

**THE USE OF DISCOVERY METHOD TO IMPROVE
STUDENTS' WRITING ON DESCRIPTIVE TEXT**

*(A Pre-Experimental Research at the Tenth Grade of SMAN 1
Sungguminasa)*



A THESIS

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For
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Motto

**“If your problem amount of a Ship, believe
that Allah’s bliss width Ocean”**

ABSTRACT

Nur Inna Annisa. 2017. *The Use of Discovery Methodto Improve Students’ Writing On Descriptive Text (A Pre-Experimental Research at the Tenth Grade of SMAN 1 Sungguminasa). Thesis, FKIP Universitas Muhammadiyah Makassar. Supervised by Syamsiarna Nappu, and Ratu Yulianti Natsir.*

The objective of the research was to find out whether using Discovery Method was able to improve the ability at the Tenth Grade students of SMAN 1 Sungguminasa to write descriptive Text.

This research employed Pre-experimental design that applied Discovery Method to taught writing descriptive text. The study had been done for eight meetings that were designed; first meeting was for pre-test, 6 meetings for treatment, and the last meeting for post-test. The population was the Tenth Grade Students of SMAN 1 Sungguminasa in academic year 2016/2017. Total number of population was 25 students and class X MIA 4 was taken as sample by using purposive sampling technique.

As the Quantitative Method, the writer analyzed the data by using t-test. The result showed that there were significance difference on the students' writing descriptive text in terms of content and organization taught with Discovery Method. The students' mean score of content was 48.8 in pre-test to be 79.6 in post-test. Then, the students' mean score of organization was 38 in pre-test to be 58.8 in post-test. The study concluded that teaching writing by using Discovery Method increased the students' ability to write descriptive text at the Tenth Grade of SMAN 1 Sungguminasa.

Key words : Writing Descriptive Text, Discovery Method

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6. The English Teacher and Students of SMAN 1 Sungguminasa Ahmad Tajuddin, S.Pd.
7. Her beloved friends who have always been in the researcher side in facing all the laughter and tears during her study Lilis, Risna, Caca, Ika, Niar, Indah, Amel, and Fire Class (2013).

May the Almighty bless us now and forever, and this thesis can be useful, Amin!. Finally, the writer realizes that this thesis has some weakness and

shortage. Thus, she would be grateful to accept any suggestions and corrections from anyone for better writing.

Makassar, 1 Oktober 2017

Writer

TABLE OF CONTENTS

	Page
COVER	i
APPROVAL SHEET	ii
CONSULING SHEET	iii
SURAT PERNYATAAN.....	iv
SURAT PERJANJIAN	v
MOTTO	vi

ABSTRACT.....	vii
ACKNOWLEDGMENT	viii
TABLE OF CONTENTS.....	x
LIST OF TABLES	xiii
LIST OF GRAPHICS	xiv
LIST OF APPENDICES	xv

CHAPTER I INTRODUCTION

A. Background	1
B. Research Problem	3
C. Objective of the Research	4
D. Significance of the Research	4
E. Scope of the Research	5

CHAPTER II REVIEW OF RELATED LITERATURE

A. Previous Related Findings	6
B. Some Pertinent Ideas	8
1. The Concept of Writing	8
2. Descriptive Text.....	9
3. The Process of Writing.....	12
4. Indicators of Writing.....	14
5. Kinds of Text	18
6. The Concept of Discovery Method.....	19
C. Conceptual Framework	28

D. The Hypothesis of Reseach	30
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CHAPTER III RESEARCH METHOD

A. Research Design.....	31
B. Population and Sample.....	32
C. Variables and Indicators.....	32
D. Research Instrument.....	33
E. Procedure of Collecting Data	33
F. Technique of Data Analysis	34

CHAPTER IV FINDINGS AND DISCUSSIONS

A. Findings	38
B. Discussion	44

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	48
B. Suggestion	49

BIBLIOGRAPHY	50
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APPENDICES

CURRICULUM VITAE

LIST OF TABLES

Table 3.1 Pattern of One Group Pre-Test Post-Test	31
Table 3.2: Classification in Scoring Content	34
Table 3.3: Classification in Scoring Organization	35
Table 3.4: Classifying the Students' Score	36
Table 4.1: The Students' Content Achievement	39
Table 4.2: The Students' Organization Achievement	41
Table 4.3: The Classification of Sample Content	42
Table 4.4: The Classification of Sample Organization	43
Table 4.5: The Comparison of T-test and T-table Scores	44

LIST OF GRAPHIC

Graphic 4.1: The Students' Content Achievement	40
Graphic 4.2: The Students' Organization Achievement	41

LIST OF APPENDIXES

APPENDIXE A.	Pre-test and Post-test
APPENDIXE B.	Lesson Plan
APPENDIXE C.	Teaching Material and Intstrument
APPENDIXE D.	The Result of Students' Score on Pre-Test and Post-Test
APPENDIXE E.	The result of student' Mean score on pre-test and post-test
APPENDIXE F.	Students Scoring Rubric of Pre-test and Post-test
APPENDIXE G.	The Calculation of the Student Scores T-Test
APPENDIXE H.	The Percentage Students' Improvement on Pre-Test and Post- Test
APPENDIXE I.	Distribution of t-table
APPENDIXE J.	Documentations

CHAPTER I

INTRODUCTION

A. Background

Language is a system of communication consisting of sounds, words, and grammar, or the system of communication used by people in a particular country or type of work. As social beings, people need communication to each other. Communication is one of the most important tools to get information. There are so many ways to communicate, language is one of them. International world knows as English as the global language. In era globalization, English language the most important for everyone.

Government supposed to make standard about English in Indonesia. The teacher is not teaching about English but student knows how they can produce English well and culture about English. As we know, English consist of four skills, reading, writing, listening, and speaking. Writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols.

Writing is also one media of communication. The researcher can conclude that writing is very important as one media of communication, that can help us to have a good socialization, can express our idea, feeling, and our opinion so that we can have a good interaction with our society. The importance of writing is also

supported by Harmer (1998:79) who states that there are four reasons from communication.

As we know, the communication can be the form of oral teaching writing. First, some students, instead of acquiring a language in oral way, benefit greatly from seeing the language that is written down. Writing reinforces the grammatical structures and vocabulary that students have learned. Second, writing process helps students or think and select words as well as sentences to construct good written text. The difference on students' learning styles is the third reason to teach writing. Not all people can deliver what they think orally and quickly. By writing, the students may have more time to think and produce a language in as lower way to reflect what they have learned. Finally, it is essential for students to know how to write letter, how to make report, how to write an essay, etc.

Writing is a difficult subject because they must pay attention to many things (idea, concept, vocabulary and grammar). There are some types of English writing text and one of them is descriptive text. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a place and animals, or thing.

The researcher was interested to analyze writing skill in this research and used an experimental research. When conducting Magang 3, the researcher got information that many students feel difficult to study English language especially in writing text. As we know, writing is basic language skill to become the complex skill and writing is a productive skill that involves the way to organize

the ideas. One of the expert said that writing is vital component of comprehensive synergy of literacy. That is the reason to research writing skill, the researcher believe that there are many ways make students to express the ideas in written form. The researcher decided used Discovery Method. Discovery Method is suitable method with their student ability, the researcher just took these the best way to improve students writing ability used Discovery Method to make students interest and give more motivation.

Based on the explanation, the researcher was interested to conduct a research *“The Use of Discovery Method to Improve Students’ Writing on Descriptive Text at the Tenth Grade of SMAN 1 Sungguminasa”*. The researcher hoped that this research gives motivation and contribution in developing writing skill.

B. Research Problems

Based on the problems stated in the background, the research question is formulated as follows:

1. Does the use of Discovery Method improve students’ writing on descriptive text in term of content at the Tenth Grade Students of SMAN 1 Sungguminasa?
2. Does the use of Discovery Method improve students’ writing on descriptive text in term of organization at the Tenth Grade Students of SMAN 1 Sungguminasa?

C. Objective of the Study

Based on the problem statement, the aims of this research are to find out:

1. Whether or not the use of Discovery Method improve students' writing on descriptive text in term of content at the Tenth Grade Students of SMAN 1 Sungguminasa.
2. Whether or not the use of Discovery Method improve students' writing on descriptive text in term of organization at the Tenth Grade Students of SMAN 1 Sungguminasa.

D. Significance of the Research

The result of the study was expected to be used theoretically and practically. Theoretically, this research is expected to be an effort to change the students' image about writing was difficulted and also as an information and reference alternative method for teacher and students' in learning writing teaching process. Practically, the teacher knows how to teach descriptive text and applied Discovery Method. This research also use as teaching material to realize that Discovery Method was necessary to make student center with imagination, creativity, innovative, productive. Based on this researched, students will be know how to write descriptive text and understand (open minded) the meaning of the text. The last for the next researcher, the researcher can learned how to apply an experimental research to know make descriptive text by Discovery Method. While, developed and make preparation before teaching in the class.

E. Scope of the Research

The scope of the study limited to the subject and object investigated. The subject of this study by the tenth grade SMAN 1 Sungguminasa, in academic year 2016/2017, and the object of this study was the experimental research (Pre Experimental Research), especially in writing descriptive text for indicators of writing such as organization (cohesive and well-organized) and content (generate ideas and unity). The researcher does the researched at SMAN 1 Sungguminasa.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Prawerti (2014) *The Effectiveness of Using Discovery Learning Method (Compared With Direct Method) in Teaching Writing Skill Viewed From The Students' Creativity*, to find out whether: Discovery Learning Method is more effective than Direct Method to teach writing to the tenth grade one of school in Trenggalek in the Academic Year of 2014/2015; the students who have high creativity have better writing skill than those who have lower creativity of the tenth grade of that school.

Oktavianti (2015) *Improving Students' Writing Achievement In Descriptive Text Through Task Based Language Teaching (TBLT) (A Classroom Action Research at The Students of Class VII-E SMPN 01 Batu)*, the result of this researcher reveals that TBLT method can improve their writing's ability in descriptive text. The students' responses show that they were interested to learn writing subject because they felt easier to write and enjoy the process of writing using TBLT.

Bohney (2016) *Discovering Writing with Struggling Students: Using Discovery Learning Pedagogy to Improve Skills in Reluctant and Remedial Learners*, the results of the data analysis indicate that use of run on sentences, especially early in an essay, detrimentally affects the readability of student written work; discovery learning activities improve student understanding,

application, and transfer of skill; and while students believe they understand more than their written work indicates, the results provide teachers direction for further instruction.

Hoffman (2013) *Instruction for Discovery Learning Levels of Implementation Exhibited by a Sample of Algebra I Teachers*, find out student survey data was analyzed through ANOVA, post tests were used to identify significant pair-wise differences between teachers for which the ANOVA identified significance, and a factor analysis was used to evaluate the component loadings for the survey questions. The surveys revealed significant differences between perceived activities in the classes ($p < 0.05$), but did not show very significant differences between student orientations toward IDL.

Sofeny (2014) *The Effectiveness of Discovery Learning in Improving English Writing Skill of Extroverted and Introverted Students*, the result of this study revealed that the use of discovery learning was effective to the extroverted students than the introverted students. In line with it, the finding indicates that the use of direct instruction was also effective to introvert the students than the extroverted students. In other words, the result of the use of discovery learning had a bigger influence to the extroverted students rather than introverted students.

Based on previous related research findings, there were similarities with this study. Writing descriptive text is relevant with this research and using discovery learning as the method is the same with the method in this research. The differences of this research are from the students' creativity and that using

different method, that method is text through Task Based Language Teaching (TBLT), discovery learning pedagogy, and using the teacher as the sample of research also using Classroom Action Research (C.A.R), and descriptive research.

B. Some Pertinent Ideas

1. The Concept of Writing

Definition of Writing

Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals

- a. Narayan, (2012: 1) says that writing composed with craft touches readers on several levels intellectual, emotional, aesthetic, and an outward facing performance fo0r readers.
- b. Kualo, (2017) find out that writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals.
- c. Nadler (2005: 128) state that writing is the uses of appropriate letters and symbols according to the standard usage of a given language.
- d. Lieberman and Wood (2003: 19) say that writing produces occasions to foreground and clarify thinking; to record, shape, and analyze experiences; to express internal lives; to explore ideas learned from others.

Based on the definition mentioned it can be concluded, that writing is the physical act of committing signs, words or ideas to some medium and arranging them to form sentences by putting them into written form according to the standard usage of a given language in order to record, shape, and analyze experiences, to express internal lives, to derive meaning, and to explore ideas learned from others.

