make and use sentence in writing descriptive text.

Jeopardy Game is one of many game that could be use by the teacher to improve students involve their ideas according the topic. Jeopardy type review games can certainly beneficial, observation of this game in use in classroom lead to several questions regarding those students with mild disability Rotter (2004:36). Thus, Jeopardy is an excellent activity because not only for retrieving information, but also to formulate comprehensive questions, Through this game, the students can build and develop their ideas.

Jeopardy Game is one of the games that can be used to help students to develop their ideas in writing descriptive text.This Jeopardy-styled game is designed not only to test students' knowledge, but also to help them learn about the topics raised by the questions. Therefore, it comes with an answer guide Patreese(2007:2)

Referring to the explanation above, the researcher is interested in conducting a research under the title: "*The Use of Jeopardy Game to Improve Students' in Writing Descriptive Text. (Pre-Experimental at the Eight Grade Students' of MTS. Miftahul Jannah-Gowa).*"

B. Problem Statement

Based on the background, researcher puts forward the problem in this research are:

1. Does the use of Jeopardy Game improve the students' content to write descriptive text?
2. Does the use of Jeopardy Games improve the student's mechanics to write descriptive text?

C. Objectives of the Study

In relation to the problem statement above, the researcher formulated the objectives of the study are:

1. To find out whether or not the use of Jeopardy Game can improve the student's content to write descriptive text.
2. To find out whether or not the use of Jeopardy Game can improve the student's mechanics to write descriptive text

D. Scope of the Study

This research was under applied linguistics. It deals with learning English and this research focuses on writing descriptive text. The researcher used Jeopardy Game to help them develop their ideas in writing. The subject of this research was students at the Eight Grade of MTS. Miftahul Jannah-Gowa.

The researcher gave a practice to the students to write a simple descriptive text with their own words and the researcher use jeopardy game to help them develop their ideas in writing.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There are some researchers that have done studies on writing technique and they have contributed on English teaching. Several of them mentioned with their report are as follows:

1. Researches dealing with improving writing skill
 - a. Mannong (2012) in her research “Improving the Students Ability to Write Descriptive Paragraph Through Picture Word Inductive Model (PWIM)” found that the students’ writing can improve by using picture.
 - b. Nurussaniyah (2010) in her research “Improving Students Ability In Writing Descriptive Text for Academic Purposes” found that Writing Process Approach in writing class can help the students to develop a paragraph in writing descriptive text.
2. Research dealing with jeopardy game
 - a. Sukarti (2012) in her research “The use of Jeopardy Game to Develop Students’ Ability in Writing DescriptiveText” found that the students’ writing can improve by using this game
 - c. Revere (2004) in her research “Classroom Jeopardy: A Winning game for Improving Student Assessment, Performance, and Satisfaction” found that Jeopardy exam can improve classroom

assessment by promoting an interactive feedback loop among students and instructors.

Based on the results of the researchers above, it can be concluded that the similarity of this research and the previous researches was the use Jeopardy Game to improve students' writing descriptive text. Nevertheless, the method use in this research was different from the method used by previous researches. The previous studied used class action research (CAR), while this study used pre-experimental.

B. Concept of Writing Skill

1. Writing

a. Definition of Writing

Byrne (1993:1) states that writing is clearly more than the prediction of the sounds. The symbols have been arranged according to certain in conversation. As rule, however the students did not write just one sentence or a number of sentence as arranged in particular order and linked together in certain ways.

Oshima and Hogue (1997:2) states that writing is a progressive activity. It means that when you first wrote something down, you had already been thinking about what you are going to say and how you are going to say.

Another statement about writing skill comes from widdowson in saleha (2008:15) state that writing is communicative activity and is

carried out in accordance with certain general principles in which underline the use of language in communication.

Writing is regarded as the most difficult skill for foreign language learners to master because it involved several components which need to be considered while the learners are writing, such as content, organization, vocabulary, language use and mechanics.

b. The Importance of Writing

There are a lot of reasons why writing is important by Hairston in Saleha (2008: 5):

- 1) Writing as a tool for discovery or stimulates our thought process by the action of writing into information and images of our unconscious mind.
- 2) Writing helps us to organize our ideas, so that we can arrange them in coherence form.
- 3) Writing helps us to absorb and process information when we write a topic, so we can learn it well.
- 4) Writing enables us to solve the problems by putting the elements of them into written form, so we can examine and manipulate them.
- 5) Writing a subject will make us to be active learners rather than passive learners of information.

c. Kinds of writing

Oshima and Hogue in Irmawati (2013:20) state that writing into four kinds, as follows: narration, description, exposition and recount.

1) Narration

Narration is the form of writing used to relate the story of an act or events. Narration places occurrence in time and tells what happened according to natural time sequence. One thing happens and then another thing happens, and the events are told in the same order. A narration tells a story series of conducted incidents or an action process. In narration, the incidents that make up the story are usually told in order in which they would really happen. Types of narration include short story, novels and new stories, as well as large part of our every day social interchange in the form of letter conversation.

2) Description

Description is a form of writing that describes something. It reproduces the way things look, smell, taste, feel, or sound. It may also evoke mood such as happiness, loneliness, or fear. It is used to create a visual image of people, places, events, or units of time or reason. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality.

3) Exposition

Exposition is a form of writing that explains something, it often answers to the question of what, how, and why. It is used in giving information, making explanation, and meanings. It is

purpose is to present ideas and to make the ideas clear as possible.

4) Recount

Recount is text which retells events or experience in the past. Its purpose is to tell events. The generic structures of recount are orientation-events-reorientation. It has a similarity with the generic structures of narrative. The differentiated of recount text with narrative text only is in events. There is no complication in recount.

d. The Components of Writing

Heaton (1991:135) divides component writing into five main areas. They are grammar/Language Use, mechanics, vocabulary, content and the last is organization.

a) Content

The writing content has to be clear for the readers to be able to understand the message and information from it. There are two parts of content in writing, they are unity and completeness. This contents become characteristic of good writing.

b) Organization

Organization in writing concerned with coherence. It means that the writer has to arrange and organize the ideas. The paragraph can be coherence if the ideas are put in the right order.

c) Language Use/ Grammar

Language use in writing consists of correct language and point of grammar. Grammar in writing description involved the use of verb, adjective, adverb and use simple present tense. A good grammar helped the reader understand the meaning of the text.

d) Vocabulary

Vocabulary in writing involved the use of right words (selection words). The writer has to know the exact word to put in the sentence. This is important to forms a writing, but particularly in personal description more effective than those mainly transmit information.

It indicated that we cannot write or express our ideas if we did not have vocabulary. Therefore, we cannot understand the writing passage without have a lot of vocabulary.

e) Mechanics

Parts of mechanics in writing are capitalization, punctuation, and spelling. Incorrect spelling and punctuation will make the loss or different meaning in the text, so, the use of this aspect in writing have the big effect in understanding the meaning in written text.

2. Concept of Descriptive Text

a. Definition of Descriptive Text

Kane (2000:352) states description is about sensory experience how something looks, sounds, tastes. Mostly is about visual experience, but description also deals with other kinds of perception.

Gerot and Wignell (1995:208) define descriptive text is kind of text which is aimed to describe a particular person, place or things.

Description is writing about characteristic features of a particular thing. According to Oshima and Hogue (1997:50), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, or sounds. In addition, a good description is like a “word picture”, the reader can imagine the object, place, or person in his or her mind.

The purpose of writing description is to describe a person, place, or thing in such vivid detail that the reader can easily form a precise mental picture of what is being written about, or can feel that they are part of the experience.

A descriptive text is a text which a writer tries to picture what he is describing. Description is used to describe a particular thing/object, place, or person. The descriptive text is really different from the other kinds of text. Descriptive text is the text that describes something. Wyrick (1987:227) states the writer of description creates a word-

picture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader.

In short, writing a [descriptive text](#) is a way of picturing images verbally in speech or writing and arranging the image in some kind of logical thinking.

b. Generic Structure of Descriptive Text

Gerot and Wignell (1995:208) state that the Generic structure of descriptive writing are:

- 1) Identification (identifies phenomenon that will be describe)

In creating a descriptive text, the first thing to do is make identificatin. It introduces or identifies the phenomenom to be describe. It tell about the name, the addres, or the location of the object.

- 2) Description which describe parts, qualities, or characteristics of something or someone in detail. It tell about what the phenomenom, introduced in the identification, look like. It it is to say that identification is the opening of the descriptive text, while description is the body it.

c. Language Feature of Descriptive Text

According to (Gerrot and Wignel, 1995:208) state that descriptive text is indicated by spesific participant, adjective, and compound adjective, linking verb, simple present tense, action verb, and descriptive language as follow:

- 1) Specific participant; it focus on specific participant, such as my house and my pet.
- 2) Adjective and compound adjective. For example, “ a beautiful beach, a handsome man, and an adorable cat.
- 3) Linking verb. It use linking verb such as is, are, has, have and belongs to.
- 4) Simple present tense. For instance, “ I have a friend, his name is Sri”
- 5) Action verb, it use action verb such as run, sleep, walk, act.
- 6) Descriptive language. It uses descriptive language to describe what they look like (color, shape, size, act) what they have (body parts, components, ect) and what they do (habits, behaviour, function, ec).

d. Kind of Descriptive Text

As a concept of writing, Pardionno in Fadillah (2015:21) identify descriptive text into three kinds, they are place, people and thing.

1) Describing Place

Description of place is a text that describe the place looks, such as the condition and the situation.

2) Describing of person

Description of person is a text that describe the thing looks, such as the face, body and behaviour.

3) Describing thing

Description of thing is a text that describe the thing looks, such at the condition and the function.

3. Jeopardy Game

a. Concept of Jeopardy Game

Jeopardy Game is found by Merv Griffin. This idea, “Jeopardy!” began when he and his wife, Julian in the Palm from Duluth Minnesota to New York. He thinks that there is not a “question and answer” so why not done switch, and answer for the participants and allowing them came with question (Sukarti 2012:12).

Silberman in Nurmayani (2014:5) Jeopardy Game Strategy is designed like the TV show. The answer is given first and the challenge is submit a match question. This strategy is easy to review the learning material. It requires a fair amount of preparation.

Jeopardy activity encourages students to think about the quality questions which may lead to a particular answer. It has the potential to stretch students who may think creatively about possible alternative questions Mathews(2004:105).

Patreese (2007:2) state this Jeopardy-styled game is designed not only to test students’ knowledge, but also to help them learn about the topics raised by the questions. Therefore, it comes with an answer guide. So, if you don’t know the answer while playing the game, you

can go back later and learn more about topic, including the correct answer.

Jeopardy types review game can certainly be beneficial, observation of this game in use in classroom lead to several questions regarding those pupil with mild disability Rotter (2004: 36).

Reveree (2004:4-6) the team-based Jeopardy exam provides focused students feedback, improve students' performance, and enhances course experience. The team-based Jeopardy exam provides students with immediate, focused feedback. Incorrectly answered questions are reviewed by the instructor, and students' assessment is ongoing throughout the exam as students realize their mistake. The team-based Jeopardy exam also creates an action-based knowledge environment that encourages team work.

b. Characteristics of Jeopardy

Patreese in Nurmayani (2014:6) the characteristics of Jeopardy Game areas follows:

1) Clues (Question)

Clues in this game form answer and the participant responds with the question. For example, this is the largest of the oceans and the Response "what is the Pacific Ocean?"

2) Answer Type

Answer Type is an important feature for identifying correct answers to questions and the value of students' score. For example

: Clues is Barack Obama and answer from the question is Who is the president of US?

3) Fund (Point)

The Fund (point) according to the definition questions or correct answer. Definition questions are typically shorter in length than the quality of the question average. These differences, namely the shorter clue length and the lack of answer types.

c. The Steps of Jeopardy game

Silbernam in Nurmayani (2014:7) it learn about the steps to use Jeopardy Game, such as:

- a. The teacher makes three until six categories to review the learning material. The teacher makes category based on the topic.
- b. The teacher makes five answers and question for each category. The teacher should make answers or question that five different level of difficulty.
- c. The teacher provides table Jeopardy Game on a piece of paper, writes the category and the point for each category

People	Animal	Things
10	10	10
20	20	20
30	30	30
40	40	40
50	50	50

- d. The teacher makes teams that have three until six students and the teacher gives response card for each team.
- e. The teacher asks every team to choose a leader and note point.
 - 1). The leaders of team represent their team. They will raise the response card if their their team want to answer the question.
 - 2). A note point has responsibility to increase and decrease the point to their team.

d. A role of game

- 1. The leader that raises response card first gets chance to answer.
- 2. The answer has to be given in question form
- 3. If the answer is raight, the team gets point according to the category. If the answer is wrong , the team has to be decreased the point and other theam get chance to give an answer.
- 4. The team that have given the most answer will master the game.

e. The Advantages of Jeopardy Game

According to Novian (2015:16) games is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. It can be concluded that games is the activity that can make people communicate with other especially in the classroom. In the classroom, games build students

relationship between their friends because games made make they have challenge with others.

In addition, games also have benefits for teaching and learning activity as follows:

1. Games help and encourage many students to build their interest and work.
2. Games help the teacher to create contexts in which the language is useful and meaningful.
3. Games provide one way of helping the learners to experience language rather than merely study it.

C. Conceptual framework

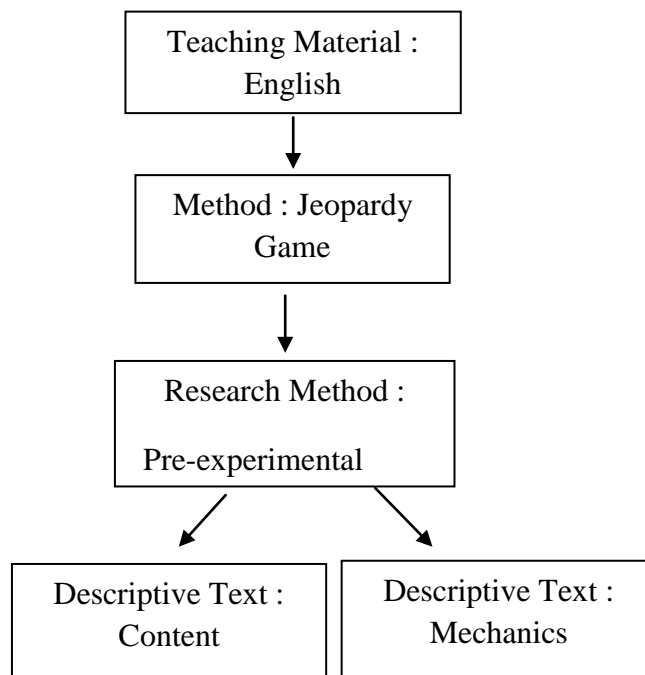


Figure 2.1

In this study, the strategy of Jeopardy Game assumed that table to improve content and mechanics in writing descriptive text. Jeopardy Game was one example of a variation of instructional strategies. In addition to the interesting, the game also have an excess production was motivate students and make it easier for students to absorb the given material so that it can increase content and mechanics student in writing descriptive text. Related to this, then the researcher wants to intervene use the jeopardy game to improve writing descriptive text to the way students do experiment (experimental research) this research used the Jeopardy Game that can be applied in the teaching of writing descriptive text and useful for teachers and students. With the application of Jeopardy Game in this experimental research improved the content and mechanics of writing descriptive text.

In line with the problem discussed in the paragraph before, it was very interesting to seek what strategy is good for teaching writing. Moreover, in this research, the researcher tried to find out how Jeopardy Game can improve students' ability in writing descriptive texts for grade VIII at MTS. Miftahul Jannah in the academic years of 2017-2018.

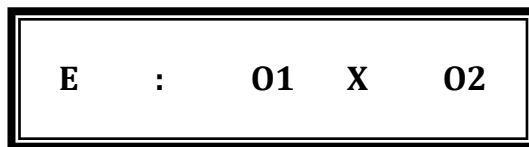
CHAPTER III

RESEARCH METHOD

This chapter presents the method of the research design, Operational Defenition of Variables, Research Hypothesis, Population and sample, Research Instrument, Data Collection, and Data Analysis.

A. Research Design

The researcher employed pre-experimental method with one group by using pre-test and post-test. This design involved pre-test (O1), and then the treatment (X) before giving the post-test (O2). The design can be described as follows:



E : Experimental class

O1 : Pretest

X : Treatment by using jeopardy game

O2 : Post-test

Gay (2006)

B. Operational Defenition of Variables

1. Independent Variable

The independent variable was Jeopardy Game, which was the teaching aid that helped the students to improve writing descriptive text.

2. Dependent Variable

The dependent variable was the students' to write descriptive text.

C. Research Hypothesis

In this reseach, the researcher applies the hypothesis as follow:

1. Null Hypothesis (H_0); the use of jeopardy Game was not improve students' descriptive text in writing.
2. Alternative Hypothesis (H_1); the use of jeopardy Game was improve students' descriptive text in writing

D. Population and sample

1. Population

The population of this research was all of the students of MTS. Miftahul Jannah academic year 2017-2018 which consists of 3 classes with total 60 students.

2. Sample

Sampling in this study using purposive sampling by choosing one class, the sample was class eight grade that consists of 20 students. The researcher chooses class VIII because the selected sample appropriate to the requirements or research objectives (obtaining accurate data).

E. Research Instrument

The instrument of this research was writing test. The researcher used pre-test and post-test.

1. Pre-test was given to find out the initial ability students' content dan mechanics descriptive text in writing before conducting a different treatment.
2. Post-Test was given after the different treatment. The Post-test was given to find out the students' progress of content and menchanics in writing descriptive text after the treatment.

F. Technique of Collecting Data

The collecting data the researcher used some procedures as follow:

1. Pre-test

Before giving treatment, the researcher gave pre-test to measure students' previous knowledge in writing descriptive text. In this part, the students be asked to write descriptive text by choosing one topic given by the researcher.

2. Treatment

After the student given the pre-test, the student was treated by using Jeopardy Game. The treatment applied for four meetings and each meeting take 90 minutes.

3. Post-test

In the post-test, the researcher gave the student a writing material and evaluate them by choosing one topic to know whether the students writing descriptive text are improved by using jeopardy Game.

G. Tecnique of Data Analysis

In analyzing the data collected through the pre-test and post-test, the researcher used the procedure as follow:

1. Scoring the students answers by using formula

$$\frac{X = \text{Student correct answer} \times 100}{\text{The total number of item}}$$

Where:

X: The students final score
(Pusat Kurikulum 2006:40).

2. Clasifying the score of the students' answer into the following measurent :

Table 3.1 Rubric of content assesment in writing

Category	Criteria
20-18 (Exelllent to good)	Essay Adresses the assigned topic, the ideas are concrete and throughly development: no material essay reflects through
17-15 (Good to adequate)	Essay addresses the issues but misses some points: ideas could be more fully developed , some extraneous material in present
14- 18 (Adequate to fair)	Development of ideas not complete or essay is somewhat of the topic: paragraph aren't divided exactly right.
11-6 (Unacceptable)	Ideas incomplate essay in adequate and does not reflect college level work: no apparent effort to concider the topic carefully.
5-1 (College level work)	Essay is completely in adequate and does not reflect college level work: no apperent effort to consider the topic carefully.

Brown, 2004: 244-245

Table 3.2 Rubric assessment in mechanical

Category	Criteria
20-18 (Excellent to good)	Correct use of English writing conventions: left and right margins, all needed capitals, paragraph indented punctuation and spelling very neat.
17-15 (Good to adequate)	Some problem with writing conventions or punctuation: occasional spelling errors : left margin correct: paper is neat and legible.
14- 18 (Adequate to fair)	Uses general writing conventions but has errors: spelling problems distract reader: punctuation errors interfere with ideas.
11-6 (Unacceptable)	Serious problem with format of paper: parts of essay not legible errors in sentences punctuation errors interfere with idea.
5-1 (College level work)	Complete disregard for English writing conventions: paper illegible: obvious capitals missing, no margins, severe spelling problems.

Brown, 2004: 244-245

3. Classifying the score of the students pre-test and post-test:

Classifying the students' score into five levels which was based on the standard score of evaluation and it used the intervals that the maximal score is 10 and the minimum score system is 3.6. So, based on the mean score, to know the students writing descriptive text before and after they give experimentation, it is classified into five categories below:

Table. scoring classification

Table 3.2 The score of the test are classified into seven levels as follow:

No	Score	Classification
1	85 – 100	Very Good
2	65– 84	Good
3	55 – 64	Fair
4	35-54	Poor
5	0-35	Very Poor

(*Depdiknas, 2003: 29*)

1. Calculating the percentage of the students' writing improvement in writing a descriptive text by using formula:

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Notes:

P = Percentage

X1 =the score of pre-test

X2 =the score of post-test

(**Gay, 1981 : 32**)

2. After that, the researcher calculate the mean score of the students' writing by using formula:

$$\bar{X} = \frac{\sum X}{n}$$

Where:

\bar{X} = Mean score

$\sum X$ = The sum of all the score

N = Total number of students

(Gay 2006:320)

3. Finding out the significant difference between the pre-test and post-test by calculating the value of the test by using the formula:

$$\bar{D} = \frac{\sum D}{N}$$

Where:

\bar{D} = The Mean Deviation

$\sum D$ = The sum of deviation

N = The total number of the students

$$t = \frac{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}{D}$$

Where:

t: Test of Significance

\bar{D} : The mean Score of different score

$\sum D$: The sum of total score significance of defference

$\sum D^2$: The square of the sum score of difference

N : The total number of students

(Gay, 2006: 355)

4. The criteria for the hypothesis testing is as follow:

Table 3.4: Hypothesis Testing

Comparison	Hypothesis	
	H ₀	H ₁
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

The table above meant (1) t- test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected, and (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter was present the findings of the research and discussion about the findings. The findings consists of the rate percentage of the students score, mean score, t-test value, and hypothesis testing. Then the discussion will convey more interpretation about the findings.