2. Descriptive Text

a. Definition of Descriptive Text

According to Oshima and Hogue in Utami (2014:30), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. Descriptive text is a text which has social purpose to give an account of imagined or factual events Hyland, (2004:214). Hyland explains more about description that it tends to use present tense, and description makes use of “be” and “have.”

b. According to Rugayamanan (2012:1) there are three stages within a descriptive text:

1) Identification: has purpose to define, to classify or generalize about phenomenon.

2) Aspect: has purpose to describe attributes of each category of the phenomenon.

3) Conclusion: has purpose to sum up the description.

The generic structures of descriptive text also Rugayamanan (2012:1) are as follows:

- a. Identification: an introduction to the subject of the description;
- b. Description of features: describe the characteristic features of the subject.

While also according to Rugayamanan (2012:1) the language features of a descriptive text are follows:

1. Use of particular nouns.
2. Use of detailed noun groups to provide information about the subject.
3. Use of a variety of types of adjectives.
4. Use of relating verbs to provide information about the subject.
5. Use of thinking and feeling verbs to express the writer's personal view about the subject or to give an insight into the subject's thoughts and feelings.
6. Use of action verbs to describe the subject's behavior.
7. Use of adverbials to provide more information about this behavior.
8. Use of similes, metaphors and other types of figurative language, particularly in literary descriptions.

c. The Purposes of Descriptive Text

As social beings, people need to share experience, that write to others to describe things such as vacations, childhood homes, and people. The use description to persuade others to think or act in particular ways: advertisers describe products to persuade us such as; travel agents describe locales to entice us to visit the location; and real estate agents describe properties to stimulate a

desire to see the place. Description enables us to entertain, express feelings, relate experience, inform, and persuade. Although it can serve a variety of purposes, description is most often expressive, It is most often helps others share perceptions. According to Ariyo (2010), the purpose of descriptive text is used in all forms in writing to create a vivid impression of a person, place, object, or event, etc. It is describe a special place and explain why it is special, describe the most important person to make reader can create vivid pictures of characters, place, and objects. As human beings, people have a compelling desire to connect with other by sharing experiences.

d. Kinds of Descriptive Text

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms according to Luber (2014), they are:

1). Description of People

People are different, and writing description of people is different. Probably already aware of some of the complications because people asked “What’s so-and-like?” In replying, resort to identification, an impression, or a character sketch, depending on the situation.

2). Description of Place

In describing a place for example a room, what should describe first?, there is no set pattern for arranging sentences in descriptive paragraph. It is not

necessary to begin with one area and then proceeds to another one. The sentences should not be randomly arranged. The description must be organized to make the reader can vividly imagine the scene being described. To make the paragraph more interesting, it is need add a controlling idea that states an attitude or impression about the place being described. The arrangement of the details in description depends on what subject and purpose.

3). Description of Things

To write a description about something, Mostly a good imagination about the thing that will be described. Besides, to make the subject as interesting and as vivid to the readers as follows: using proper nouns and effective verbs.

Based on some theories above, the researcher concludes that use description of place and description a person as teaching material on descriptive text.

3. The Process of Writing

Writing is one of productive skills need a process. Harmer in Yatimah (2014:25-27) states that Writing process is the stages that a writer goes through in order to produce something in its final written form". There are four steps in writing processes:

1). Planning

When planning, think about three main issues. In the first place, think about purpose of writing since this will influence not only the type of

text the wish to produce, but also the language they use and the information they choose to include. Secondly, think about the audience, they are writing for, since this will influence not only the shape of writing, but also the choice of language. Thirdly, consider the content of the structure of the piece that is how best to sequence the fact, idea or argument which decided. This stage called pre-writing.

2). Drafting

The first version of writing called draft. It must use the idea that generated in the planning as a guide. This stage need an editing for checking the text.

3). Editing

It is almost impossible to write a perfect paragraph on the first try. The first try is called first draft. Perhaps the order of information is not clear enough or the discourse marker is wrong. The way to revise and improve the first draft is called editing. Editing is essential part of preparing a piece of writing for public reading or publication. Richards and Willy stated that “in editing, the writers check grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like”.

4). Final Version

Actually, edited draft is making the changes they consider to be necessary, they produce their final version. That is look considerably different from both

the original plan and the first draft, because things have changed in the editing process. After that, ready to send the written text to its intended audience.

4. Indicators of writing

Kane (2000: 13-15) say that there are three rules in writing, they are: grammar, the rules which structure the language; usage, concerning how we should use the language in certain situations; mechanics, conventions of writing require that a sentence begin with a capital letter and end with full-stop, punctuation (period, question mark, or exclamation point and so on).

Brown (2000: 356-357), there are six categories that are often the basis for the evaluation of students writing. They are Content, Organization, Discourse, Syntax, vocabulary, and mechanics.

Based on some theories above, the researcher was concluded that the indicators of writing are content, organization, grammar, vocabulary, and mechanics. Content: Generate ideas and provide supporting details and the researcher decided to conduct one of them such as content and organization.

Indicators of writing focus on;

- a. Organization: Expressing ideas effectively, clearly and cohesively and well-organized
- b. Grammar: Using correct grammar.
- c. Vocabulary: Use effective word/idioms
- d. Mechanics: Using of correct English writing descriptors

- e. **Content:** Generate ideas and provide supporting details: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic. Jacob et.al (2012), there are five indicators of writing as follows;

Explanation:

-Content: Content is unity. This means that every sentence contributes to one principle, unifying throughout. Furthermore, unity is the first quality of an effective sentence. When a sentence has a unity, it means that the sentence has a logical relationship.

The content of writing is about the ability to think creatively and develops thought, excluding all irrelevant information. It should be learning to the reader. Thus they can understand what the message convey and gain information from it. Also the content of writing should be well unity and complete because the characteristic of good writing.

-Organization: express fluent expression: ideas clearly stated/supported, succinct, well-organized, logical sequence and cohesive. Organization in writing involves coherence, order or importance, general to specific, specific to general, chronological order and spatial pattern and express fluent expression: ideas clearly stated/supported, succinct, well-organized, logical sequence and cohesive.

- Grammar: use correct grammar: effective complex construction, correct agreement, tense, number, word order/function, articles, pronouns, prepositions. English tenses in grammar are tools to help speakers to express time in the language. They are of great use and importance in both ways of communication,

verbal and written. Tenses help the speaker to construct the correct sentence based on the sentence pattern.

Grammar has many patterns that depend on situation and condition, generally called by “tenses”. Tenses are an important material in learning English, because it helps us to compose sentence well, especially in using verb. There are three forms of English grammatical rules and each form is appropriate in usage. Tenses are any of the forms of a verb used to indicate the time of the action of state expressed by the verb.

-Vocabulary: Use effective word/idioms: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register. Vocabulary is one of the language aspects dealing the process of writing. Vocabulary as one of the requirements of good writing is always dependent on the effective use of the word. In the personal description, word plays a dual role; to communicate and to evoke the reader to understand and feel. This two-fold purpose is evident even in such a practical and common of writing as an advertisement. Effective use of words also associated with connotative or figurative language. They are all important nearly in all forms of writing, but particularly in personal description.

-Mechanics: use correct English writing: demonstrating mastery of conventions, correct spelling, punctuation, capitalization, paragraphing. Mechanics includes the capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads the reader to understand or recognize immediately what the author means certainly. The use of mechanical in writing will guide the reader

easy to understand the conveying ideas or messages. The writing mechanics that we are interest in throughout this research is “punctuation” the punctuation devices of our concern are the comma and the period. It may seem strange to consider punctuation as a cohesive device when writing, as it may seem to be dividing the writing up. It is through breaking up the writing into chunks and working to create a hierarchy of importance for the different parts of the text, punctuation is by far a good means to make connections so that the writing begins to take on an overall structure.

Based on the definition mentioned, the researcher concluded that tried analyze the indicators of writing in terms organization and content. As we know, there are five the indicators of writing but the researcher only choose organization and content, because in general descriptive text focus in content to make a text. Organization is important to make a text has correlation between paragraph one in another paragraph. As we know, at the tenth grade students in senior high school are the new students, that the students were focused produce and how to make a good writing. That is the reason of the researcher only choosed to analyze indicators of writing in terms of organization and content.

5. Kinds of text

According to Jasmansyah (2012: 1), there are 13 kinds of text, as follows:

1) Narrative

Purpose: To amuse/entertain the readers and to tell a story

2) Recount

Purpose: to retell something that happened in the past and to tell a series of past event

3) Descriptive

Purpose: to describe a particular person, place or thing in detail.

4) Report

Purpose: to presents information about something, as it is.

5) Explanation

Purpose: To explain the processes involved in the formation or working of natural or socio-cultural

6) Analytical Exposition

Purpose: To reveal the readers that something is the important case

7) Hortatory Exposition

Purpose: to persuade the readers that something should or should not be the case or be done

8) Procedure

Purpose: to help readers how to do or make something completely

9) Discussion

Purpose: to present information and opinions about issues in more one side of an issue ('For/Pros')

10) Review

Purpose: to critique or evaluate an art work or event for a public audience

11) Anecdote

Purpose: to share with others an account of an unusual or amusing incident

12) Spoof

Purpose: to tell an event with a humorous twist and entertain the readers

13) News Item

Purpose: to inform readers about events of the day which are considered newsworthy or important

6. The Concept of Discovery Method

Jerome Bruner, an American psychologist, was one of the founding fathers of constructivist theory. He made amazing contributions to human cognitive psychology and cognitive learning theory in educational psychology. Bruner was born in New York City and later educated at Duke University and Harvard. During World War II, Bruner worked as a social psychologist exploring propaganda public opinion and social attitudes for U.S. Army intelligence. After obtaining his PhD he became a member of faculty, serving as professor of psychology, as well as cofounder and director of the Center for Cognitive Studies. In 1961, Jerome Bruner introduced the discovery learning model to the public. Hu (2015: 1).

According to Richards and Rodgers in Abidin (2014: 110) Method is an overall plan for the orderly presentation of material, no part of which contradicts, and all of which is based upon, the selected approach. Brown in Abidin (2014: 111) said that “Method is a generalized set of classroom specifications for accomplishing objectives. Methods tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features of subject-matter objectives, sequencing and materials.”

Based on the 2013 curriculum, the definition of Discovery Learning is: *“Metode Discovery Learning adalah teori belajar yang didefinisikan sebagai proses pembelajaran yang terjadi bila pelajar tidak disajikan dengan pelajaran dalam bentuk akhirnya ,tetapi diharapkan siswa mengorganisasi sendiri”* (Mendikbud, 2013). According to Murphy, et.al (2010), Discovery learning is a learner centered mode of teaching most widely discussed by John Dewey and Jerome Bruner. In discovery learning students become active participants in learning by exploring concepts and answering their own questions through testing and experience.

Discovery learning is an inquiry-based learning technique, and is also considered as a constructivist approach in education. Its originator, Jerome Bruner, believed that practice in discovering for oneself teaches one to acquire information in a way that makes that information more readily viable in problem solving Bruner in Hu (2015). Students use their own experience and prior knowledge to explore facts and relationships. Exploring and manipulating objects, wrestling with questions and controversies, or performing experiments

are four ways that students communicate with the environment when using discovery learning Bruner in Hu (2015).

Another example of discovery learning is from Garelick in Prawerti, (2014: 4). He used this learning strategy in maths education, and asserted that “Aha” experiences and discoveries can and do occur when students are given explicit instructions as well as when working exercises. Procedural fluency does not exclude conceptual knowledge it leads ultimately to conceptual understanding and the two are key for applying mathematics to complex problems. He shared an example from his from the teacher’s honors geometry class. The teacher asked the class to find the perimeter of the triangle given the two angles, and length of one side. The key to solve this problem is to create a right triangle. But teacher did not let her student know this hint. She let students solve this problem until they realize they should get a right triangle.

Another opinion about Discovery Method by Martin (1972: 9) and Abidin (2014: 175), Discovery Method is;

- a) This method is to be contrasted with other method of learning, e.g., by being told, reading books, attending lectures, serving as an apprentice. With the Discovery Method, students are supposed to figure things out for themselves and arrive on their own at scientific findings which they might, with a more traditional approach, arrive at by reading, hearing a lecture, and so on.

- b) Definition of Discovery Method is learning process that serve for students while not clear or not complete to make students discover several information to need complete of material.

-Concept of Discovery Method

A basic concept of discovery learning is that teachers should facilitate instruction that allows students to discover pre determined outcomes according to the level of learning required by the curriculum standards. Hopefully, students will pose relevant questions such as “what if there was no light?” or “how does light move from place to place?” Discovery learning allows for deeper thought into the subject. Mandrin & Preckel in Bruner (2009: 5).