A. Findings

1. Students ability in term of content using Jeopardy Game.

- a. The result of pre test and post test in writing descriptive text in term of content.

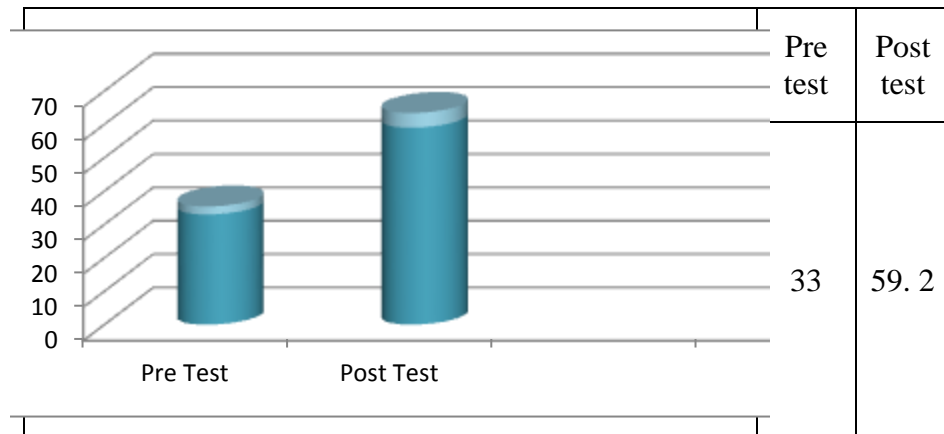
The following score of the result of learning English sudents VIII in writing descriptive text through jeopardy game before being given treatment and after given treatment.

Table 4.5: The mean score of content in writing descriptive text.

Content	Pre test	Post test	Range
	33	59.2	26.2

Table 4.3 above shows that the mean score in pretest is 33 which is classified as poor classification and the mean score of posttest is 59.2 which is classified as fair classification. The range between pre test and post was 26.2.

Chart 4.5 : The mean score of content in writing descriptive text



Based on Chart in pre test mean 33 in pre test from 20 students and Post test mean 59.2 in post test from 20 students. Improvement 26.2%

- b. The result of pre test and post test in writing descriptive text in term of mechanics.

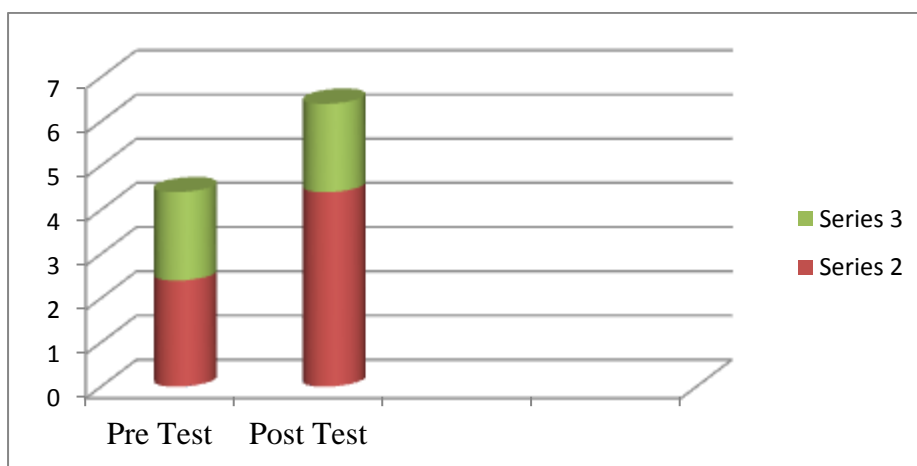
The following the score of the result of learning English students VIII in writing descriptive text in term of mechanics through jeopardy game before being given treatment and after given treatment.

Table 4.6 : The mean score of mechanics in writing descriptive tesxt

Mechanics	Pre test	Post test	Range
	40.75	69.6	28. 85

Table 4.4 above shows that the mean score in pretest is 40.75 which is classified as poor classification and the mean score of posttest is 60.9 which is classified as fair classification. The range between pre test and post test was 28.85.

Chart 4.6 : The mean score of mechanics in writing descriptive text



Based on Chart in pre test mean 40.76 in pre test from 20 students and Post test mean 69.6 in post test from 20 students. Improvement 28.85%

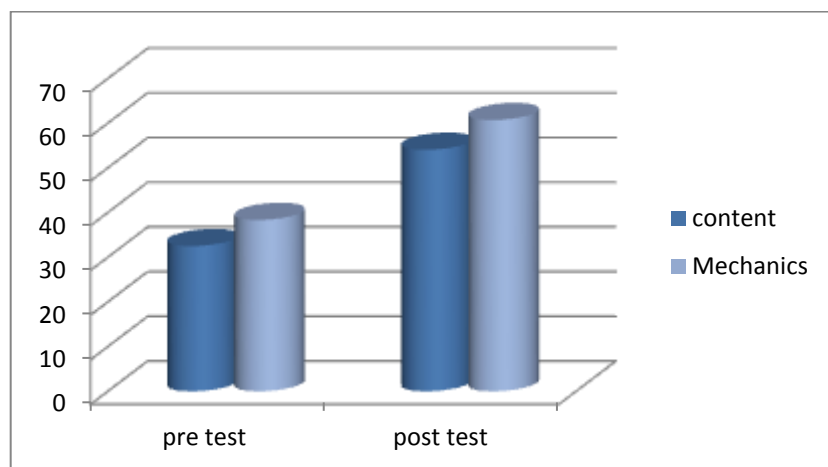
Table 4.7 Percentage of content and mechanics in writing descriptive text

Indicator	Pre test	Post test	Percentage improving
Content	33	59.2	79.39%
Mechanics	40.75	69.6	70.80%

Table 5 above shows the statistical summary of the students mean score and the students writing improvement of content and

mechanics mean score. In the conten variable the mean score of pre-test was 33 and the post test was 59.2 with improvement 79.39 %. In mechanics variable the mean score of the students pre test was 40.75 and post test was 69.6 with the improvement 70.80%. Thus, it can concluded that students achievement in writing both content and mechanics after used Jeopardy Game was improve.

Chart 4.7 Percentage Pre Test and Post Test in writing



Based on Chart in pre test mean 33 in term of content, 59.2 in post test from 20 students. Pre test mean 40.75 in term of mechanics, 69.6 in post test from 20 students. The percentage in content 79.39 % and mechanics 70.80 %.

2. Hypothesis

Table 4.8 T- test of students' content and Mechanics

Variabel	T- test Value	T- table Value
	16.995	1. 721

The Hypothesis was needed to find out whether hypothesis was accepted or rejected. If the result of t-test was lower than t-table value, the null hypothesis (H0) will be rejected, and if the result of t-test was higher than the t-table value, the alternative hypothesis (H1) will be accepted.

In order to find out the degree of freedom (df), the researcher used the following formula:

$$df = N-1$$

$$df = 20-1$$

$$df = 19$$

for the level significance (p) = 0.05 and $df = 19$, the value of t-table 1.721.

The result t-test value of writing 16.995 = 1.721.

From the result of the calculating, the total t-test value of the research is 103.8 with the degree of freedom (df) is 19 and the level significant 0.05, so the value of t-table is 2.093. It show that t-test value is higher than t-table (16.995 = 1.721).

The creterion of the test is used to refuse H0, if the t-test is higher or same with thr t-table (t-test > or = t-table), it means H1 is accepted and if t-test value is lower than t-table (t-test < or t-table) H0, is rejected. The calculating shows that t-test value higher than t-table. It means that the students achievement in writing was better after taught by used Jeopardy Game, so H1 is accepted.

B. Discussion

This discussion deals with the findings and interpretation. The major purpose of this study was to find out whether or not the use of Jeopardy Game improves students' writing descriptive text. Jeopardy Game can help the students to improve their writing to write descriptive text although only two components of writing that more influence by this game they are content and mechanics, because the purpose of this game is helping the students to develop their ideas, this game becoming the practice to them in order how to producing the idea and starting writing with a good content and organization. Patreese (2007:2) state this Jeopardy-styled game is designed not only to test students' knowledge, but also to help them learn about the topics raised by the questions.

In this case, the researcher applied jeopardy game during the treatment as a strategy to improved students' writing in the class. This game can help the students to improve their ideas and help the students to think creatively because the rule of this game was the participants should think about the question that suitable from the clues. This game used picture that complete with clue because picture has many advantages as teaching tools to make the learning process more active and communicative. It is easy to prepare, easy to organize, interesting, meaningful and authentic.

This game was different with the other games because in this game the participant should make the questions that come up from the clues then they arrange the question to be a descriptive text.

The description data collected through writing test as explained show that the used of Jeopardy Game could improve the students' writing descriptive text. There were possible explanations for the result found in this research. Firstly, before doing teaching and learning process in the class, the researcher gave pretest to measure students' previous knowledge in writing descriptive text and the second, after doing teaching and learning process in the class, the researcher gave posttest to measure students' improvement in writing descriptive text.

The treatment was carried out into four meetings. The researcher gave them chance to write descriptive text in each treatment. The researcher did that to make them more active in writing. In the treatment, The students were given explanation about the definition of descriptive text, social function of descriptive text, and language features of descriptive text. After that, the students were given example of Jeopardy Game The researcher explained about how to make descriptive text by looking at the picture with clue and the students explored their ideas by identify the clue and make it question then arrange to be a paragraph. At the end of this meeting, the researcher asked the students' comprehension about descriptive text, and then most of them gave positive feedback that said they had already got clear explanation about it. They also showed their enthusiasm when they answered each question by the researcher.

The result showed that the students had low writing. The researcher found some errors of students' writing before using Jeopardy Game was applied, the students made many mistakes in terms of content and mechanics.

In content, before giving treatment, the students' writing was classified as poor. The researcher found that students' writing was not communicated; the information was very limited and bored. They did not know yet what they had to do at the beginning of their activity for writing a text. There was no introduction for beginning their paragraph. They wrote their paragraph without understanding what and where they had to start their text. After giving treatment, the students' writing classified as fair. The researcher found that students' writing was improved, their writing was communicated and their information was not limited and bored. It proves from the result of the mean score in content. The mean score in pretest is 33 and the mean score in posttest is 59.2 In other words, Jeopardy game can help the students to develop their ideas because we can see the different between pretest and posttest in content.