-Steps of Discovery Method by Syah in Abidin (2014: 177):

- a) Stimulation
- b) Problem statement
- c) Data collection
- d) Data processing
- e) Verification
- f) Generalization

According to Syah (2004: 244) in applying the Discovery Learning method in the classroom, there some procedures that should be implemented in the teaching and learning activities in general as follows:

Table 2.1 Step of Discovery Method

Step	Explanation
Stimulation	The teacher can show the pictures of some tourism objects and public places to the students and ask them to learn. It means the students should have imagine those places by giving such kind of the prior knowledge of genre text. Students who are less intelligent and have questions and pictures, it will stimulate the students mind to remember their experience
Problem Statement	The teacher gives the opportunity to the students select one the picture of tourism objects and public places that they may ever visited
Data Collection	The teachers also give the opportunity to the students to gather as much information as possible that is relevant to prove the hypothesis whether it is true or not (Syah, 2004: 244).
Data Processing	The teacher is by giving instruction to the students to write 2 paragraphs about description of a place that they already chosen.
Verification	The teacher is giving the materials and example about descriptive text to each of the student.
Generalization	The generalization / draw the conclusion stage is that the process of drawing a conclusion which can be used as a general principle and applies to all events or the same problem

(1) The first step is stimulation. Stimulation at this stage serves to provide the conditions of learning interactions that can develop and assist students in exploring materials. In this case Bruner in Mendikbud (2013) provides stimulation by using questioning technique. Related to the teaching writing skill especially in Descriptive text, the teacher asks the students a question for example “Have you ever gone to some tourism objects?” or “How does this tourism object look like?”.

(2) The second step is problem statement. It is giving an opportunity to the student to identify as many agenda as possible which are relevant to lesson material, then one of them is selected and formulated in the form of hypotheses (answers while the question of the problem) (Syah 2004: 244). In teaching writing for this stage. Each student should have one place to be selected. Selecting the picture of tourism objects or public places is based on their real experience with them. Then, the teacher asks the students to remember and imagine their experience in that place. The teacher also asks the students to make reason why they choose that picture. Finally the students write the problem statement, means their problem or experience with those places;

(3) The third step is data collection. When the exploration is ongoing. At this stage, the answer of hypothesis questions will be looked for to prove the truth of the hypothesis itself. In this stage, the teacher asks students to write a list what are their experiences, what are their activities in that place, or when it

happened. By finding in internet, going to the library, observing surrounding, or looking up to the picture, it processing is the activity of processing the data and information that has been obtained by the students either through interviews, observation, or others. Related to teaching writing, in this step the teacher asks the students to process their free writing to become a draft. Process here means classifying which sentence is able to be developed and which one is unable;

(4) Forth step is data processing. According to Syah (2004: 244) data role of the teacher is by giving instruction to the students to write 2 paragraphs about description of a place that they already chosen. They should pay attention for the grammatical, content, vocabulary, organization, and mechanic of the writing a descriptive text.

(5) The fifth step is verification. At this stage the students perform a careful examination to prove whether true or not the hypothesis determined by finding the alternatives and associated with the outcome of data processing (Syah, 2004: 244). In this phase, the role of the teacher is giving the materials and example about descriptive text to each of the student. Then, the teacher asks students to observe and study by themselves. By this step, the students have experience in discovering the concept, theory and rule by themselves. The teacher also lets the students to find out other information and other example about recount text from other sources. It can be from book or internet. By finding other information, it will help the students to strengthen their idea in developing their draft;

(6) The last step is generalization. The generalization / draw the conclusion stage is that the process of drawing a conclusion which can be used as a general principle and applies to all events or the same problem, with regard to the result of verification (Syah, 2004: 244).

The advantages and disadvantages of Discovery Method in teaching and learning process are:

The major advantages of discovery learning by Zvavanhu (2010:1)

- a) It makes children produce original ideas and stimulates imagination.
- b) Learning by discovery encourages divergent thinking flexibility of thoughts.
- c) Children can develop wider perspectives and insights so that they begin new relationships and patterns in which they discover new and original ways of doing things.
- d) Opportunities to free express and experiment with things is openly exposed to pupils who learn by Discovery Method.
- e) The ability to express oneself is therapeutic and experience develops self confidence and self actualisation.

The disadvantages of Discovery Method in teaching and learning process are:

However, Hanafi and Suhana in Prawerti (2009: 4) proposed some disadvantages of using Discovery Learning method. They are as follows:

(1) this method is based on the assumption that there is a readiness of mind to learn. It means the students should have the prior knowledge of genre text. The students who are less intelligent and have difficulty in thinking or expressing the relationships between concepts and the written text will be frustrated;

(2) discovery Learning is more suitable for developing understanding, while developing aspects of concepts, skills and overall emotions received less attention. Therefore, in teaching writing, it really needs method which can develop the concepts and skill;

(3) it does not provide opportunities for students to discover what they want, since the text or the material has already been chosen by the teacher. Overall process of discovery is based on the teacher guidance;

(4) teachers and students are already very familiar with the old style of teaching writing; therefore it will be disappointing method.

C. Conceptual Framework

The conceptual framework of the research illustrate as follows:

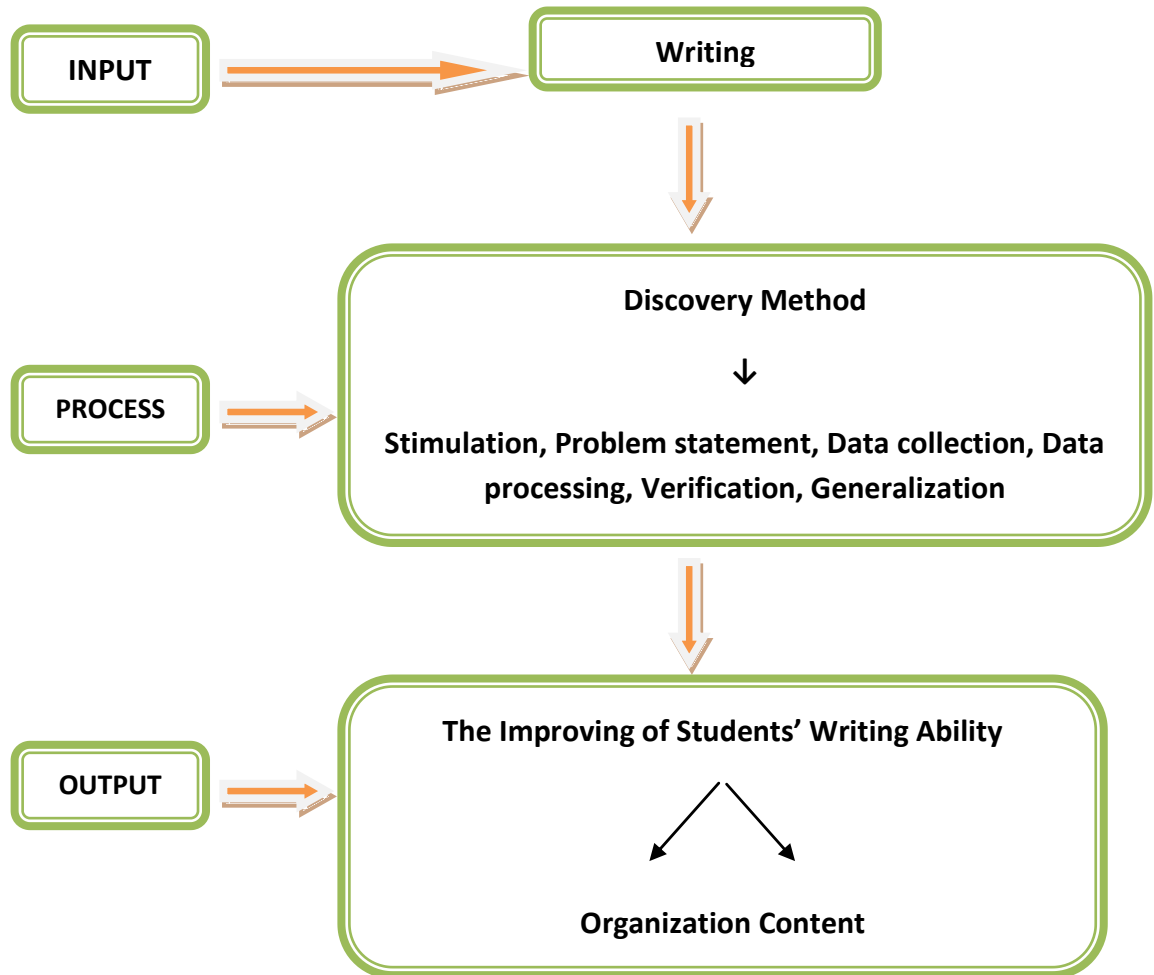


Figure 2.1. Conceptual Framework

* Input : Teaching Material

Before applied the method in the class, the researcher was given observation in the environment

* Process : Treatment given used Discovery Method

For the class experiment, the researcher applied Discovery Method as a method in learning process. The students were imagined one of person or place in descriptive text

Treatment

The researcher explained the treatment in every meeting in the following:

- The first meeting: the researcher was introduced and explained about definition of descriptive text, generic structure and the feature of descriptive text.
- The second meeting: the researcher was introduced Discovery Method to students as the method that will be used to teach the material. The researcher was given the material about describing person and then given an evaluation.
- The third meeting: the researcher was reviewed the material and give the students more explanation about describing person and how to describe it.
- The fourth meeting: the researcher was given the material about describing place used Discovery Method and given some example about place then the researcher was given evaluation to the students.
- The fifth meeting: the researcher was given the material about describing place used Discovery Method and given instruction to several

information as much as possible such as internet or news paper about place then the researcher was given evaluation to the students.

- The sixth meeting: the researcher was given the material about describing person and place used Discovery Method based on students' experiences and what they felt.
 - The seventh meeting: the researcher was given the material about describing person and place used Discovery Method and do the task and give evaluation about material.
- * Output : the learning outcome is students are able indicators of writing especially organization and content indescriptive text

The student has activity to present their works about descriptive text based on what they got information about the material.

D. The Hypothesis of Research

In this research, the researcher would like to find out whether the use of Discovery Method improve students' writing on descriptive text before and after giving treatment in the class. To accomplish this objective, the researcher proposes two hypotheses to be tasted:

1. Null Hypothesis (H0): the use of Discovery Method does not improve the students' writing descriptive text.
2. Alternative Hypothesis (H1): the use of Discovery Method improve the students' writing descriptive text.

CHAPTER III
RESEARCH METHOD

This chapter present design, population and sample, instrument of the research, data collection and data analysis.

A. Research Design

The researcher was used an experimental research, this research was pre-experimental research. The pre experimental design used non-randomized control group, the design was described as follows:

Table 3.1 Pattern of one group pre-test post-test

PRE TEST	TREATMENT	POST TEST
O1	X	O2

(Gay, 2006:362)

Note:

O1 = Pre test

Give the test to know the limited of students in writing skill especially descriptive text

O2 = Post test

Give the test to know the improve of students in writing skill especially descriptive text

X1 = Treatment by using Discovery Method

Apply the used of Discovery Method in writing

This test to know the effect of Discovery Method in writing descriptive text

B. Population and Sample

1. Population

The population of this research was tenth grade students of senior high school, the number of population was 35 students. There were 12 classes and every class consist 35 students. There are 420 students the total number of population at the Tenth Grade in SMAN 1 Sungguminasa.

2. Sample

The sample of this research was one class of at the grade tenth class of SMAN 1 Sungguminasa. There were 25 students as the sample of the research, that is total class (non-randomized) at the Tenth Grade in SMAN 1 Sungguminasa.

C. Variable and Indicators

1. Variable

This research consists of the following variables:

1. Discovery Method as independent variables X(X),
2. The students' writing skill and descriptive text as dependent variable (Y).

2. Indicators

The indicator of this research was used of Discovery Method in writing descriptive text that divided into two categories such as Content and Organization.

D. Research Instrument

The instrument of this research used a writing test, included that descriptive text work sheet. Harris (1969:71) states: “there are two basic kinds of test instrument used to measure the four language skills of the students, i.e. the objective test and essay test”. And the researcher decided to use essay test in the form of composition given to the objects of the research. The choice of the test type was based on the consideration that writing is a productive skill; it means that this activity shows someone’s ability to produce (write) something on a paper.