The last component in mechanics. Before giving treatment, the researcher found that students' writing was classified as poor. The students' writing was dominated by errors of spelling, punctuation, capitalization. This condition might becaused less teaching method and less writing process, so that the students cannot improve their achievement of writing. After giving treatment, the researcher found that Students' writing was classified as fair. Some of the students still error in spelling and punctuation while some of them error in punctuation and capitalization but good in spelling, students need more active in writing paragraphs. We can see from the result of the mean score that indicates that the students' mean score in pre test is 40.75 and the mean score in posttest is 69.6.

Moreover, the students wrote their paragraph into present tense using strong verbs by making a question based on the clue. It also influenced other component of writing. From the comparison of the students' pretest and posttest in each component of writing, the researcher found that after giving the treatment the students' writing was improved. The description of the data collected through writing test as explained in the previous section shows that using Jeopardy Game in descriptive text improved the students' in writing. This indicated that Jeopardy Game was very useful game to improve students writing .

The value of the sig (one tailed) was smaller than α 0.05 ($0.00 < 0.05$). Based on the t-test, the researcher found that there was significance difference between the result of pretest and posttest. In other words, using jeopardy game in descriptive text improved the students' writing.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on the findings and discussion of the data analysis.

A. Conclusion

Based on the result of this research, it was concluded that using Jeopardy Game improves students' writing, particularly in writing descriptive text. In other words, there is significant improvement of students' in writing before and after being taught descriptive text using jeopardy game. The result of the t-test value shows that the t-test is smaller than $\alpha 0.05$. In other words, using jeopardy game in descriptive text was improved writing ability of the Eight Grade of students of MTS Miftahul Jannah. Jeopardy Game can help the students to improve their writing to write descriptive text although only two components of writing that more influence by this game they are content and mechanics because the purpose of this game was helping the students to develop their ideas, this game becoming the practice to them in order how to producing the idea and starting writing with a good content and mechanics.

B. Suggestion

Considering to the conclusion above, the researcher further gives suggestion as follows:

1. Learning using Jeopardy Game should be applied as alternative in teaching English writing.

2. The teacher of English in Junior high school should implement the Jeopardy Game in writing descriptive text as one of the writing teaching technique in the classroom.
3. It was suggested to the next researchers to conduct similar study using Jeopardy Game in other level of students.

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MTS. Miftahul Jannah Lariangtangga/Gowa
Kelas/Semester : VIII/1
Mata Pelajaran : Bahasa Inggris
Topik : Describing Thing.
Tema : Pencil
Pertemuan Ke- : 1
Alokasi Waktu : 1 x 45 menit (1 x pertemuan)

A. Tujuan Pembelajaran

Melalui metode *Jeopardy Game* dari kegiatan berkelompok, siswa dapat:

1. Siswa dapat aktif dalam merespon pertanyaan yang diberikan oleh guru.
2. Siswa dapat memahami materi pelajaran yang telah diberikan oleh guru..
3. Siswa dapat disiplin dan aktif berdiskusi dalam bekerja sama dengan kelompok dan saling memberi pendapat tentang materi yang disampaikan..
4. Siswa dapat meningkatkan dalam pemahaman tentang menulis descriptive text.

B. Materi Pembelajaran

Pencil



This is a pencil. Pencil is a tool used for writing or drawing. Pencil is very easy to use, because if one writes the pencil can be erased with a pencil eraser. Found in many pencils, pencil, stationary store, and other.

Answer the question correctly!

1. The Pencil to use for?
2. The Pencil is very?
3. Why pencil is very easy to use?
4. When you get this pencil?

Key Answer:

1. Writing or drawing
2. Easy to use
3. Because if one writes the pencil erased with a pencil eraser.
4. Stationary store and other

C. Metode pembelajaran: Jeopardy Game

D. Media, Alat, dan Sumber Pembelajaran

1. **Media :** white board, board marker
2. **Alat/Bahan :** gambar. LCD
3. **Sumber belajar :** Buku, internet and dictionary.

E. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru masuk ke kelas dan langsung menyapa siswa. • Memeriksa kehadiran siswa. • Memberikan motivasi kepada siswa. • Memberikan tanya jawab sebagai pembuka untuk menyampaikan tujuan 	5 menit

	pembelajaran.	
Inti	<ul style="list-style-type: none"> • Guru menjelaskan materi descriptive text. • Guru memperlihatkan sebuah gambar kepada siswa. • Siswa menuliska apa yang mereka pikirkan tentang gambar tersebut. • Guru membentuk kelompok. • Setiap siswa di bagi dalam beberapa kelompok dan setiap kelompok beranggotakan 5 siswa. • Guru menyampaikan bahwa setiap kelompok memiliki leader (ketua kelompok). • Semua pertanyaan diperebutkan. Tim yang berhak menjawab adalah tercepat tunjuk tangan dan sudah dipersilahkan fasilitator • Penentuan soal yang dibuka pertama kali dilakukan secara acak atau ditentukan oleh guru. • Anggota kelompok berdiskusi menentukan jawaban yang akan disampaikan. Setelah menemukan jawaban, maka salah satu anggota kelompok mengacungkan tangan. • Kelompok yang ditunjuk, menyampaikan jawaban kelompok melalui juru bicara kelompok, 	35 menit

	<ul style="list-style-type: none"> • Jawaban disampaikan berdasarkan pertanyaan yang di tampilkan di slide. • Apa bila ada kategori yang dijawab salah oleh suatu tim, kategori tersebut di perebutkan kembali • Kelompok yang baru saja berhasil menjawab dengan benar diberi kesempatan memilihkan kategori dan bobot soal yang akan ditanyakan berikutnya, tetapi kesempatan menjawab diberlakukan untuk seluruh kelompok, • Kelompok pemenang adalah kelompok dengan total perolehan nilai terbanyak. 	
Penutup	<ul style="list-style-type: none"> • Siswa bersama guru menyimpulkan pembelajaran. • Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan. • Siswa diberikan tugas atau pekerjaan rumah (PR) berkaitan dengan materi mengenai teks descriptive. • Menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	5 menit

F. Penilaian

a. Rubric of content assesment in writing

Category	Criteria
----------	----------

20-18 (Excellent to good)	Essay Addresses the assigned topic, the ideas are concrete and throughly development: no material essay reflects through
17-15 (Good to adequate)	Essay addresses the issues but misses some points: ideas could be more fully developed , some extraneous material in present
14- 18 (Adequate to fair)	Development of ideas not complete or essay is somewhat of the topic: paragraph aren't divided exactly right.
11-6 (Unacceptable)	Ideas incomplate essay in adequate and does not reflect college level work: no apparent effort to concider the topic carefully.
5-1 (College level work)	Essay is completely in adequate and does not reflect college level work: no apperent effort to consider the topic carefully.

b. Rubric assessment in mechanical

Category	Criteria
20-18 (Excellent to good)	Correct use of English writing conventions: left and right margins, all needed capitals, paragraph indented punctuation and spelling very neat.
17-15 (Good to adequate)	Some problem with writing conventions or panctuation: occasional spelling errors : left margin correct: paper is neat and legible.
14- 18 (Adequate to fair)	Uses genereal writing conventions but has errors: spelling problems distract reader: punctution errors interfere with ideas.
11-6 (Unacceptable)	Serious problem with format of paper: parts of essay not legible errors in sentences panctuation

	errors intervere with idea.
5-1 (College level work)	Complete disregard for English writing conventions: paper illegible: obvious capitals missing, no margins, severe spelling problems.

G. Intrumen Penilaian: Writing Test.

Please describe picture in below!

Thing: Dictionary



This is dictionary. It is an English-Indonesian dictionary. It is big and thick book. The cover is Blue. I bring it to my school every time I have an English class. I also use it when do my English homework at home.

There are so many list of words in my dictionary. They are listed based on the alphabet. Started from A to the Z. My dictionary help me a lot when I am learning english and do not know the meaning of a word.

Mengetahui,

Lecturer,

Mahasiswa

Nur Syaifullah

ASNI

NIP.

NIM:10535562213

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MTS. Miftahul Jannah Lariangtangnga/Gowa
Kelas/Semester : VIII/1
Mata Pelajaran : Bahasa Inggris
Topik : Describing Animal.
Pertemuan Ke- : 2
Alokasi Waktu : 1 x 45 menit (1 x pertemuan)

A. Tujuan Pembelajaran

Melalui metode *Jeopardy Game* dari kegiatan berkelompok, siswa dapat:

2. Siswa dapat aktif dalam merespon pertanyaan yang diberikan oleh guru.
3. Siswa dapat memahami materi pelajaran yang telah diberikan oleh guru..
4. Siswa dapat disiplin dan aktif berdiskusi dalam bekerja sama dengan kelompok dan saling memberi pendapat tentang materi yang disampaikan..
5. Siswa dapat meningkatkan dalam pemahaman tentang menulis descriptive text.

B. Materi Pembelajaran

Mendeskripsikan Kupu-kupu

Butterfly



The butterfly can fly so beautifully, because they have beautiful wings. Their wings very wonderful and colorful with a regular pattern. Their body divided to three parts that is head, chest, and stomach. Butterflies have big eyes in two side of their head, three pairs of leg, and two pairs of wings in the middle body.

When butterflies feeling danger of other animals, butterflies hide by using their wings like leaf, but scales on the wings easily separated. Butterflies breathe with trachea. They have suction mouth nectar of flowers. While on stage caterpillar, they are eaten leaves of some plants.

In the world about 20.000 species of butterflies. Butterflies have complete metamorphosis. The life of the first butterfly is eggs, which then hatch into caterpillars. If the caterpillars are already quite large and fat, he attached on plants or trees. Then turn into pupae. The pupae are then turned into a butterfly.

Some butterflies become rare because many people has been hunted for collection. Therefore, the government built butterflies conservation like at the Malang Green Park.

Answer the question correctly!

1. The text mainly describes about?
2. What is the function of the descriptive text ?
3. Butterfly is a kind of?
4. What is the language feature of the text ?

Key Answer:

1. Butterfly
2. Describe about butterfly to the reader
3. Descriptive text
4. Present tense

C. **Metode pembelajaran:** Jeopardy Game

D. **Media, Alat, dan Sumber Pembelajaran**

1. **Media :** white board, board marker

2. **Alat/Bahan** : gambar, LCD

3. **Sumber belajar** :

- a. Buku teks yang relevan
- b. Contoh descriptive text dari internet
- c. Dictionary.