E. Procedure of Collecting Data

Mujis (2004:56) state that data collection is done by observing a situation, setting or interaction using the constructed instrument. To collect the data needed, the researcher uses procedure as follows:

a. Pre-test

The researcher was given pre test before treatment. The researcher was made the instrument that consisting of 5 questions essay test about describing person and describing place. The test answered by 25 students and the researcher was given the students 60 minutes to answer the questions. The researcher gives a pre-test to know the students’ prior knowledge in writing before treatment.

b. Post-test

After the researcher give a treatment for four times used Discovery Method. The researcher was given post-test to the students with the same time duration but the instrument has a different difficulty level than a pre-test. In a post-test the researcher given 5 questions essay test about describing person and describing place. The researcher gives post-test to know the students' development after conducting the treatment. Thus, the total meeting of this research is six times, it conclude pre-test, treatment, and post-test.

Scoring the result of the students' test had been classified as follows:

The researcher was correct the students writing based on the analogies scale for writing.

a. Content

Table 3.2 Criteria of Content

Score	Classification	Criteria
50	Excellent	-Meaning is conveyed effectively -Show a clear understanding of writing topic and main idea
40	Very Good	-Meaning is conveyed but breaks down at items -Show a good understanding of writing topic and main idea
30	Good	-Meaning is frequently clear unclear - Show some understanding of writing topic and main idea, less development
20	Poor	-Meaning is unclear -Show little evidence of discourse understanding
10	Very Poor	-No complete sentence are written -No evidence of concept of writing

(Harmer, 2008)

b. Organization

Table 3.3 Criteria of Organization

Score	Classification	Criteria
50	Excellent	-Organization is appropriate to write assignment and contains clear introduction, development of idea and conclusion -Transition from one idea to another idea is smooth and provides rider with clear understanding the topic is changing
40	Very Good	-Events are organization logically, but some part of the sample may not be fully developed -Some transition of idea evidence
30	Good	-Organization may be extremely simple or there may be evidence of disorganization - There are few transitional markers or repetitive transitional markers
20	Poor	-Sample is compared if only a few disjointed sentence -No transitional marker
10	Very Poor	-No complete sentence are written -No evidence of concept of writing

(Harmer, 2008)

F. Technique of Data Analysis

The data was collected through quantitative analysis. The researcher uses a procedure as follows:

1. To score the students' answer of test, the researcher will use formula.

$$Scoring = \frac{Correct\ answer\ score}{Maximum\ score} \times 10$$

(Sudijono in Herni, 2016: 32)

Classifying the students score which falls into seven classification:

Table 3.4Classifying the students score

No	Classification	Score
1	Excellent	9.6-10
2	Very good	8.6-9.5
3	Good	7.6-8.5
4	Fairly good	6.6-7.5
5	Fair	5.6-6.5
6	Poor	3.6-5.5
7	Very poor	0-3.5

(Depdikbud, 2004)

2. Calculating the mean score by using the following formula:

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

Where: \bar{X} = Mean Score

$\sum X$ = Total Score

N = The number of students

(Gay, 2006:449)

3. Finding out the significant difference between the pretest and posttest by calculating the value of the test.

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

Where:

\bar{D} = Deviation

$\sum D$ = The sum of total score of significance

N = the number of subject

$$SD = \sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}$$

Where:

S = Standard deviation

ΣX = Total row score

N = Number of students

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

Where:

SD = Standard deviation

t = Test of significance

\bar{D} = Different between the matcher pairs

D = Mean of Deviation

ΣD = The sum of total score of significance

ΣD^2 = The square of ΣD

N = Number of students

(Gay, 1981:331)

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

The findings obtained through writing test in the tenth grade students of SMAN 1 Sungguminasa were presented as follows:

1. The Improvement of Students' Writing on Descriptive Text in term of Content

The findings of this research presented the result description of the research through the distribution score of pre-test and post-test in terms of content and organization achievement by using Discovery Method. It showed from mean score of the students in pre-test and post-test.

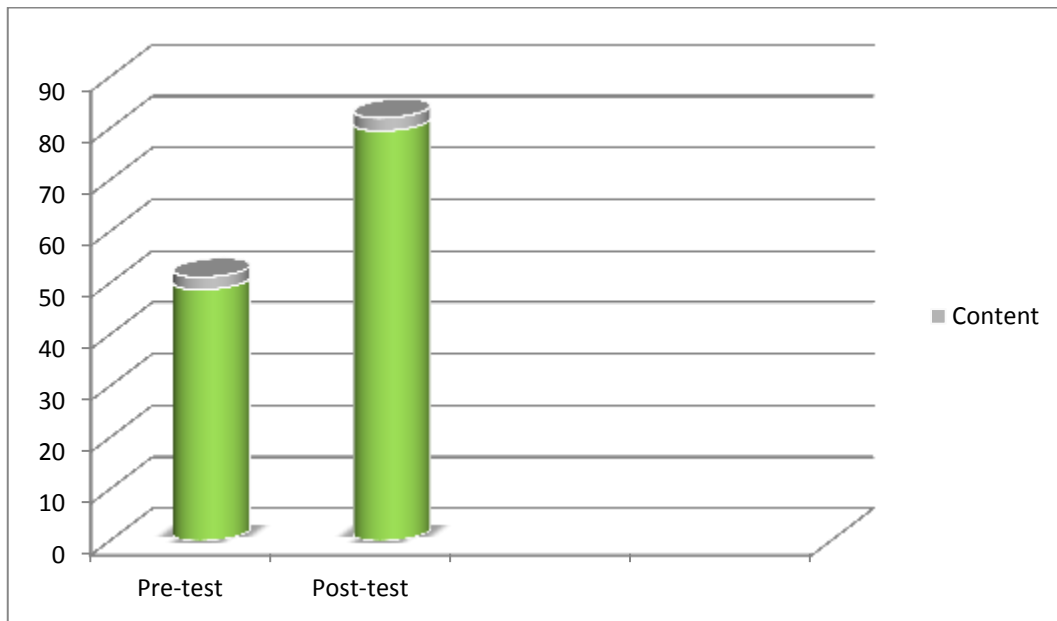
a. The Students' Content Achievement in Writing Descriptive Text

The students' content achievement as indicator in writing descriptive text the result of the students' of pre-test and post-test in this research could be seen in the following table:

Table 4.1: The Students' Content Achievement in Pre-test and Post-test

Indicator	Mean Score	
	Pre-test	Post-test
Content	48.8	79.6

Table 4.1 showed that the mean score of the students in pre-test was 48.8 and the mean score of the students in post-test was 79.6.



Graphic 4.1: The Students' Content Achievement in Pre-test and Post-test

Graphic 4.1 shows that the percentage improvement of pre-test to post-test was 63,11%. That was seen by improvement of the students in writing descriptive text in terms of content from pre-test with mean score 48.8 to post-test with the mean score was 79,6, The students' content achievement in writing descriptive text.

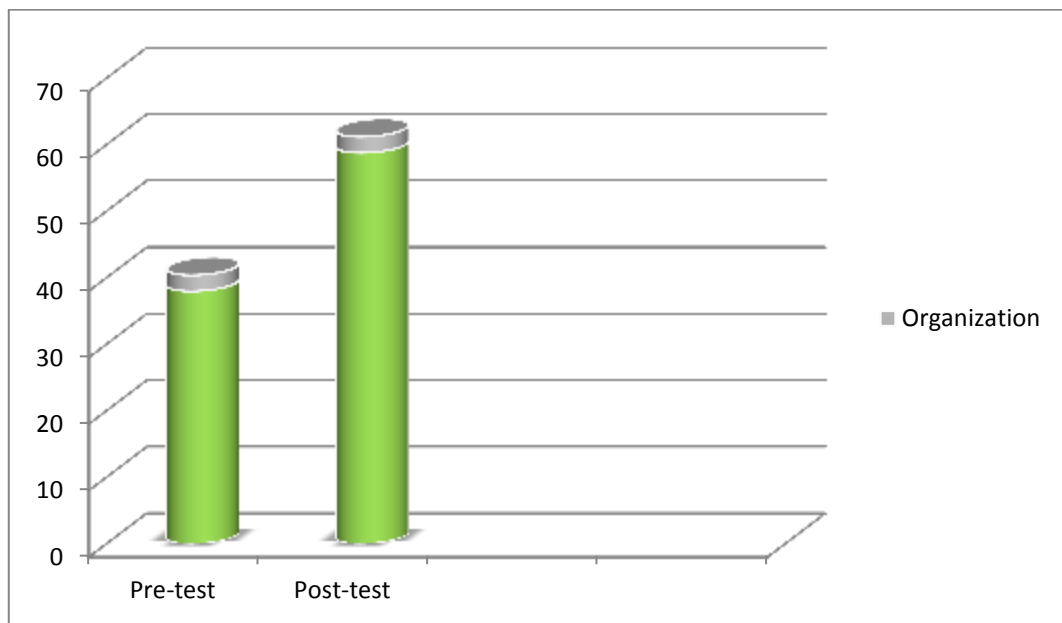
2. The Improvement of Students' Writing on Descriptive Text in term of Organization

The students' organization achievement as indicator in writing the result of the students' of pre-test and post-test in this research could be seen in the following table:

Table 4.2: The Students' Organization Achievement in Pre-test and Post-test

Indicator	Mean Score	
	Pre-test	Post-test
Organization	38	58.8

Table 4.2 showed that the mean score of the students in pre-test was 37.14 and the mean score of the students in post-test was 61.29.



Graphic 4.2: The Students' Organization Achievement in Pre-test and Post-test

Graphic 4.2 shows that the percentage improvement nt of pre-test to post-test was 54,73%.That was seen by improvement of the students in writing descriptive text in terms of content from pre-test with mean score 38 to post-test with the mean score was 58.8.

Table 4.3: The Classification of Sample Content in Pre-test and Pots-test

No.	Classification	Pre-Test	Post-test
-----	----------------	----------	-----------

		F	%	F	%
1	Excellent	0	0	4	16
2	Very good	0	0	4	16
3	Good	2	8	7	28
4	Fairly good	4	16	7	28
5	Fair	2	8	3	12
6	Poor	11	44	0	0
7	Very poor	6	24	0	0

Table 4.3 showed that before giving treatment by using Discovery Method, in pre-test there were only 2 (8%) out of 25 students was classified into Good scores, 4 (16%) out of 25 students was classified into Fairly good scores, 2 (8%) out of 25 students was classified into Fair scores. 11(44%) out of 25 students was classified into Poor scores, and 6 (24%) out of 25 students was classified into Very poor scores.

Table 4.4: The Classification of Sample Organization in Pre-test and Pots-test

No.	Classification	Pre-Test		Post-test	
		F	%	F	%
1	Excellent	0	0	0	0
2	Very good	0	0	0	0
3	Good	0	0	0	0
4	Fairly good	6	24	7	28
5	Fair	0	0	18	72
6	Poor	15	60	0	0
7	Very poor	4	16	0	0

Table 4.3 showed that before giving treatment by using Discovery Method, in pre-test there were only 6 (24%) out of 45 students was classified into Fairly good scores, 15 (60%) out of 25 students was classified into Poor scores, and 4 (16%) out of 25 students was classified into Very poor scores.

After giving treatment, there is improvement in post test 7 (28%) out of 25 students was classified into Fairly good scores, and 18 (72%) out of 25 students was classified into Fair scores.

The hypothesis was tested by using inferential analysis. In this case, the researcher used t-test (test of significance) for independent variable test, that is the test to know the significant difference between the result of students' mean scores in pretest and posttest, the writer used t-test analysis on the level of significance (α)= 0.05 with the degree of freedom (df)= N-1, where N= number of subject (35

students) then the value of t-table was 2.08 the t-test statistical analysis for independent sample applied.

The result of the data analysis t-test of the students' writing descriptive text using Discovery Method table below:

Table 4.5 The Comparison of T-test and T-table Scores of Students' Writing Descriptive Text

Variables	T-test	T-table	Description
Content	2.42	1.711	Significance
Organization	2.28	1.711	Significance
X	4.7	1.711	

Table 4.5 shows that the value of the t-test is higher than the value of t-table. T-test value of content was greater than t-table ($2.42 > 1.711$) and t-test value of organization was greater than t-table ($2.28 > 1.711$). The result of t-test in writing descriptive text was greater than t-table ($4.7 > 1.711$).

The value of the t-test was greater than t-table. The score in variable of writing descriptive text was ($4.7 > 1.711$). It is said that the null hypothesis (H_0) rejected and the alternative hypothesis (H_i) accepted. It means that there is a significance difference between the results of students' writing descriptive text using Discovery Method after treatment.

If the t-test value was higher than t-table at the level of significance 0.05 and degree freedom ($df=25$ ($N-1=25-1$)), thus the alternative hypothesis (H_i) accepted

and null hypothesis (Ho) rejected. In contrary, if the value is lower than t-table at the level of significance 0.05 and the degree freedom 25, thus the alternative hypothesis rejected and null hypothesis accepted.