E. **Kegiatan Pembelajaran**

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none">• Guru masuk ke kelas dan langsung menyapa siswa.• Memeriksa kehadiran siswa.• Memberikan motivasi kepada siswa.• Memberikan tanya jawab sebagai pembuka untuk menyampaikan tujuan pembelajaran.	5 menit
Inti	<ul style="list-style-type: none">• Guru menjelaskan materi descriptive text.• Guru memperlihatkan sebuah gambar kepada siswa.• Siswa menuliska apa yang mereka pikirkan tentang gambar tersebut.• Guru membentuk kelompok.• Setiap siswa di bagi dalam beberapa kelompok dan setiap kelompok beranggotakan 5 siswa.• Guru menyampaikan bahwa setiap kelompok memiliki leader (ketua kelompok).• Semua pertanyaan diperebutkan. Tim	35 menit

	<p>yang berhak menjawab adalah tercepat tunjuk tangan dan sudah dipersilahkan fasilitator</p> <ul style="list-style-type: none"> • Penentuan soal yang dibuka pertama kali dilakukan secara acak atau ditentukan oleh guru. • Anggota kelompok berdiskusi menentukan jawaban yang akan disampaikan. Setelah menemukan jawaban, maka salah satu anggota kelompok mengacungkan tangan. • Kelompok yang ditunjuk, menyampaikan jawaban kelompok melalui juru bicara kelompok, • Jawaban disampaikan berdasarkan pertanyaan yang di tampilkan di slide. • Apa bila ada kategori yang dijawab salah oleh suatu tim, kategori tersebut di perebutkan kembali • Kelompok yang baru saja berhasil menjawab dengan benar diberi kesempatan memilihkan kategori dan bobot soal yang akan ditanyakan berikutnya, tetapi kesempatan menjawab diberlakukan untuk seluruh kelompok, • Kelompok pemenang adalah kelompok dengan total perolehan nilai terbanyak.. 	
Penutup	<ul style="list-style-type: none"> • Siswa bersama guru menyimpulkan 	5 menit

	<p>pembelajaran.</p> <ul style="list-style-type: none"> • Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan. • Siswa diberikan tugas atau pekerjaan rumah (PR) berkaitan dengan materi mengenai teks descriptive. • Menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	
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F. Penilaian

a. Rubric of content assesment in writing

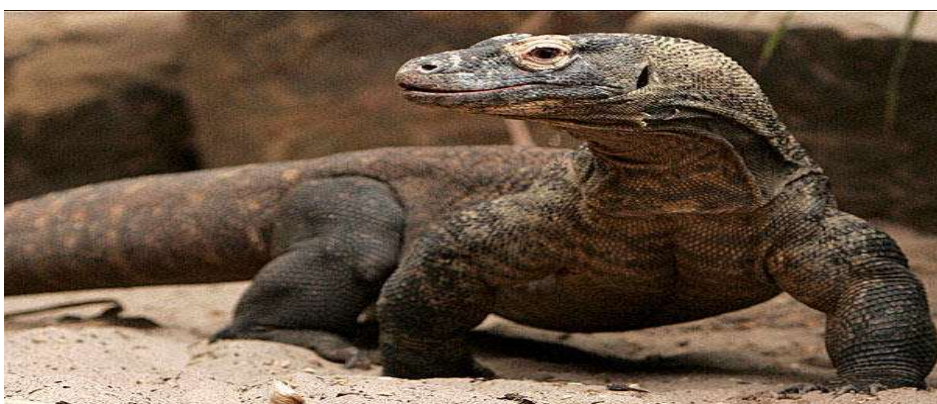
Category	Criteria
20-18 (Exellent to good)	Essay Adresses the assigned topic, the ideas are concrete and throughly development: no material essay reflects through
17-15 (Good to adequate)	Essay addresses the issues but misses some points: ideas could be more fully developed , some extraneous material in present
14- 18 (Adequate to fair)	Development of ideas not complete or essay is somewhat of the topic: paragraph aren't divided exactly right.
11-6 (Unacceptable)	Ideas incomplate essay in adequate and does not reflect college level work: no apparent effort to concider the topic carefully.
5-1 (College level work)	Essay is completely in adequate and does not reflect college level work: no apperent effort to consider the topic carefully.

b. Rubric assessment in mechanical

Category	Criteria
20-18 (Excellent to good)	Correct use of English writing conventions: left and right margins, all needed capitals, paragraph indented punctuation and spelling very neat.
17-15 (Good to adequate)	Some problem with writing conventions or punctuation: occasional spelling errors : left margin correct: paper is neat and legible.
14- 18 (Adequate to fair)	Uses general writing conventions but has errors: spelling problems distract reader: punctuation errors interfere with ideas.
11-6 (Unacceptable)	Serious problem with format of paper: parts of essay not legible errors in sentences punctuation errors interfere with idea.
5-1 (College level work)	Complete disregard for English writing conventions: paper illegible: obvious capitals missing, no margins, severe spelling problems.

G. Instrumen Penilaian: Writing Test.

Please describe specific detail in below!



Key Answer:

Komodo Dragons are the largest lizard in the world. They live just on fed small island in Indonesia. Komodo dragons can be 3 m long. That's very long, as long as car.

Komodo dragons are very greedy. They eat almost anything, but their favorite food is wild pigs and deer. They can chase as small animal, such as monkey in one gulp.

Adult komodo dragons hide in long grass, then jump out on their prey. They grab their prey in their strong jaw. They can also swallow their prey. Adult dragon can move faster than a human can run. Young komodo dragons are good climbers. They climb trees to catch and eat small lizard and birds.

Mengetahui,

Lecturer,

Mahasiswa

Nur Syaifullah

NIP.

ASNI

NIM:10535562213

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MTS. Miftahul Jannah Lariangtangnga/Gowa
Kelas/Semester : VIII/1
Mata Pelajaran : Bahasa Inggris
Topik : Describing people.
Pertemuan Ke- : 3
Alokasi Waktu : 1 x 45 menit (1 x pertemuan)

A. Tujuan Pembelajaran

Melalui metode *Jeopardy Game* dari kegiatan berkelompok, siswa dapat:

1. Siswa dapat aktif dalam merespon pertanyaan yang diberikan oleh guru.
2. Siswa dapat memahami materi pelajaran yang telah diberikan oleh guru..
3. Siswa dapat disiplin dan aktif berdiskusi dalam bekerja sama dengan kelompok dan saling memberi pendapat tentang materi yang disampaikan..
4. Siswa dapat meningkatkan dalam pemahaman tentang menulis descriptive text.

B. Materi Pembelajaran

Mendeskripsikan Michael Douglas



Michael Douglas is a very famous and popular American actor. He is about sixty years old. He is a slim person and he is average height.

He has got light brown eyes and short fair hair.

His wife is a very beautiful British actress who is named Catherine Zeta-Johns, she has got green eyes and long straight black hair. They have got a daughter who is two years old. They all live in the United States Of America.

Answer the question correctly!

1. Who is michael dougles?
2. Who is named wife michael dougles
3. Where are they live?

Key Answer:

1. American Actor
2. Catherine Zeta-Johns.
3. In the United States of America

C. Metode pembelajaran: Jeopardy Game

D. Media, Alat, dan Sumber Pembelajaran

1. **Media :** white board, board marker
2. **Alat/Bahan :** gambar and card
3. **Sumber belajar :** Buku, internet and dictionary.

E. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none">• Guru masuk ke kelas dan langsung menyapa siswa.• Memeriksa kehadiran siswa.• Memberikan motivasi kepada siswa.• Memberikan tanya jawab sebagai pembuka untuk menyampaikan tujuan pembelajaran.	5 menit

Inti	<ul style="list-style-type: none"> • Semua pertanyaan diperebutkan. Tim yang berhak menjawab adalah tercepat tunjuk tangan dan sudah dipersilahkan fasilitator • Ketua tim yang tercepat mengangkat kartu respon di beri kesempatan untuk menjawab. • Jawaban yang diberikan dalam bentuk pertanyaan. • Jika jawaban benar, maka tim mendapatkan point berdasarkan kategori. Jika jawaban salah, maka point tem berkurang dan tim yang lain mendapat kesempatan untuk menjawab. • Kelompok pemenang adalah kelompok dengan total perolehan nilai terbanyak. 	35 menit
Penutup	<ul style="list-style-type: none"> • Siswa bersama guru menyimpulkan pembelajaran. • Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan. • Siswa diberikan tugas atau pekerjaan rumah (PR) berkaitan dengan materi mengenai teks descriptive. • Menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	5 menit

F. Penilaian

a. Rubric of content assesment in writing

Category	Criteria
20-18 (Excellent to good)	Essay Addresses the assigned topic, the ideas are concrete and throughly development: no material essay reflects through
17-15 (Good to adequate)	Essay addresses the issues but misses some points: ideas could be more fully developed , some extraneous material in present
14- 18 (Adequate to fair)	Development of ideas not complete or essay is somewhat of the topic: paragraph aren't divided exactly right.
11-6 (Unacceptable)	Ideas incomplate essay in adequate and does not reflect college level work: no apparent effort to consider the topic carefully.
5-1 (College level work)	Essay is completely in adequate and does not reflect college level work: no apperent effort to consider the topic carefully.

b. Rubric assessment in mechanical

Category	Criteria
20-18 (Excellent to good)	Correct use of English writing conventions: left and right margins, all needed capitals, paragraph indented punctuation and spelling very neat.
17-15 (Good to adequate)	Some problem with writing conventions or panctuation: occasional spelling errors : left margin correct: paper is neat and legible.
14- 18 (Adequate to fair)	Uses genereal writing conventions but has errors: spelling problems distract reader: punctution errors interfere with ideas.
11-6	Serious problem with format of paper: parts of

(Unacceptable)	essay not legible errors in sentences punctuation errors intervere with idea.
5-1 (College level work)	Complete disregard for English writing conventions: paper illegible: obvious capitals missing, no margins, severe spelling problems.

G. Intrumen Penilaian: Writing Test.

Please describe picture in below!



Key Answer:

His full name is Ir. H. Joko Widodo. He was born in Surakarta 21 June 1961. He have 3 children. They are Kaesang Pangarep, Kahiyang Ayu, and Gibran Rakabuming Raka.

Jokowi is very friendly although he is the highest officer. He likes to talk to people everywhere he goes. He is really populist.

After conducting a task as the governor of Jakarta, Jokowi challenges his luck to be the president of Indonesia. Lucky him. He can defeat his opponent, Prabowo Subianto. Jokowi become the president of Indonesia period 2014 - 2019.

Mengetahui,

Lecturer,

Mahasiswa

Nur Syaifullah

NIP.