B. Discussion

The description the analysis of the data from writing test as explanation in the previous section shows that the students' writing descriptive text in terms of content and organization. It examines the result of treatment teaching and learning process toward the effectiveness by using Discovery Method as a method in develop students' writing descriptive text at the tenth grade student of SMAN 1 Sungguminasa, which is conducted with pre-test, treatment and post-test.

The students' mean score after treatment by using Discovery Method in teaching writing descriptive text better than before the treatment is given to the students. Before giving treatment, the students' writing descriptive text in terms of content and organization are poor. After giving the treatment, their writing is significantly improved and categorized as very good especially in writing descriptive text.

1. Students' Writing Descriptive Text in term of Content used Discovery Method

Students' writing descriptive text is supported by the mean score of students on pre-test and post-test in content was 48.8 and 79.6. Before applying the

use of Discovery method the students could not decide clearly identified the content by providing strong evidence, detail relating to the main idea. But, after used Discovery Method the student easily for decided the main idea on content.

After calculating the students' score of the indicator of content in pre-test and post-test also explain the classification of students' improvement of writing descriptive text. In pre-test there were 6 (23.1%) students fairly good, 15 (57.7%) students got poor, 5 (19.2%) got very poor, and none of the students got good, got excellent, and very good. After doing treatment, the students' score classification are changed 15 (57.7%) students got excellent, 3 (11.5%) got very good, 7 (26.9%) got fairly good, and 1 (3.8%) got very poor then none of them got good, and very poor.

Based on the finding above in applying using Discovery Method as a media in teaching writing especially descriptive text, the data is collected through the test as explains in the previous finding sections shows that the students writing achievement in content is significantly improved. that before giving treatment by using Discovery Method, in pre-test there were only 2 (8%) out of 25 students was classified into Good scores, 4 (16%) out of 25 students was classified into Fairly good scores, 2 (8%) out of 25 students was classified into Fair scores. 11(44%) out of 25 students was classified into Poor scores, and 6 (24%) out of 25 students was classified into Very poor scores.

2. Students' Writing Descriptive Text in term of Organization

Students' writing descriptive text is supported by the mean score of students on pre-test and post-test in organization was 38 and 58.8. Before applying the use of Discovery Method the students could not clearly identify the organization by providing strong evidence, word and meaning. But, after Discovery Method the student easily found word and the meaning.

After calculating the students' score of the indicator of organization in pre-test and post-test also explained the classification of students' improvement of writing descriptive text. That before giving treatment by using Discovery Method, in pre-test there were only 6 (24%) out of 45 students classified into Fairly good scores, 15 (60%) out of 25 students was classified into Poor scores, and 4 (16%) out of 25 students was classified into Very poor scores.

Based on the finding above in applying using Discovery Method as a method in teaching writing especially descriptive text, the data was collected through the test as explained in the previous finding sections shows that the students' writing achievement in organization is significantly improved. After giving treatment, there is improvement in post test 7 (28%) out of 25 students was classified into Fairly good scores, and 18 (72%) out of 25 students was classified into Fair scores. Therefore, it can be concluded that using Discovery Method could improve the students' writing descriptive text.

Through the result of pre-test and post-test, the result of t-test value of the level of the significant = 2.42, degree of the freedom (df)=25 indicated that t-table value was 1.711 and t-test value 2.28. Therefore, it could be concluded that statistically hypothesis of H_1 is accepted and the statistically hypothesis of H_0 is rejected. It

means that the used of Discovery Method in teaching writing descriptive text could improve students' writing especially in writing descriptive text.

By seeing the effectiveness of the students' content and organization achievement in learning writing descriptive text. It is concluded that the use of Discovery Method to developed students' writing descriptive text in terms of content and organization. It could be showed from the students' writing pre-test and post-test. In pre-test some students were difficult to answer the questions and find out the main idea of the content and organization. But, the students in post-test were easy to answer the questions. Then, found the main idea and understood the meaning of organization.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consisted of two sections, they were conclusion and suggestions. Conclusion dealing with the finding of this research based on data analysis and discussion on the previous chapter, while suggestions deal with the researchers' recommendations.

A. Conclusions

Based on the research findings and discussion in the previous chapter and looking at the result of this research, the researcher made conclusion as follows:

1. The use of Discovery Method improve students' writing on descriptive text at the tenth grade of SMAN 1 in term of content and organization after using Discovery Method was significant. It is proofed by the improvement of the students' in term of content in writing (2.42)
2. The use of Discovery Method improve students' writing on descriptive text at the tenth grade of SMAN 1 in term of organization after using Discovery Method was significant. It is proofed by the improvement of the students' in term of organization is completeness (2.28)

B. Suggestions

1. It is suggested that the English teacher should be more creative and innovative to select the teaching method to deliver their material in the class. Discovery Method is effective method to apply in the class because depend of students' imagination what they feel and think. Teacher is able to use another sources to get information such as internet, news paper, magazine, book, television or another application.
2. For the next researcher, particularly does who have the same problem and interested in conducting research, it is suggested that this study can be a reference. Hopefully, there will be any further researcher of how to complete this technique or method in writing descriptive text.

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APPENDIX A.

PRE TEST AND POST TEST

Pre test

Essay Writing

1. Where is Losari beach located?
2. Describe your favorite teacher?
3. Describe some place that you want to visit?
4. Picture of Raisa



Make a descriptive text about this picture

5. Picture of Syekh Yusuf Park



Make a descriptive text about this picture

Post test

Essay Writing

1. Describe your school?
2. Describe yourself based on the fact?
3. Describe your best friend?
4. Picture of Cristiano Ronaldo



Make a descriptive text about this picture

5. Picture of Losari Beach



Make a descriptive text about this picture

APPENDIX B.

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMAN 1 Sungguminasa
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/1
Materi pokok	:Teks deskriptif lisan dan tulis sederhana, tentang orang, tempat wisata dan bangunan bersejarah terkenal
Alokasi Waktu	: 4 × 45 menit (2x Pertemuan)

A. Kompetensi Inti SMA kelas X :

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. 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
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya 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.

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

B. Kompetensi dasar dan Indikator

Kompetensi Dasar

Pertemuan Pertama

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, melaksanakan Komunikasi fungsional
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

Pertemuan Kedua

- 4.8 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

Indikator

Pertemuan Pertama

- 1.1.1 Semangat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional
- 2.3.1 Datang tepat waktu dalam setiap kegiatan pembelajaran menyelesaikan tugas teks deskriptif
- 3.7.1 Mencari dan membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang dengan penuh percaya diri, bertanggung jawab, dan kerjasama yang baik.

Pertemuan Kedua

- 4.8.1 Mencari gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang orang dengan penuh percaya diri dan bertanggung jawab.

C. Tujuan pembelajaran :

Pertemuan 1

1. Peserta didik terampil menganalisis dan menangkap makna teks deskripsi lisan dan tulis sederhana tentang orang/tempat
2. Peserta didik terampil menggunakan ungkapan dengan struktur teks yang runtut, unsur kebahasaan yang benar dan sesuai konteks
3. Peserta didik terampil mencari dan menemukan informasi dari berbagai sumber

Pertemuan 2

1. Peserta didik terampil mencocokkan makna sesuai gambar dan menyunting teks deskripsi lisan dan tulis sederhana tentang orang/tempat

2. Peserta didik terampil melaksanakan komunikasi transaksional dan fungsional dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut, unsur kebahasaan yang benar dan sesuai konteks
3. Peserta didik terampil memilih informasi mengenai descriptive text

D. Materi Pembelajaran

Materi Pokok: **Teks deskriptif lisan dan tulis sederhana tentang orang dan tempat**

1. Definition of descriptive text

Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

2. The Generic Structure of Descriptive Text

Descriptive text has structure as below:

Identification; identifying the phenomenon to be described.

Description; describing the phenomenon in parts, qualities, or/and characteristics.

3. The Language Feature of Descriptive Text

Using attributive and identifying process.

Using adjective and classifiers in nominal group.

Using simple present tense

4. Fungsi sosial

Mendeskripsikan seseorang baik dari segi penampilan, sifat, maupun kebiasaan dalam kehidupan sehari-hari.

Mendeskripsikan tempat baik dari segi keindahan, keadaan, dan situasi di sekitarnya

5. Struktur teks

Penyebutan nama orang/tempat dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

Penyebutan sifat seseorang dan bagiannya.

Penyebutan keadaan tempat dan bagiannya

Penyebutan tindakan dari atau terkait dengan orang/tempat.

6. Unsur kebahasaan

Kata benda yang terkait dengan orang/tempat

Kata sifat terkait dengan *orang/tempat*

Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Rujukan kata

E. Metode Pembelajaran

- Discovery Method

F. Media, Alat, dan Sumber Pembelajaran:

1. Media : Video berisi deskripsi tentang orang/tempat, teks deskriptif tentang orang/tempat, Power Point Presentation, dan Internet
2. Alat : Laptop, LCD, dan Handphone
3. Sumber Belajar :Suara Guru, www.dailyenglish.com,
http://americanenglish.state.gov/files/ae/resource_files

G. Langkah-langkah pembelajaran

Pertemuan pertama

KEGIATAN	DESKRIPSI KEGIATAN
PENDAHULUAN	<ul style="list-style-type: none"> • Peserta didik merespon salam dan pertanyaan dari guru berhubungan dengan kondisi siswa dan kelas • Peserta didik merespon pertanyaan dari guru tentang keterkaitan pengetahuan sebelumnya dengan materi yang akan dipelajari • Untuk memberikan motivasi peserta didik dalam pembelajaran teks deskriptif, guru menampilkan contoh teks deskriptif yang disertai gambar mengenai cerita teks deskriptif tersebut • Peserta didik disiapkan untuk mengikuti pelajaran tentang teks deskriptif dengan menanyakan teks cerita deskriptif yang pernah mereka baca. • Peserta didik menerima informasi tentang tujuan pembelajaran dan manfaat pembelajaran teks deskriptif dan menerima cakupan materi dan penjelasan uraian kegiatan sesuai dengan silabus
INTI	<p>Observing</p> <ul style="list-style-type: none"> • Peserta didik membaca teks deskripsi tentang orang dan tempat. Setelah itu peserta didik menonton video tentang deskripsi seseorang yang ditayangkan guru. • Peserta didik menirukan contoh pengucapan kalimat-kalimat dalam video tentang deskripsi seseorang tersebut dengan bimbingan guru. • Peserta didik belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskripsi

	<p>yang dibaca.</p> <p>Questioning</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, peserta didik mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan. • Peserta didik mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang orang dan tempat. <p>Associating</p> <ul style="list-style-type: none"> • Peserta didik melaporkan hasil belajar pada tahap mengamati dan ditanggapi oleh peserta didik yang lain • Peserta didik membacakan teks deskriptif tentang orang yang sudah dibawa dengan pengucapan, tekanan kata dan intonasi yang tepat <p>Communicating</p> <ul style="list-style-type: none"> • Peserta didik menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar.
PENUTUP	<ul style="list-style-type: none"> • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran; Contoh : Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class? • Guru melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual

	<ul style="list-style-type: none"> • Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
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Pertemuan kedua

KEGIATAN	DESKRIPSI KEGIATAN
PENDAHULUAN	<ul style="list-style-type: none"> • Peserta didik merespon salam dan pertanyaan dari guru berhubungan dengan kondisi siswa dan kelas • Peserta didik merespon pertanyaan dari guru tentang keterkaitan pengetahuan sebelumnya dengan materi yang akan dipelajari • Untuk memberikan motivasi peserta didik dalam pembelajaran teks deskriptif, guru menampilkan contoh teks deskriptif yang disertai gambar mengenai cerita teks deskriptif tersebut • Peserta didik disiapkan untuk mengikuti pelajaran tentang teks deskriptif dengan menanyakan teks cerita deskriptif yang pernah mereka baca. • Peserta didik menerima informasi tentang tujuan pembelajaran dan manfaat pembelajaran teks deskriptif dan menerima cakupan materi dan penjelasan uraian kegiatan sesuai dengan silabus
INTI	<p>Observing</p> <ul style="list-style-type: none"> • Peserta didik menonton video tentang deskripsi seseorang yang ditayangkan guru. • Peserta didik menirukan contoh pengucapan kalimat-kalimat dalam video tentang deskripsi tempat tersebut dengan

	<p>bimbingan guru.</p> <ul style="list-style-type: none"> • Peserta didik belajar mencari informasi terkait seseorang dan tempat wisata yang terkenal. <p>Questioning</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, peserta didik mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan. • Peserta didik mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang orang dan tempat. <p>Associating</p> <ul style="list-style-type: none"> • Peserta didik melaporkan hasil belajar pada tahap mengamati dan ditanggapi oleh peserta didik yang lain • Peserta didik membacakan teks deskriptif tentang tempat yang sudah dibawa dengan pengucapan, tekanan kata dan intonasi yang tepat <p>Communicating</p> <ul style="list-style-type: none"> • Peserta didik menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar.
PENUTUP	<ul style="list-style-type: none"> • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran; Contoh : Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?

	<ul style="list-style-type: none"> • Guru melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual • Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
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H. Penilaian hasil pembelajaran

- **JENIS/INSTRUMEN/RUBRIK**

TASK I

Mencari informasi seseorang dan sebuah tempat wisata yang terkenal, kemudian mendeskripsikan orang/tempat yang ada.

Soal:

Writing : Collecting information. It can be a personal photograph and one of popular place photograph. Write and describe the people and the place.

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TASK II

Borobudur Temple

Borobudur is Hindu – Buddhist temple. It was build in the nineth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia. Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Budist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire adifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

Analyzing the Text (Generic Structure Analysis):

Identification; identifying the phenomenon to be described in general; Borobudur temple

Description; describing the Borobudur temple in parts; eight terraces of Borobudur temple and its characteristics

Language Feature Analysis

Using adjective and classifiers; valuable

Using simple present tense; Borobudur is well-known, The temple is constructed, etc

TASK III

MAKASSAR

Makassar is the provincial capital of South Sulawesi, Indonesia, and the largest city on Sulawesi Island. From 1971 to 1999, the city was named Ujung Pandang, after a pre-colonial fort in the city, and the two names are often used interchangeably. The port city is located at 5°8'S 119°25'E, on the southwest coast of the island of Sulawesi, facing the Makassar strait. Its area is 175.77 km² and has population of around 1.4 million. Makassar is home to several prominent landmarks including the 16th century Dutch fort Fort Rotterdam, Trans Studio Makassar the third largest indoor theme park in the world and the Karebosi Link the first underground shopping center in Indonesia. Makassar has several famous traditional foods. The most famous is Coto Makassar. It is a stew made from the mixture of nuts and spices with beef parts which include beef brain, tongue and intestine. Konro rib dish is also popular traditional food in Makassar. Both Coto Makassar and Konro are usually eaten with Burasa, glutinous rice with coconut milk and sauted coconut granule. In addition, Makassar is the home of pisang epe, or pressed bananas. These are bananas which are pressed, grilled, and covered with palm sugar sauce and

sometimes eaten with Durian. Many street vendors sell pisang epe, especially around the area of Losari beach.

ESSAY WRITING

Answer the question:

- a. Where is Makassar located? Answer key: Makassar is located on South Sulawesi.
- b. Based on the text, what is the biggest city on Sulawesi Island? Answer key: the biggest city on Sulawesi Island is Makassar.
- c. What is the old name of Makassar? Answer key: the old name Makassar is Ujung Pandang.
- d. According to the text, what is the first underground shopping center in Indonesia? Answer key: the first underground shopping center in Indonesia is Karebosi Link.
- e. What is the most well-known food in Makassar? Answer key: the most well-known food in Makassar is Coto Makassar.

Rubrik untuk penilaian kinerja (performans)

c. Content

Score	Classification	Criteria
50	Excellent	-Meaning is conveyed effectively -Show a clear understanding of writing topic and main idea
40	Very Good	-Meaning is conveyed but breaks down at

		items -Show a good understanding of writing topic and main idea
30	Good	-Meaning is frequently clear unclear - Show some understanding of writing topic and main idea, less development
20	Poor	-Meaning is unclear -Show little evidence of discourse understanding
10	Very Poor	-No complete sentence are written -No evidence of concept of writing

d. Organization

Score	Classification	Criteria
50	Excellent	-Organization is appropriate to write assignment and contains clear introduction, development of idea and conclusion -Transition from one idea to another idea is smooth and provides rider with clear understanding the topic is changing
40	Very Good	-Events are organization logically, but some part of the sample may not be fully developed -Some transition of idea evidence
30	Good	-Organization may be extremely simple or there may be evidence of disorganization

		- There are few transitional markers or repetitive transitional markers
20	Poor	-Sample is compared if only a few disjointed sentence -No transitional marker
10	Very Poor	-No complete sentence are written -No evidence of concept of writing

Sungguminasa, Juli 2017

Mengetahui:

Nur Inna Annisa
NIM: 10535558013

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMAN 1 Sungguminasa

Mata Pelajaran : Bahasa Inggris

Kelas/Semester	: X/1
Materi pokok	:Teks deskriptif lisan dan tulis sederhana, tentang orang, tempat wisata dan bangunan bersejarah terkenal
Alokasi Waktu	: 4 × 45 menit (2x Pertemuan)

A. Kompetensi Inti SMA kelas X :

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. 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
3. 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.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi dasar

Pertemuan Ketiga

- 4.9 Menyunting teks deskriptif lisan dan tulis sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Pertemuan Keempat

- 4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal dengan memperhatikan struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

Indikator:

Pertemuan Ketiga

- 4.9.1 Mencari teks deskriptif lisan dan tulis sederhana tentang orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Pertemuan Keempat

- 4.10.1 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang dengan memperhatikan struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Tujuan pembelajaran :

Pertemuan Ketiga

1. Peserta didik terampil menemukan generic structure dan menyusun teks deskripsi lisan dan tulis sederhana tentang orang/tempat
2. Peserta didik terampil melaksanakan komunikasi transaksional dan fungsional dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut, unsur kebahasaan yang benar dan sesuai konteks
3. Peserta didik terampil mengembangkan informasi descriptive text yang ada dari berbagai sumber

Pertemuan Keempat

1. Peserta didik terampil menemukan makna dan mengembangkan teks deskripsi lisan dan tulis sederhana tentang orang/tempat
2. Peserta didik terampil melaksanakan komunikasi transaksional dan fungsional dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut, unsur kebahasaan yang benar dan sesuai konteks
3. Peserta didik terampil menyusun descriptive text sesuai dengan informasi yang ada

D. Materi Pembelajaran

Materi Pokok: Teks deskriptif lisan dan tulis sederhana tentang orang dan tempat

1. Definition of descriptive text

Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

2. The Generic Structure of Descriptive Text

Descriptive text has structure as below:

Identification; identifying the phenomenon to be described.

Description; describing the phenomenon in parts, qualities, or/and characteristics.

3. The Language Feature of Descriptive Text

Using attributive and identifying process.

Using adjective and classifiers in nominal group.

Using simple present tense

4. Fungsi sosial

Mendeskripsikan seseorang baik dari segi penampilan, sifat, maupun kebiasaan dalam kehidupan sehari-hari.

Mendeskripsikan tempat baik dari segi keindahan, keadaan, dan situasi di sekitarnya

5. Struktur teks

Penyebutan nama orang/tempat dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

Penyebutan sifat seseorang dan bagiannya.

Penyebutan keadaan tempat dan bagiannya

Penyebutan tindakan dari atau terkait dengan orang/tempat.

6. Unsur kebahasaan

Kata benda yang terkait dengan orang/tempat

Kata sifat terkait dengan *orang/tempat*

Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Rujukan kata

E. Metode Pembelajaran

- Discovery Method

F. Media, Alat, dan Sumber Pembelajaran:

- a. Media : Video berisi deskripsi tentang orang/tempat, teks deskriptif tentang orang/tempat, Power Point Presentation, dan Internet
- b. Alat : Laptop, LCD, Handphone, dan Speaker Active
- c. Sumber Belajar : Suara Guru, www.dailyenglish.com, http://americanenglish.state.gov/files/ae/resource_files

G. Langkah-langkah pembelajaran

Pertemuan ketiga

KEGIATAN	DESKRIPSI KEGIATAN
PENDAHULUAN	<ul style="list-style-type: none"> • Peserta didik merespon salam dan pertanyaan dari guru berhubungan dengan kondisi siswa dan kelas • Peserta didik merespon pertanyaan dari guru tentang keterkaitan pengetahuan sebelumnya dengan materi yang akan dipelajari • Untuk memberikan motivasi Peserta didik dalam pembelajaran teks deskriptif, guru menampilkan contoh teks deskriptif yang disertai gambar mengenai cerita teks deskriptif tersebut • Peserta didik disiapkan untuk mengikuti pelajaran tentang teks

	<p>deskriptif dengan menanyakan teks cerita deskriptif yang pernah mereka baca.</p> <ul style="list-style-type: none"> • Peserta didik menerima informasi tentang tujuan pembelajaran dan manfaat pembelajaran teks deskriptif dan menerima cakupan materi dan penjelasan uraian kegiatan sesuai dengan silabus
INTI	<p>Observing</p> <ul style="list-style-type: none"> • Peserta didik membacakan teks deskriptif dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat. • Peserta didik berpasangan membaca teks deskriptif lain untuk menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif yang dibaca. • Peserta didik menyunting beberapa teks deskripsi lisan dan tulis tentang orang/tempat yang diberikan guru dari segi struktur dan unsur kebahasaan. • Peserta didik menyusun sebuah teks deskripsi sederhana tentang orang/tempat yang ingin dideskripsikan. <p>Questioning</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, peserta didik mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan. • Peserta didik mempertanyakan generic structure, informasi rinci dan informasi tertentu dari teks deskriptif tentang orang dan tempat. <p>Associating</p>

	<ul style="list-style-type: none"> • Peserta didik menganalisis dengan membandingkan berbagai teks yang menggambarkan tentang orang dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan. • Peserta didik mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. <p>Communicating</p> <ul style="list-style-type: none"> • Peserta didik memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.
PENUTUP	<ul style="list-style-type: none"> • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris • Guru melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individu membaca beberapa teks deskripsi tentang orang/tempat wisata. • Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

Pertemuan keempat

KEGIATAN	DESKRIPSI KEGIATAN
PENDAHULUAN	<ul style="list-style-type: none"> • Peserta didik merespon salam dan pertanyaan dari guru berhubungan dengan kondisi siswa dan kelas • Peserta didik merespon pertanyaan dari guru tentang keterkaitan pengetahuan

	<p>sebelumnya dengan materi yang akan dipelajari</p> <ul style="list-style-type: none"> • Untuk memberikan motivasi Peserta didik dalam pembelajaran teks deskriptif, guru menampilkan contoh teks deskriptif yang disertai gambar mengenai cerita teks deskriptif tersebut • Peserta didik disiapkan untuk mengikuti pelajaran tentang teks deskriptif dengan menanyakan teks cerita deskriptif yang pernah mereka baca. • Peserta didik menerima informasi tentang tujuan pembelajaran dan manfaat pembelajaran teks deskriptif dan menerima cakupan materi dan penjelasan uraian kegiatan sesuai dengan silabus
INTI	<p>Observing</p> <ul style="list-style-type: none"> • Peserta didik membacakan teks deskriptif dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat. • Peserta didik berpasangan membaca teks deskriptif lain untuk menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif yang dibaca. <p>Questioning</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, peserta didik mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan. • Peserta didik mempertanyakan generic structure, informasi rinci dan informasi tertentu dari teks deskriptif tentang orang dan tempat <p>Associating</p> <ul style="list-style-type: none"> • Peserta didik menganalisis dengan

	<p>membandingkan berbagai teks yang menggambarkan tentang orang dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan.</p> <ul style="list-style-type: none"> • Peserta didik mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. <p>Communicating</p> <ul style="list-style-type: none"> • Peserta didik saling mendeskripsikan orang/tempat yang pernah dikenalnya • Menyampaikan hasil tentang orang/tempat sesuai dengan informasi yang didapat mengenai seseorang atau tempat. • Berkelompok, peserta didik menyusun teks deskripsi tentang orang/tempat sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya.
PENUTUP	<ul style="list-style-type: none"> • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Peserta didik menuliskan permasalahan dalam menggunakan bahasa Inggris • Guru melakukan kegiatan tindak lanjut dalam bentuk menuliskan manfaat dari metode yang digunakan dalam proses belajar mengajar

H. Penilaian hasil pembelajaran

- **JENIS/INSTRUMEN/RUBRIK**

TASK I

TASK II



Comedian Sule “Prikitiw” His full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia. Sule was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learn Javanese.

Sule is very unique. His hair is long with brown and yellow colour. He has oval face, flat nose and slanting eyes. People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiling even belly laughing. Sule plays in several TV shows such as Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung Sule. He also can sing very well. He has very famous song entitled Susis (Suami Sieun Istri)

ESSAY WRITING

Answer the question:

1. Write descriptive text about Sule in another sentence above!
2. Identify generic structure your descriptive text!
3. Find out the formula in your descriptive text!
4. What you use (source) to get information about Sule?
5. What do you think about comedian?