ASNI

NIM:10535562213

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: MTS. Miftahul Jannah Lariangtangga/Gowa
Kelas/Semester	: VIII/1
Mata Pelajaran	: Bahasa Inggris
Topik	: Describing Thing.
Tema	: Pencil
Pertemuan Ke-	: 4
Alokasi Waktu	: 1 x 45 menit (1 x pertemuan)

A. Tujuan Pembelajaran

Melalui metode *Jeopardy Game* dari kegiatan berkelompok, siswa dapat:

1. Siswa dapat aktif dalam merespon pertanyaan yang diberikan oleh guru.
2. Siswa dapat memahami materi pelajaran yang telah diberikan oleh guru..
3. Siswa dapat disiplin dan aktif berdiskusi dalam bekerja sama dengan kelompok dan saling memberi pendapat tentang materi yang disampaikan..
4. Siswa dapat meningkatkan dalam pemahaman tentang menulis descriptive text.

5. Materi Pembelajaran

Pencil



This is a pencil. Pencil is a tool used for writing or drawing. Pencil is very easy to use, because if one writes the pencil can be erased with a pencil eraser.

Found in many pencils, pencil, stationary store, and other.

Answer the question correctly!

5. The Pencil to use for?
6. The Pencil is very?
7. Why pencil is very easy to use?
8. When you get this pencil?

Key Answer:

5. Writing or drawing
6. Easy to use
7. Because if one writes the pencil erased with a pencil eraser.
8. Stationary store and other

B. Metode pembelajaran: Jeopardy Game

Media, Alat, dan Sumber Pembelajaran

4. **Media :** white board, board marker
5. **Alat/Bahan :** gambar. card
6. **Sumber belajar :** Buku, internet and dictionary.

C. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none">• Guru masuk ke kelas dan langsung menyapa siswa.• Memeriksa kehadiran siswa.• Memberikan motivasi kepada siswa.• Memberikan tanya jawab sebagai pembuka untuk menyampaikan tujuan pembelajaran.	5 menit

Inti	<ul style="list-style-type: none"> • Semua pertanyaan diperebutkan. Tim yang berhak menjawab adalah tercepat tunjuk tangan dan sudah dipersilahkan fasilitator • Ketua tim yang tercepat mengangkat kartu respon di beri kesempatan untuk menjawab. • Jawaban yang diberikan dalam bentuk pertanyaan. • Jika jawaban benar, maka tim mendapatkan point berdasarkan kategori. Jika jawaban salah, maka point tem berkurang dan tim yang lain mendapat kesempatan untuk menjawab. • Kelompok pemenang adalah kelompok dengan total perolehan nilai terbanyak. 	35 menit
Penutup	<ul style="list-style-type: none"> • Siswa bersama guru menyimpulkan pembelajaran. • Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan. • Siswa diberikan tugas atau pekerjaan rumah (PR) berkaitan dengan materi mengenai teks descriptive. • Menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	5 menit

D. Penilaian

a. Rubric of content assesment in writing

Category	Criteria
20-18 (Excellent to good)	Essay Addresses the assigned topic, the ideas are concrete and throughly development: no material essay reflects through
17-15 (Good to adequate)	Essay addresses the issues but misses some points: ideas could be more fully developed , some extraneous material in present
14- 18 (Adequate to fair)	Development of ideas not complete or essay is somewhat of the topic: paragraph aren't divided exactly right.
11-6 (Unacceptable)	Ideas incomplate essay in adequate and does not reflect college level work: no apparent effort to consider the topic carefully.
5-1 (College level work)	Essay is completely in adequate and does not reflect college level work: no apperent effort to consider the topic carefully.

b. Rubric assessment in mechanical

Category	Criteria
20-18 (Excellent to good)	Correct use of English writing conventions: left and right margins, all needed capitals, paragraph indented punctuation and spelling very neat.
17-15 (Good to adequate)	Some problem with writing conventions or panctuation: occasional spelling errors : left margin correct: paper is neat and legible.
14- 18 (Adequate to fair)	Uses genereal writing conventions but has errors: spelling problems distract reader: punctution errors interfere with ideas.
11-6	Serious problem with format of paper: parts of

(Unacceptable)	essay not legible errors in sentences punctuation errors intervere with idea.
5-1 (College level work)	Complete disregard for English writing conventions: paper illegible: obvious capitals missing, no margins, severe spelling problems.

E. Intrumen Penilaian: Writing Test.

Please describe picture in below!



Key Answer:

Komodo Dragons are the largest lizard in the world. They live just on fed small island in Indonesia. Komodo dragons can be 3 m long. That's very long, as long as car.

Komodo dragons are very greedy. They eat almost anything, but their favorite food is wild pigs and deer. They can chase as small animal, such as monkey in one gulp.

Adult komodo dragons hide in long grass, then jump out on their prey. They grab their prey in their strong jaw. They can also swallow their prey. Adult dragon can move faster than a human can run. Young komodo dragons are good climbers. They climb trees to catch and eat small lizard and birds.

Mengetahui,

Lecturer,

Mahasiswa

Nur Syaifullah

NIP.

ASNI

NIM:10535562213

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MTS. Miftahul Jannah Lariangtangga/Gowa
Kelas/Semester : VIII/1
Mata Pelajaran : Bahasa Inggris
Topik : Describing Animal.
Pertemuan Ke- : 5
Alokasi Waktu : 1 x 45 menit (1 x pertemuan)

A. Tujuan Pembelajaran

Melalui metode *Jeopardy Game* dari kegiatan berkelompok, siswa dapat:

1. Siswa dapat aktif dalam merespon pertanyaan yang diberikan oleh guru.
2. Siswa dapat memahami materi pelajaran yang telah diberikan oleh guru..
3. Siswa dapat disiplin dan aktif berdiskusi dalam bekerja sama dengan kelompok dan saling memberi pendapat tentang materi yang disampaikan..
4. Siswa dapat meningkatkan dalam pemahaman tentang menulis descriptive text.

B. Materi Pembelajaran

Mendeskripsikan Kupu-kupu

Butterfly



Butterflies are the beautiful insect in the world. They are include Lepidoptera insect family or winged insect scales family. The butterfly can be

found at the subtropic until tropic areas. Butterflies mostly from Brazil Amazon Jungle.

The butterfly can fly so beautifully, because they have beautiful wings. Their wings very wonderful and colorful with a regular pattern. Their body divided to three parts that is head, chest, and stomach. Butterflies have big eyes in two side of their head, three pairs of leg, and two pairs of wings in the middle body.

When butterflies feeling danger of other animals, butterflies hide by using their wings like leaf, but scales on the wings easily separated. Butterflies breathe with trakea. They have suction mouth nectar of flowers. While on stage caterpillar, they are eaten leaves of some plants.

In the world about 20.000 species of butterflies. Butterflies have complete metamorphosis. The life of the first butterfly is eggs, which then hatch into caterpillars. If the caterpillars are already quite large and fat, he attached on plants or trees. Then turn into pupae. The pupae are then turned into a butterfly.

Some butterflies become rare because many people has been hunted for collection. Therefore, the government built butterflies conservation like at the Malang Green Park.

Answer the question correctly!

5. The text mainly describes about?
6. What is the function of the descriptive text ?
7. Butterfly is a kind of?
8. What is the language feature of the text ?

Key Answer:

5. Butterfly
6. Describe about butterfly to the reader
7. Descriptive text
8. Present tense

C. Metode pembelajaran: Jeopardy Game

D. Media, Alat, dan Sumber Pembelajaran

4. Media : white board, board marker

5. Alat/Bahan : gambar, LCD

6. Sumber belajar :

d. Buku teks yang relevan

e. Contoh descriptive text dari internet

f. Dictionary.

E. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none">• Guru masuk ke kelas dan langsung menyapa siswa.• Memeriksa kehadiran siswa.• Memberikan motivasi kepada siswa.• Memberikan tanya jawab sebagai pembuka untuk menyampaikan tujuan pembelajaran.	5 menit
Inti	<ul style="list-style-type: none">• Semua pertanyaan diperebutkan. Tim yang berhak menjawab adalah tercepat tunjuk tangan dan sudah dipersilahkan fasilitator• Ketua tim yang tercepat mengangkat kartu respon di beri kesempatan untuk menjawab.• Jawaban yang diberikan dalam bentuk pertanyaan.• Jika jawaban benar, maka tim mendapatkan point berdasarkan	35 menit

	<p>kategori. Jika jawaban salah, maka point tem berkurang dan tim yang lain mendapat kesempatan untuk menjawab.</p> <ul style="list-style-type: none"> • Kelompok pemenang adalah kelompok dengan total perolehan nilai terbanyak 	
Penutup	<ul style="list-style-type: none"> • Siswa bersama guru menyimpulkan pembelajaran. • Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan. • Siswa diberikan tugas atau pekerjaan rumah (PR) berkaitan dengan materi mengenai teks descriptive. • Menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	5 menit

F. Penilaian

a. Rubric of content assesment in writing

Category	Criteria
20-18 (Exellent to good)	Essay Adresses the assigned topic, the ideas are concrete and throughly development: no material essay reflects through
17-15 (Good to adequate)	Essay addresses the issues but misses some points: ideas could be more fully developed , some extraneous material in present
14- 18 (Adequate to fair)	Development of ideas not complete or essay is somewhat of the topic: paragraph aren't divided exactly right.
11-6	Ideas incomplate essay in adequate and does not

(Unacceptable)	reflect college level work: no apparent effort to consider the topic carefully.
5-1 (College level work)	Essay is completely in adequate and does not reflect college level work: no apperent effort to consider the topic carefully.

b. Rubric assessment in mechanical

Category	Criteria
20-18 (Exelllent to good)	Correct use of English writing conventions: left and right margins, all needed capitals, paragraph indented punctuation and spelling very neat.
17-15 (Good to adequate)	Some problem with writing conventions or panctuation: occasional spelling errors : left margin correct: paper is neat and legible.
14- 18 (Adequate to fair)	Uses genereal writing conventions but has errors: spelling problems distract reader: punctution errors interfere with ideas.
11-6 (Unacceptable)	Serious problem with format of paper: parts of essay not legible errors in sentences panctuation errors intervere with idea.
5-1 (College level work)	Complete disregard for English writing conventions: paper illegible: obvious capitals missing, no margins, severe spelling problems.

G. Instrumen Penilaian: Writing Test.

Please describe spesific detail in below!



Key Answer:

Komodo Dragons are the largest lizard in the world. They live just on fed small island in Indonesia. Komodo dragons can be 3 m long. That's very long, as long as car.

Komodo dragons are very greedy. They eat almost anything, but their favorite food is wild pigs and deer. They can chase as small animal, such as monkey in one gulp.

Adult komodo dragons hide in long grass, then jump out on their prey. They grab their prey in their strong jaw. They can also swallow their prey. Adult dragon can move faster than a human can run. Young komodo dragons are good climbers. They climb trees to catch and eat small lizard and birds.

Mengetahui,

Lecturer,

Mahasiswa

Nur Syaifullah

NIP.