TASK III

At the end of this chapter, ask yourself the following questions to know how effective your learning process is.

- a. Can you identify the information in the descriptive text?
- b. Do you know the type of language structure that you can use to describe a person?
- c. Can you describe a person or place following the structure of a descriptive text?

If your answer is 'no' to one of these questions, see your teacher and discuss with him/her on how to make you understand and be able to tell or write about a person or place description better.

Rubrik penilaian content dan organization:

a. Content

Score	Classification	Criteria
50	Excellent	-Meaning is conveyed effectively -Show a clear understanding of writing topic and main idea
40	Very Good	-Meaning is conveyed but breaks down at items -Show a good understanding of writing topic and main idea
30	Good	-Meaning is frequently clear unclear - Show some understanding of writing topic and main idea, less development
20	Poor	-Meaning is unclear -Show little evidence of discourse understanding
10	Very Poor	-No complete sentence are written -No evidence of concept of writing

b. Organization

Score	Classification	Criteria
50	Excellent	-Organization is appropriate to write

		<p>assignment and contains clear introduction, development of idea and conclusion</p> <p>-Transition from one idea to another idea is smooth and provides rider with clear understanding the topic is changing</p>
40	Very Good	<p>-Events are organization logically, but some part of the sample may not be fully developed</p> <p>-Some transition of idea evidence</p>
30	Good	<p>-Organization may be extremely simple or there may be evidence of disorganization</p> <p>- There are few transitional markers or repetitive transitional markers</p>
20	Poor	<p>-Sample is compared if only a few disjointed sentence</p> <p>-No transitional marker</p>
10	Very Poor	<p>-No complete sentence are written</p> <p>-No evidence of concept of writing</p>

Mengetahui:

Nur Inna Annisa
NIM: 10535558013

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMAN 1 Sungguminasa

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/1

Materi pokok :Teks deskriptif lisan dan tulis sederhana, tentang orang, tempat wisata dan bangunan bersejarah terkenal

Alokasi Waktu : 4 × 45 menit (2x Pertemuan)

A. Kompetensi Inti SMA kelas X :

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. 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
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya 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.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi dasar

Pertemuan Kelima

- 3.13 Menganalisis perbedaan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dan teks *explanation*, sesuai dengan konteks penggunaannya.

Pertemuan Keenam

- 4.17 Menyebutkan perbedaan dan persamaan teks deskriptif dan teks *explanation*, dilihat dari fungsi sosial, struktur teks, dan unsur kebahasaannya.

Indikator:

Pertemuan Kelima

- 4.9.1 Mencari perbedaan teks deskriptif dan teks *explanation* dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Pertemuan Keenam

- 4.10.1 Menyusun teks deskriptif dan teks *explanation* dengan memperhatikan struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Tujuan pembelajaran :

Pertemuan Kelima

1. Peserta didik terampil menemukan teks deskriptif dan teks *explanation* dari media cetak

2. Peserta didik terampil mengembangkan informasi descriptive text dan text explanation yang ada dari berbagai sumber

Pertemuan Keenam

1. Peserta didik terampil menemukan makna dan mengembangkan teks deskripsi dan teks explanation
2. Peserta didik terampil menyusun descriptive text dan text explanation sesuai dengan informasi yang ada

D. Materi Pembelajaran

Materi Pokok: Teks deskriptif lisan dan tulis sederhana tentang orang dan tempat

1. Definition of descriptive text

Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

2. The Generic Structure of Descriptive Text

Descriptive text has structure as below:

Identification; identifying the phenomenon to be described.

Description; describing the phenomenon in parts, qualities, or/and characteristics.

3. The Language Feature of Descriptive Text

Using attributive and identifying process.

Using adjective and classifiers in nominal group.

Using simple present tense

4. Fungsi sosial

Mendeskripsikan seseorang baik dari segi penampilan, sifat, maupun kebiasaan dalam kehidupan sehari-hari.

Mendeskripsikan tempat baik dari segi keindahan, keadaan, dan situasi di sekitarnya

5. Struktur teks

Penyebutan nama orang/tempat dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

Penyebutan sifat seseorang dan bagiannya.

Penyebutan keadaan tempat dan bagiannya

Penyebutan tindakan dari atau terkait dengan orang/tempat.

6. Unsur kebahasaan

Kata benda yang terkait dengan orang/tempat

Kata sifat terkait dengan *orang/tempat*

Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Rujukan kata

E. Metode Pembelajaran

- Discovery Method

F. Media, Alat, dan Sumber Pembelajaran:

- Media : Video berisi deskripsi tentang orang/tempat, teks deskriptif tentang orang/tempat, Power Point Presentation, dan Internet
- Alat : Laptop, LCD, Handphone, dan Speaker Active
- Sumber Belajar : Suara Guru, www.dailyenglish.com,
http://americanenglish.state.gov/files/ae/resource_files

G. Langkah-langkah pembelajaran

Pertemuan kelima

KEGIATAN	DESKRIPSI KEGIATAN
PENDAHULUAN	<ul style="list-style-type: none">• Peserta didik merespon salam dan pertanyaan dari guru berhubungan dengan kondisi siswa dan kelas• Peserta didik merespon pertanyaan dari guru tentang keterkaitan pengetahuan sebelumnya dengan materi yang akan dipelajari• Untuk memberikan motivasi Peserta didik dalam pembelajaran teks deskriptif, guru menampilkan contoh teks deskriptif yang disertai gambar mengenai cerita teks deskriptif tersebut• Peserta didik disiapkan untuk mengikuti pelajaran tentang teks deskriptif dengan menanyakan teks cerita deskriptif yang pernah mereka baca.• Peserta didik menerima informasi tentang tujuan pembelajaran dan manfaat pembelajaran teks deskriptif dan menerima cakupan materi dan penjelasan uraian kegiatan sesuai dengan silabus
INTI	Observing <ul style="list-style-type: none">• Peserta didik membacakan teks deskriptif dan teks explanation dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat.• Peserta didik berpasangan membaca teks deskriptif dan teks explanation lain untuk menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif yang dibaca.• Peserta didik menyunting beberapa teks deskripsi dan teks explanation lisan dan tulis

	<p>tentang orang/tempat yang diberikan guru dari segi struktur dan unsur kebahasaan.</p> <ul style="list-style-type: none"> • Peserta didik menyusun sebuah teks deskripsi dan teks explanation sederhana tentang orang/tempat yang ingin dideskripsikan. <p>Questioning</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, peserta didik mempertanyakan antara lain perbedaan antar berbagai teks deskripsi dan teks explanation yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan. • Peserta didik mempertanyakan generic structure, informasi rinci dan informasi tertentu dari teks deskriptif tentang orang dan tempat. <p>Associating</p> <ul style="list-style-type: none"> • Peserta didik menganalisis dengan membandingkan berbagai teks yang menggambarkan tentang orang dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan. • Peserta didik mengelompokkan teks deskripsi dan teks explanation sesuai dengan fungsi sosialnya. <p>Communicating</p> <ul style="list-style-type: none"> • Peserta didik memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.
PENUTUP	<ul style="list-style-type: none"> • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran

	<ul style="list-style-type: none"> • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris • Guru melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individu membaca beberapa teks deskripsi tentang orang/tempat wisata. • Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
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Pertemuan keenam

KEGIATAN	DESKRIPSI KEGIATAN
PENDAHULUAN	<ul style="list-style-type: none"> • Peserta didik merespon salam dan pertanyaan dari guru berhubungan dengan kondisi siswa dan kelas • Peserta didik merespon pertanyaan dari guru tentang keterkaitan pengetahuan sebelumnya dengan materi yang akan dipelajari • Untuk memberikan motivasi Peserta didik dalam pembelajaran teks deskriptif, guru menampilkan contoh teks deskriptif yang disertai gambar mengenai cerita teks deskriptif tersebut • Peserta didik disiapkan untuk mengikuti pelajaran tentang teks deskriptif dengan menanyakan teks cerita deskriptif yang pernah mereka baca. • Peserta didik menerima informasi tentang tujuan pembelajaran dan manfaat pembelajaran teks deskriptif dan menerima cakupan materi dan penjelasan uraian kegiatan sesuai dengan silabus
INTI	Observing

	<ul style="list-style-type: none"> • Peserta didik membacakan teks deskriptif dan teks explanation dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat. • Peserta didik berpasangan membaca teks deskriptif dan teks explanationlain untuk menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif yang dibaca. <p>Questioning</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, peserta didik mempertanyakan antara lain perbedaan antar berbagai teks deskripsi dan teks explanation yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan. • Peserta didik mempertanyakan generic structure, informasi rinci dan informasi tertentu dari teks deskriptif dan teks explanation tentang orang dan tempat <p>Associating</p> <ul style="list-style-type: none"> • Peserta didik menganalisis dengan membandingkan berbagai teks yang menggambarkan tentang orang dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan. • Peserta didik mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. <p>Communicating</p> <ul style="list-style-type: none"> • Peserta didik saling mendeskripsikan orang/tempat yang pernah dikenalnya • Menyampaikan hasil tentang orang/tempat sesuai dengan informasi yang didapat mengenai seseorang atau tempat. • Berkelompok, peserta didik
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	menyusun teks deskripsi tentang orang/tempat dan teks explanation sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya.
PENUTUP	<ul style="list-style-type: none"> • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Peserta didik menuliskan permasalahan dalam menggunakan bahasa Inggris • Guru melakukan kegiatan tindak lanjut dalam bentuk menuliskan manfaat dari metode yang digunakan dalam proses belajar mengajar • Guru menginformasikan rencana kegiatan Post Test untuk pertemuan berikutnya.

H. Penilaian hasil pembelajaran

- **JENIS/INSTRUMEN/RUBRIK**

TASK I

MAKASSAR

Makassar is the provincial capital of South Sulawesi, Indonesia, and the largest city on Sulawesi Island. From 1971 to 1999, the city was named Ujung Pandang, after a pre-colonial fort in the city, and the two names are often used interchangeably. The port city is located at 5°8'S 119°25'E, on the southwest coast of the island of Sulawesi, facing the Makassar strait. Its area is 175.77 km² and has population of around 1.4 million. Makassar is home to several prominent landmarks including the 16th century Dutch fort Fort Rotterdam, Trans Studio Makassar the third largest indoor theme park in the world and the Karebosi Link the first underground shopping center in Indonesia. Makassar has several famous traditional foods. The most famous is Coto Makassar. It is a stew made from the mixture of nuts and spices with beef parts which include beef brain, tongue and intestine. Konro rib dish is also popular traditional food in Makassar. Both Coto Makassar and Konro are usually eaten with Burasa, glutinous rice with coconut milk and sauted coconut

granule. In addition, Makassar is the home of pisang epe, or pressed bananas. These are bananas which are pressed, grilled, and covered with palm sugar sauce and sometimes eaten with Durian. Many street vendors sell pisang epe, especially around the area of Losari beach.

ESSAY WRITING

Answer the question:

- a. Where is Makassar located? Answer key: Makassar is located on South Sulawesi.
- b. Based on the text, what is the biggest city on Sulawesi Island? Answer key: the biggest city on Sulawesi Island is Makassar.
- c. What is the old name of Makassar? Answer key: the old name Makassar is Ujung Pandang.
- d. According to the text, what is the first underground shopping center in Indonesia? Answer key: the first underground shopping center in Indonesia is Karebosi Link.
- e. What is the most well-known food in Makassar? Answer key: the most well-known food in Makassar is Coto Makassar.

TASK II

What is different between Descriptive Text and Text Explanation and give the example

Rubrik penilaian content dan organization:

a. Content

Score	Classification	Criteria
50	Excellent	-Meaning is conveyed effectively -Show a clear understanding of writing topic and main idea
40	Very Good	-Meaning is conveyed but breaks down at items -Show a good understanding of writing topic and main idea
30	Good	-Meaning is frequently clear unclear - Show some understanding of writing topic and main idea, less development
20	Poor	-Meaning is unclear -Show little evidence of discourse understanding
10	Very Poor	-No complete sentence are written -No evidence of concept of writing

b. Organization

Score	Classification	Criteria
50	Excellent	<ul style="list-style-type: none"> -Organization is appropriate to write assignment and contains clear introduction, development of idea and conclusion -Transition from one idea to another idea is smooth and provides rider with clear understanding the topic is changing
40	Very Good	<ul style="list-style-type: none"> -Events are organization logically, but some part of the sample may not be fully developed -Some transition of idea evidence
30	Good	<ul style="list-style-type: none"> -Organization may be extremely simple or there may be evidence of disorganization - There are few transitional markers or repetitive transitional markers
20	Poor	<ul style="list-style-type: none"> -Sample is compared if only a few disjointed sentence -No transitional marker
10	Very Poor	<ul style="list-style-type: none"> -No complete sentence are written -No evidence of concept of writing

Sungguminasa, Juli 2017

Mengetahui:

Nur Inna Annisa
NIM: 10535558013

APPENDIXE C.