ASNI

NIM:10535562213

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MTS. Miftahul Jannah Lariangtangga/Gowa
Kelas/Semester : VIII/1
Mata Pelajaran : Bahasa Inggris
Topik : Describing people.
Pertemuan Ke- : 6
Alokasi Waktu : 1 x 45 menit (1 x pertemuan)

A. Tujuan Pembelajaran

Melalui metode *Jeopardy Game* dari kegiatan berkelompok, siswa dapat:

1. Siswa dapat aktif dalam merespon pertanyaan yang diberikan oleh guru.
2. Siswa dapat memahami materi pelajaran yang telah diberikan oleh guru..
3. Siswa dapat disiplin dan aktif berdiskusi dalam bekerja sama dengan kelompok dan saling memberi pendapat tentang materi yang disampaikan..
4. Siswa dapat meningkatkan dalam pemahaman tentang menulis descriptive text.

B. Materi Pembelajaran

Mendeskripsikan Michael Douglas



Michael Douglas is a very famous and popular American actor. He is about sixty years old. He is a slim person and he is average height. He has got light brown eyes and short fair hair.

His wife is a very beautiful British actress who is named Catherine Zeta-Johns, she has got green eyes and long straight black hair. They have got a daughter who is two years old. They all live in the United States Of America.

Answer the question correctly!

4. Who is michael dougles?
5. Who is named wife michael dougles
6. Where are they live?

Key Answer:

4. American Actor
5. Catherine Zeta-Johns.
6. In the United States of America

C. Metode pembelajaran: Jeopardy Game

D. Media, Alat, dan Sumber Pembelajaran

4. **Media :** white board, board marker
5. **Alat/Bahan :** gambar and LCD
6. **Sumber belajar :** Buku, internet and dictionary.

E. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru masuk ke kelas dan langsung menyapa siswa. • Memeriksa kehadiran siswa. • Memberikan motivasi kepada siswa. • Memberikan tanya jawab sebagai 	5 menit

	pembuka untuk menyampaikan tujuan pembelajaran.	
Inti	<ul style="list-style-type: none"> • Semua pertanyaan diperebutkan. Tim yang berhak menjawab adalah tercepat tunjuk tangan dan sudah dipersilahkan fasilitator • Ketua tim yang tercepat mengangkat kartu respon di beri kesempatan untuk menjawab. • Jawaban yang diberikan dalam bentuk pertanyaan. • Jika jawaban benar, maka tim mendapatkan point berdasarkan kategori. Jika jawaban salah, maka point tem berkurang dan tim yang lain mendapat kesempatan untuk menjawab. • Kelompok pemenang adalah kelompok dengan total perolehan nilai terbanyak 	35 menit
Penutup	<ul style="list-style-type: none"> • Siswa bersama guru menyimpulkan pembelajaran. • Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan. • Siswa diberikan tugas atau pekerjaan rumah (PR) berkaitan dengan materi mengenai teks descriptive. • Menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	5 menit

F. Penilaian

a. Rubric of content assesment in writing

Category	Criteria
20-18 (Exelllent to good)	Essay Adresses the assigned topic, the ideas are concrete and throughly development: no material essay reflects through
17-15 (Good to adequate)	Essay addresses the issues but misses some points: ideas could be more fully developed , some extraneous material in present
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5-1 (College level work)	Essay is completely in adequate and does not reflect college level work: no apperent effort to consider the topic carefully.

b. Rubric assesment in mechanical

Category	Criteria
20-18 (Exelllent to good)	Correct use of English writing conventions: left and right margins, all needed capitals, paragraph indented punctuation and spelling very neat.
17-15 (Good to adequate)	Some problem with writing conventions or panctuation: occasional spelling errors : left margin correct: paper is neat and legible.

14-18 (Adequate to fair)	Uses general writing conventions but has errors: spelling problems distract reader: punctuation errors interfere with ideas.
11-6 (Unacceptable)	Serious problem with format of paper: parts of essay not legible errors in sentences punctuation errors interfere with idea.
5-1 (College level work)	Complete disregard for English writing conventions: paper illegible: obvious capitals missing, no margins, severe spelling problems.

G. Instrumen Penilaian: Writing Test.

Please describe this picture in below:

Please describe picture in below!



Key Answer:

His full name is Ir. H. Joko Widodo. He was born in Surakarta 21 June 1961. He has 3 children. They are Kaesang Pangarep, Kahiyang Ayu, and Gibran Rakabuming Raka.

Jokowi is very friendly although he is the highest officer. He likes to talk to people everywhere he goes. He is really populist.

After conducting a task as the governor of Jakarta, Jokowi challenges his luck to be the president of Indonesia. Lucky him. He can defeat his opponent,

Prabowo Subianto. Jokowi become the president of Indonesia period 2014 - 2019.

Mengetahui,

Lecturer,

Mahasiswa

Nur Syaifullah

NIP.

ASNI

NIM:10535562213

APPENDIX B.1

THE RESULT OF STUDENTS' PRE TEST AND POST TEST IN EACH WRITING

N O	NAME	L / P	The Score of Writing Element			
			Pre test		Post test	
			Content	Mechanics	Content	Mechanics
1	Siti Marsyam	P	30	40	75	70
2	Rianti Trihafsari	P	45	50	78	60
3	Suharti	P	40	45	70	87
4	Nur Hidayah	P	35	40	60	70
5	Ainul	P	35	40	62	75
6	Mutiara	P	35	45	40	60
7	Serly	P	35	35	50	64
8	Magfirah	P	30	35	50	70
9	Nur Kalisa	P	35	45	67	64
10	Jusmawati	P	20	20	60	60
11	Ernawati	P	30	40	40	56
12	Santi	P	35	45	48	85
13	M asri	P	30	40	75	77
14	M. Alwis	L	30	35	78	57
15	M. Ridwan	P	35	40	50	45

16	Firman	L	30	40	45	80
17	Asrullah	L	35	45	61	85
18	Sirajuddin	L	35	45	40	77
19	Haerul	L	25	20	40	77
20	Iksan	L	35	45	85	70
			660	815	1184	1392
			33	40,75	59,2	69,6

APPENDIX B.2

THE SCORE OF Pre TEST Content and Mechanics in Writing

NO	Content	Mechanics	SCORE
1	30	40	35
2	45	50	47.5
3	40	45	42.5
4	35	40	37.5
5	35	40	37.5
6	35	45	40
7	35	35	35
8	30	35	32.5
9	35	45	40
10	20	20	20
11	30	40	35
12	35	45	40
13	30	40	35
14	30	35	32.5
15	35	40	37.5
16	30	40	35
17	35	45	40
18	35	45	40
19	25	20	22.5
20	35	45	40
Total	660	815	435

APPENDIX B.3

THE SCORE OF POST TEST CONTENT AND MECHANICS IN WRITING

NO	Content	Mechanics	SCORE
1	75	70	72.5
2	78	60	69
3	70	87	78.5
4	60	70	65
5	62	75	68.5
6	40	60	50
7	50	64	57
8	50	70	60
9	67	64	65.5
10	60	60	60
11	40	56	48
12	48	85	66.7
13	75	77	76
14	78	57	67.5
15	50	45	47.5
16	45	80	62.5
17	61	85	73
18	40	77	58.5
19	40	77	58.5
20	85	70	77.5
Total	1184	1392	558

Kode Siswa	Writing			
	Pre-test	Post-test	D	D ²
A-1	35	72.5	40.5	1640.25
A-2	47.5	69	21.5	462.25
A-3	42.5	78.5	36	1296
A-4	37.5	65	27.5	756.25
A-5	37.5	68.5	31	961
A-6	40	50	10	100
A-7	35	57	22	484
A-8	32.5	60	27.5	756.25
A-9	40	65.5	25.5	650.25
A-10	20	60	40	1600
A-11	35	48	13	169
A-12	40	66.7	26.7	712.89
A-13	35	76	41	1681
A-14	32.5	67.5	35	1225
A-15	37.5	47.5	10	100
A-16	35	62.5	27.5	756.25
A-17	40	73	33	1089
A-18	40	58.5	18.5	342.25
A-19	22.5	58.5	36	1296
A-20	40	77.5	37.5	1406.25
Total	435	558	307	10001
Mean	36,25	62	27,90	909,18

APPENDIX C

C.1 Pre-Test

Please describe picture in below!

Thing: Pencil



Please describe picture in below!

Animal : Butterfly



Please describe picture in below!

People: Michael Douglas



C.2 Post-Test

Animal : Butterfly

Please describe picture in below!



People : President Jokowi

Please describe picture in below!