TEACHING MATERIAL AND INSTRUMENTS

Descriptive text

Descriptive text is a text that describes a particular person, place or thing.

The Generic Structure Descriptive Text:

a. Identification

It means that, this part introduce to the subject of the description

b. Description

In this part gives detail of the characteristic feature of the subject

The Feature of Descriptive Text:

a. Use simple present tense

b. Use adjective

c. Use Relating Verb

d. focus in one object alone

Example:

My House



My House is divided into two floors. On downstairs, I have all the important parts of the house such as the kitchen, bathrooms, storage room and parking garage. On upstairs I have one room where I keep the washer and dryer and one big terrace. Downstairs, the floor is divided in eight rooms, four of them are bedrooms, and the others two are bathrooms and then one kitchen and one dining room. In my bedroom, I have a lot of things inside, such as a television, a play stations, and many trophies.

In my sister's bedroom, there is a computer and in the other two bedrooms are for my parent and my other sister. Normally we eat in everywhere we want, but on Sunday we eat together in the dining room. I really love my house, the place where we could share everything together.

APPENDIX D

The Result of Students' Score on Pre-Test and Post-Test

1. The Students' **Content** achievement Scores

The Number of Sample	Pre-Test	Post-Test
1	70	80
2	40	80
3	40	70
4	40	70
5	60	80
6	30	70
7	30	70
8	50	70
9	30	90
10	30	80
11	50	70
12	50	80
13	60	70
14	50	60
15	70	80
16	60	90
17	50	90
18	40	80
19	30	60
20	40	60
21	70	100
22	40	100

23	80	100
24	30	90
25	80	100
Total	1220	1990

2. The Students' **Organization** achievement Scores

The Number of Sample	Pre-Test	Post-Test
1	50	60
2	30	60
3	30	50
4	30	50
5	40	60
6	30	50
7	30	50
8	40	50
9	30	60
10	30	60
11	40	50
12	40	60
13	40	50
14	40	50
15	50	60
16	40	70

17	40	70
18	40	60
19	30	50
20	30	50
21	40	70
22	30	70
23	60	70
24	30	70
25	60	70
Total	950	1470

APPENDIX E

The result of student' Mean score on pre-test and post-test

1. The students' mean score of **content**

The Number of Sample	X1	X1 ²	X2	X2 ²
1	70	4900	80	6400
2	40	1600	80	6400
3	40	1600	70	4900
4	40	1600	70	4900

5	60	3600	80	6400
6	30	900	70	4900
7	30	900	70	4900
8	50	2500	70	4900
9	30	900	90	8100
10	30	900	80	6400
11	50	2500	70	4900
12	50	2500	80	6400
13	60	3600	70	4900
14	50	2500	60	3600
15	70	4900	80	6400
16	60	3600	90	8100
17	50	2500	90	8100
18	40	1600	80	6400
19	30	900	60	3600
20	40	1600	60	3600
21	70	4900	100	10000
22	40	1600	100	10000
23	80	6400	100	10000
24	30	900	90	8100
25	80	6400	100	10000
ΣX	1220	65800	1990	162300
X	48.8	2632	79.6	6492

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

2. The students' mean score of **Organization**

The Number of Sample	X1	X1 ²	X2	X2 ²
1	50	2500	60	3600
2	30	900	60	3600
3	30	900	50	2500
4	30	900	50	2500
5	40	1600	60	3600
6	30	900	50	2500
7	30	900	50	2500
8	40	1600	50	2500
9	30	900	60	3600
10	30	900	60	3600
11	40	1600	50	2500
12	40	1600	60	3600
13	40	1600	50	2500
14	40	1600	50	2500
15	50	2500	60	3600
16	40	1600	70	4900
17	40	1600	70	4900
18	40	1600	60	3600
19	30	900	50	2500

20	30	900	50	2500
21	40	1600	70	4900
22	30	900	70	4900
23	60	3600	70	4900
24	30	900	70	4900
25	60	3600	70	4900
ΣX	950	38100	1470	88100
X	38	1524	58.8	3524

$$X = \frac{\Sigma X}{N}$$

APPENDIXE F.

1. Scoring Classification of the students' content pretest and posttest

The number of student	Content			
	Pre-test	Classification	Post-test	Classification
1	70	Fairly good	80	Good
2	40	Poor	80	Good
3	40	Poor	70	Fairly good
4	40	Poor	70	Fairly Good
5	60	Fairly good	80	Good
6	30	Very poor	70	Fairly good
7	30	Very poor	70	Fairly good
8	50	Poor	70	Fairly good
9	30	Very poor	90	Very Good
10	30	Very poor	80	Good
11	50	Poor	70	Fairly good

12	50	Poor	80	Good
13	60	Fair	70	Fairly Good
14	50	Poor	60	Fair
15	70	Fairly good	80	Good
16	60	Fair	90	Very good
17	50	Poor	90	Very good
18	40	Poor	80	Good
19	30	Very poor	60	Fair
20	40	Poor	60	Fair
21	70	Fairly good	100	Excellent
22	40	Poor	100	Excellent
23	80	Good	100	Excellent
24	30	Very poor	90	Very good
25	80	Good	100	Excellent

2. Scoring Classification of the students' organization pretest and posttest

The number of student	Organization			
	Pre-test	Classification	Post-test	Classification
1	50	Poor	60	Fair
2	30	Poor	60	Fair
3	30	Poor	50	Fair
4	30	Poor	50	Fair
5	40	Fairly good	60	Fair
6	30	Fairly good	50	Fair

7	30	Poor	50	Fair
8	40	Poor	50	Fair
9	30	Poor	60	Fair
10	30	Very poor	60	Fair
11	40	Very poor	50	Fair
12	40	Poor	60	Fair
13	40	Fairly good	50	Fair
14	40	Poor	50	Fair
15	50	Poor	60	Fair
16	40	Very poor	70	Fairly good
17	40	Poor	70	Fairly good
18	40	Poor	60	Fair
19	30	Fairly good	50	Fair
20	30	Fairly Good	50	Fair
21	40	Fairly good	70	Fairly good
22	30	Poor	70	Fairly good
23	60	Poor	70	Fairly good
24	30	Poor	70	Fairly good
25	60	Very poor	70	Fairly good

APPENDIXE G

The calculation of the student score on pre-test and post-test

a. Content

The Number of Sample	Pre-test(X1)		Post-test(X2)		X2-X1	
	X1	(X1) ²	X2	(X2) ²	D(X2-X1)	D(X2-X1) ²
1	70	4900	80	6400	10	1500
2	40	1600	80	6400	40	4800
3	40	1600	70	4900	30	3300
4	40	1600	70	4900	30	3300
5	60	3600	80	6400	20	2800
6	30	900	70	4900	40	4000
7	30	900	70	4900	40	4000
8	50	2500	70	4900	20	2400
9	30	900	90	8100	60	7200
10	30	900	80	6400	50	5500
11	50	2500	70	4900	20	2400
12	50	2500	80	6400	30	3900
13	60	3600	70	4900	10	1300
14	50	2500	60	3600	10	1100

15	70	4900	80	6400	10	1500
16	60	3600	90	8100	30	4500
17	50	2500	90	8100	40	5600
18	40	1600	80	6400	40	4800
19	30	900	60	3600	30	2700
20	40	1600	60	3600	20	2000
21	70	4900	100	10000	30	5100
22	40	1600	100	10000	60	8400
23	80	6400	100	10000	20	3600
24	30	900	90	8100	60	7200
25	80	6400	100	10000	20	3600
Total	1220	65800	1990	162300	770	96500

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}} = 2.42$$

Calculating the t-test analysis of content

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

$$t = \frac{30.8}{\sqrt{\frac{96.500 - \frac{(770)^2}{25}}{25(25-1)}}$$

$$t = \frac{30.8}{\sqrt{\frac{96.500 - \frac{(592.900)}{25}}{25(24)}}$$

$$t = \frac{30.8}{\sqrt{\frac{96.500 - 23.71}{600}}}$$

$$t = \frac{30.8}{\sqrt{\frac{96476.29}{600}}}$$

$$t = \frac{30.8}{\sqrt{160.79}}$$

$$t = \frac{30.8}{12.68}$$

$$t = 2.42$$

b. Organization

The Number of Sample	Pre-test(X1)		Post-test(X2)		X2-X1	
	X1	(X1) ²	X2	(X2) ²	D(X2-X1)	D(X2-X1) ²
1	50	2500	60	3600	10	1100
2	30	900	60	3600	30	2700
3	30	900	50	2500	20	1600
4	30	900	50	2500	20	1600
5	40	1600	60	3600	20	2000
6	30	900	50	2500	20	1600
7	30	900	50	2500	20	1600
8	40	1600	50	2500	10	900
9	30	900	60	3600	30	2700
10	30	900	60	3600	30	2700
11	40	1600	50	2500	10	900
12	40	1600	60	3600	20	2000
13	40	1600	50	2500	10	900
14	40	1600	50	2500	10	900
15	50	2500	60	3600	10	1100
16	40	1600	70	4900	30	3300
17	40	1600	70	4900	30	3300
18	40	1600	60	3600	20	2000
19	30	900	50	2500	20	1600
20	30	900	50	2500	20	1600
21	40	1600	70	4900	30	3300
22	30	900	70	4900	40	4000

23	60	3600	70	4900	10	1300
24	30	900	70	4900	40	4000
25	60	3600	70	4900	10	1300
Total	950	38100	1470	88100	520	50000

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}} = 2.28$$

Calculating the t-test analysis of Organization

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

$$t = \frac{20.8}{\sqrt{\frac{50.000 - \frac{(520)^2}{25}}{25(25-1)}}$$

$$t = \frac{20.8}{\sqrt{\frac{50.000 - \frac{(270.400)}{25}}{25(24)}}$$

$$t = \frac{20.8}{\sqrt{\frac{50.000 - 10.81}{600}}$$

$$t = \frac{20.8}{\sqrt{\frac{49989.19}{600}}}$$

$$t = \frac{20.8}{\sqrt{83.31}}$$

$$t = \frac{20.8}{9.12}$$

$$t = \mathbf{2.28}$$

APPENDIXE H

The percentage of the students' improvement on pre-test and post-test

1. Content

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

$$P = \frac{79.6 - 48.8}{48.8} \times 100\%$$

$$P = \frac{30.8}{48.8} \times 100\%$$

$$P = 63.11\%$$

2. Organization

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

$$P = \frac{58.8 - 38}{38} \times 100\%$$

$$P = \frac{35.09}{38} \times 100\%$$

$$P = 54.73 \%$$

APPENDIX I.

Distribution of t-table

Critical value of t-table Level of significance for one-tailed test

Df	α (level of significance) (<i>one-tailed test</i>)					
	0.25	0.10	0.05	0.025	0.01	0.005
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032

6	0.718	1.440	1.943	2.447	3.143	3.707
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.169
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.145	2.624	2.977
15	0.690	1.341	1.753	2.131	2.602	2.947
16	0.689	1.337	1.746	2.120	2.583	2.921
17	0.688	1.333	1.740	2.110	2.567	2.899
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.687	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.325	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.829
23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.064	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.7798
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	1.980	2.358	2.617

(Gay, 1981)

Df = N-1

Df = 25-1

Df = 24 → t-table for (α) = 0.05 = 1.711

APPENDIXE J.

DOCUMENTASION





CURRICULUM VITAE



NUR INNA ANNISA, she was born 17th of april, 1995 in Sungguminasa, Gowa. She lives at Jl. Sirajuddin Rani, Bontobontea No. 24. She is the last child of her parents, Indrajaya Tate and Norma. She has two brother and one sister. Her hobby is watching badminton sport. She started her study at elementary school at the SD Inpres Macciniayo in 2002 and finished 2007. She continued her study at SMPN 4 Sungguminasa in 2007 and she finished in 2010. Then, she continued her study at SMAN 1 Pallangga in 2010 and finished in 2013. And then she continued her study the S1 program of English Education Department of Muhammadiyah University of Makassar (UNISMUH) in academic year 2013/2014. In senior high school she joined organization namely : OSIS. Then, during a study at Muhammadiyah University of Makassar she also active in the class. She also ever joined english Course in Elang community in 2014. She got many experinces from that course. she graduade from Muhammadiyah University of Makassar, she wishes to share her knowledge to the other people.