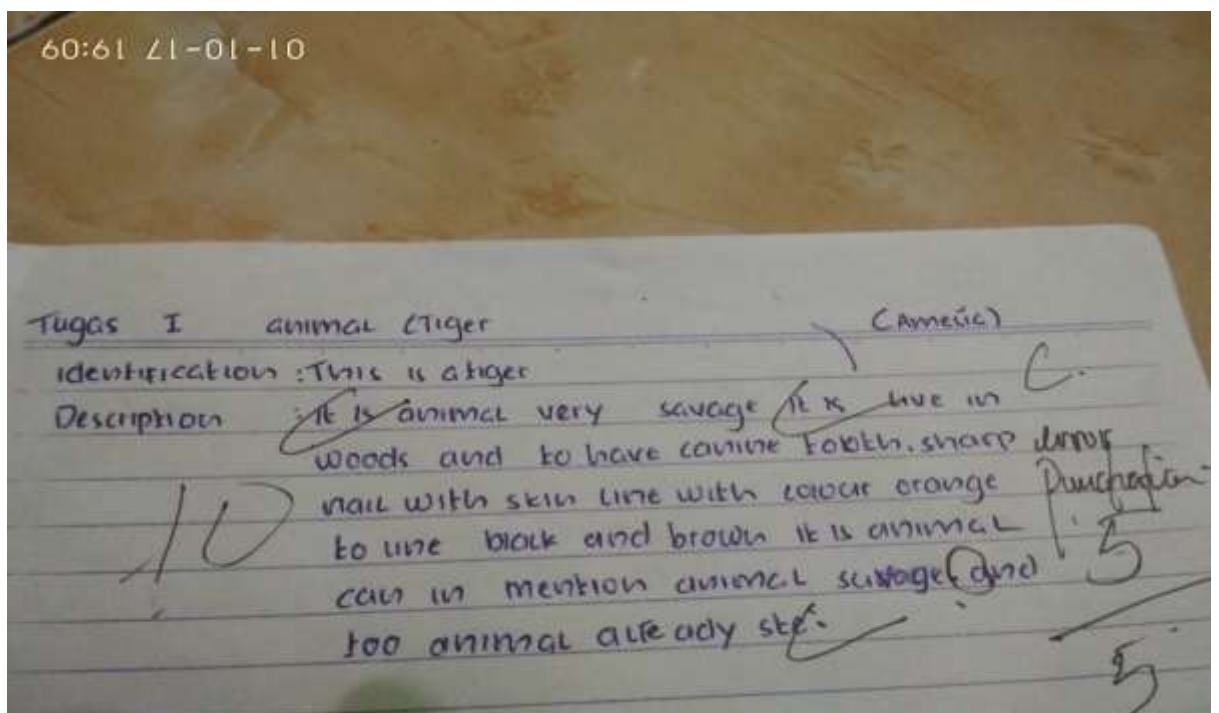
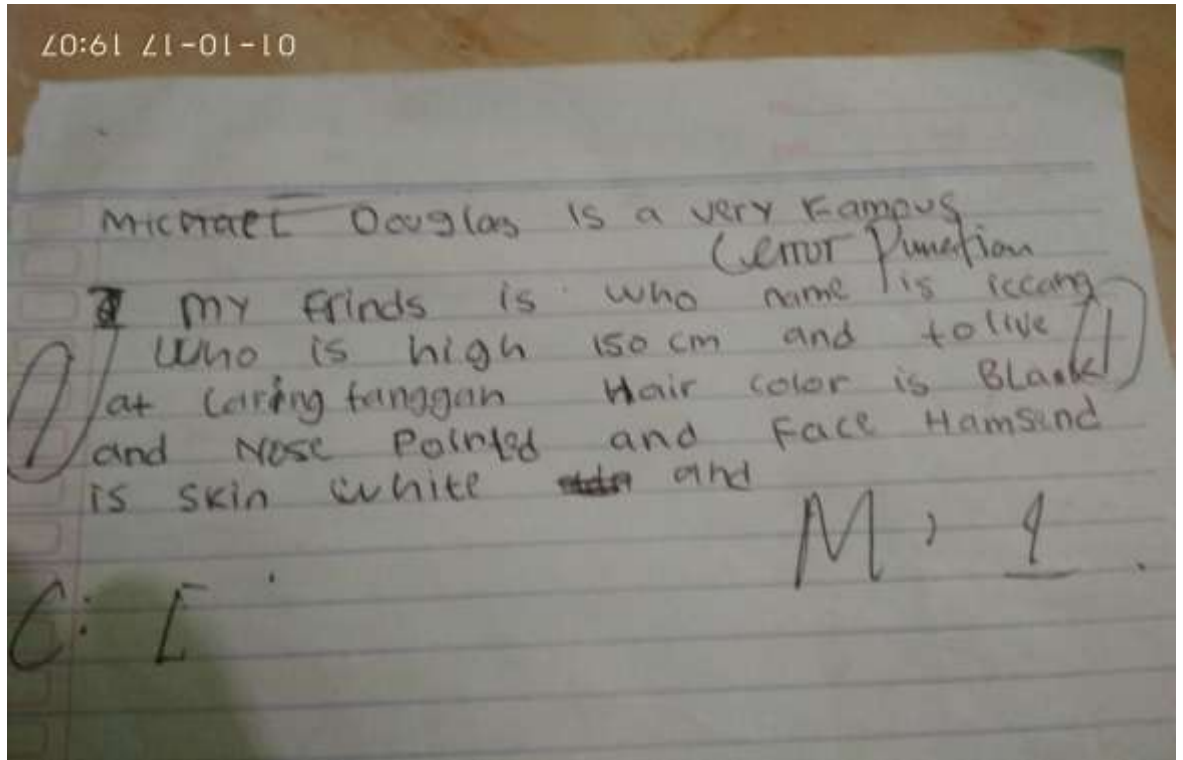
Things: Dictionary

Please Describe Picture in below!



APPENDIX C

C.3. Students answer sheet



01:61 21-01-10 TUGAS

This is Butterfly Butterfly is kind animal the fly the have wing the beautiful And animal the scarce in world this And also butterfly have wing the be different. And butterfly is animal the most beautiful. Because it I like butterfly. because butterfly it is animal the most beautiful because it butterfly many in like by the people.

20

20M

01:61 21-01-10

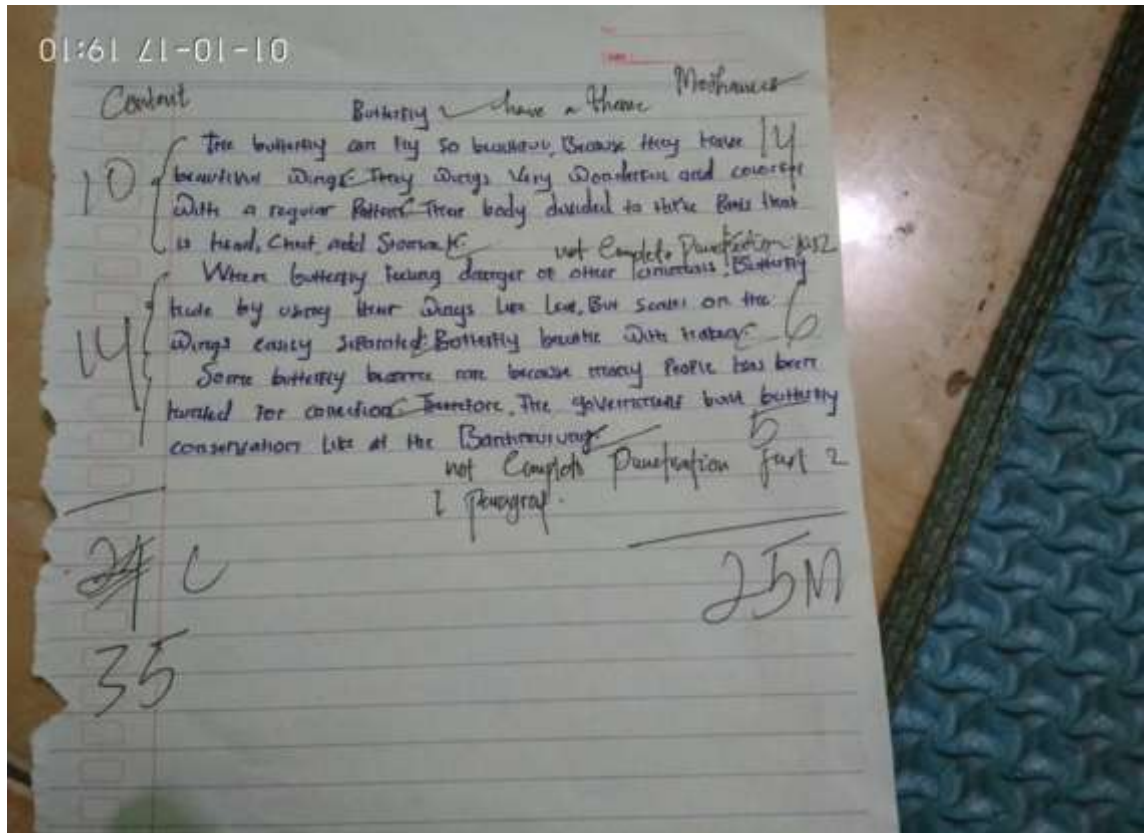
Amplifikasi Dictionary

This is dictionary it is an English-Indonesian dictionary. It is big and thick book. The cover is blue. I bring it to my school every time I have an English class I also use it when do my English homework at home. There are so many list of words in my dictionary. They are listed based on the alphabet. Started from A to the Z. My dictionary help me a lot when I am learning English and do not know the meaning of a word.

15

20

20M



APPENDIX D.1

THE STUDENTS' MEAN SCORE OF THE STUDENTS' TEST

1. Mean score of pretest in content

$$\bar{X} = \frac{660}{20}$$

$$= 33$$

2. Mean score of posttest in content

$$\bar{X} = \frac{1184}{20}$$

$$= 59.2$$

3. Mean score of pretest in mechanics

$$\begin{aligned}\bar{X} &= \frac{815}{20} \\ &= 40.75\end{aligned}$$

4. Mean score of posttest in mechanics

$$\begin{aligned}\bar{X} &= \frac{1392}{20} \\ &= 69.6\end{aligned}$$

APPENDIX D.2

THE IMPROVEMENT OF STUDENTS MECHANICS AND CONTENT IN WRITING

1. Improvement in content

$$\begin{aligned}P &= \frac{X_2 - X_1}{X_1} \times 100 \\ P &= \frac{1184 - 660}{660} \times 100\end{aligned}$$

$$P = \frac{524}{660} \times 100$$

$$\begin{aligned}P &= \frac{52400}{660} \\ &= 79.39\end{aligned}$$

The improvement= 79.39%

2. Improvement in Mechanics

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{1392 - 815}{815} \times 100$$

$$P = \frac{577}{815} \times 100$$

$$P = \frac{57700}{815}$$

$$= 70.79$$

The improvement= 70.79%

APPENDIX D.3

CALCULATING THE T-TEST ANALYSIS

Calculating the t-test analysis of reading comprehension.

$$\text{NOTES : } \sum D = 27.90$$

$$(\sum D)^2 = 909,18$$

$$N = 20$$

$$\frac{-(\sum D)^2}{D \cdot N} = \frac{-(27.90)^2}{20 \cdot 20} = \frac{778.41}{20}$$

$$\bar{D} = 38.92$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{38.92}{\sqrt{\frac{267.94 - \frac{(27.90)^2}{20}}{20(20-1)}}$$

$$t = \frac{38.92}{\sqrt{\frac{909.18 - \frac{(778.41)}{20}}{20(19)}}$$

$$t = \frac{38.92}{\sqrt{\frac{909.18 - 38.92}{380}}}$$

$$t = \frac{38.92}{\sqrt{\frac{870.26}{380}}}$$

$$t = \frac{38.92}{\sqrt{2.290}}$$

$$t = 16.995$$

APPENDIX

Name of students

No	Sample	Code
1	Siti Marsyam	S-1
2	Rianti Trihafsari	S-2
3	Suharti	S-3
4	Nur Hidayah	S-4
5	Ainul	S-5
6	Mutiara	S-6
7	Serly	S-7
8	Magfirah	S-8
9	Nur Kalisa	S-9
10	Jusmawati	S-10
11	Ernawati	S-11
12	Santi	S-12
13	M asri	S-13
14	M. Alwis	S-14
15	M. Ridwan	S-15
16	Firman	S-16
17	Asrullah	S-17
18	Sirajuddin	S-18
19	Haerul	S-19
20	Iksan	S-20

E.1 Documentation

Pre Test



Teaching and Learning Process





Post Test



CURRICULUM VITAE



The writer, ASNI was born on June 13, 1995 in Lembaya from the marriage of her parents, Laha and Sawiyah. She is the Third child of five siblings. She began her elementary school at SDN Lombuea in 2002 and finished in 2007.

She continued her junior high school at SMPN 2 Tompobulu in 2007 and graduated in 2010. In 2010 she continued her study at senior high school at MA Muh. Lembangbu'ne and finished in 2013. In 2013 she continued her study at

English Education study program at State University Muhammadiyah Makassar in
Strata One (S1) Program.