



**DEVELOPING TEACHING MATERIAL OF DESCRIPTIVE
TEXT WRITING FOR EIGHTH GRADERS OF JUNIOR HIGH
SCHOOL**

**(A Case of the Eighth Grade Students of SMP Kesatrian 1 Semarang in the
Academic Year 2015/2016)**

A final project
submitted in partial fulfilment of the requirements
for the degree of *Sarjana Pendidikan*
in English

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DECLARATION OF ORIGINALITY

I Nabiella Syifarani hereby declare that this final project entitled DEVELOPING TEACHING MATERIAL OF DESCRIPTIVE TEXT WRITING FOR EIGHTH GRADERS OF JUNIOR HIGH SCHOOL is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references.

Semarang, February 17, 2016



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APPROVAL

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MOTTO AND DEDICATION

All you need in this life is ignorance and confidence then success is sure (Mark Twain)

To my beloved parents (Bapak Suharso and Ibu Widiyati), my beloved brother (Ikrar), and all of my friends who always support me.

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The last, there is nothing perfect in this world and this final project is not an exception. The writer realizes that there are many weaknesses in this final project. Therefore, suggestions and criticisms are always needed for betterment. The writer hopes this final project will be useful for all the readers both of English teacher or English students.

ABSTRACT

Syifarani, Nabiella. 2016. *Developing Teaching Material of Descriptive Text Writing For Eight Grades of Junior High School. (A Case of the Eight Grade Students of SMP Kesatrian 1 Semarang in the Academic Year 2015/2016)* Final Project, English Department. Languages and Arts Faculty. Semarang State University. Advisor: Dr. Abdurrachman Faridi, M.Pd.

Keywords : Developing, Teaching Material, Module, Descriptive Text.

This final project is about developing media for teaching descriptive text. The objectives of this study are to explain the process of developing descriptive text module and to describe the influence of the module descriptive text. The Research and Development (R & D) method was conducted by having preliminary survey, need analysis, designing and developing the prototype of the product, conducting limited testing and product validation, having a revision process and describing the research result. The subjects of the study were the second grade students of SMP Kesatrian 1 Semarang in the academic year of 2015/2016. The instruments used were questionnaires, interview guideline and test. According to the interview with the English teacher of SMP Kesatrian 1 Semarang, it can be concluded that the student's module descriptive text was needed to influences the students in class. The results of the students' test by using Module as the descriptive teaching media, and also the assessment from the experts were very good. It could be concluded that Module Descriptive Text has a good prospect to be used in the descriptive text teaching and learning process. As suggestion, the teachers should maintain the writing practices on a regular frequent basis so that the students will not get difficulties every time they are asked to write, and for the future researcher should maximize the use of media in the teaching and learning process. Realizing that media can work better with the help of any techniques, the future researcher should apply the interesting techniques in using Module as media.

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CHAPTER I

INTRODUCTION

This chapter deals with the introduction which consists of the background of the study, the reasons for choosing the topic, the research problem, the purpose of the study, the significance of the study, and the outline of the study.

1.1 Background of the Study

Language is basically a means of communication in which people express their feelings, ideas, opinions, and desires. There are many languages in the world and each language is different from one to another. People must be able to master at least one language in order to make a relation to others. Language is also acts as a mean of establishing and maintaining relationship with other people. Without language, human will get difficulties when they want to share or express what they are thinking and feeling, people will be difficult to communicate with other people. Therefore, the importance of language cannot be separated from human lives.

One of the languages which are very important and necessary to learn is English. English is an international language that is used broadly in the world. English is known as one of the international languages. Many people from all parts in the world use English as their first or even their second language. English has an important role in kinds of fields. It is used in tourism, business, politics, education,

science, etc. Therefore, mastering English is very important, moreover in this global era.

Richard and Rodgers (1986:167) they said “Latin was most widely studied as foreign language five hundred years ago. However, English has become the most widely studied foreign language today”. English is one of international languages. English as the one of language is very important in this world because it becomes an international language and as global language which is learned by countries in this world to increase the prosperity of those country itself.

Globalization era makes English must be taught in school. The Indonesia government curriculum has informed that all school in Indonesia has to teach English. Additionally, English has to be mastered by students and it causes government in Indonesia makes English is not only a lesson which must be learnt by students of Indonesia but it is also as one of the subject in state examination in Indonesia.

In Indonesian school, students are required to learn language to write different text types. There are some types of text that should be learned by tenth graders, they are: Recount, Narrative, Procedural, News Item and Descriptive. One way that can be used to find out students’ knowledge about English is by analyzing the students’ text/writing.

Heaton (1975:149) says that writing is one of the four language skills. Those are reading, writing, listening and speaking. Writing and speaking are productive skills. That means they involve producing language rather than receiving it.

Furthermore, there are so many children have a difficulties to write writing text in English. They have difficulties to making sentence. However,students can have different difficulties and problems in learning English. They can make different mistakes in English pronunciation, grammar, and vocabulary usage.

Based on the standard competence of the eighth grade of Junior High School, in the twelfth standard competence, it is stated that:

6. Understanding meaning of functional written text and the simple short essay in descriptive and recount form that related with immediate environment.

And in the point 6.2 of basic competence, it is stated that:

6.2. Responding the meaning in short and simplest written functional texts accurately, fluently, and acceptable related around us.

Based on those standard competence and basic competence above, the writers choose text. The text is Descriptive Text. It is because, this genre are familiars enough to them. Descriptive text is a kind of text which describes particularthing, animal, person, or others. (Wardiman, 2008: 122).

This kind of text seems boring to be learnt by the students since it is characteristics that should describe something.However, descriptive text actually has many benefits in the future. It is a must for the students to master this kind of text.The boring materials that are usually gotten by the students make them lazier in understanding the materials, especially about descriptive that is usually in the form of long text with many adjectives. However, it is needed to find solution to solve this

problem and this research is going to help it by producing new alternative materials of descriptive text.

As Stated in Choosing and Using Teaching and Learning Materials (2004:7). Teaching Materials is anpart of curriculum planning and delivery in preschool and school. Children and students come into contact with a vast array of print, visual and multimedia materials in their daily lives. Educators also have a duty of care to ensure that the teaching and learning materials with which children and students are presented, or towards which they are directed, are appropriate to their development growth and relevant to the achievement of appropriate learning outcomes. Hopefully this learning material will come in useful and provide alternatives in teaching, especially teaching English, and specifically teaching descriptive text.

1.2 Reasons for Choosing the Topic

The reasons why the researcher chooses this topic are:

- a. Writing is one of the basic skills that have to be learnt at eight grades of junior high school.
- b. The genre that is chosen in this reseach is descriptive text since eighth grades Junior High School students are learning this genre and mostly find it difficult to write into sentences and into good paragraph.The writer hopes the students will be able to practice to write texts more easily through this genre since it is closely related with their lives.

- c. The function module in this research to give alternative for teachers finding the teaching material about descriptive text that can help them transfer their knowledge to their students better.

1.3 Research Problem

The problem presented in this study can be formulated as follows:

- a. How is the materials developed for teaching descriptive text in SMP Kesatrian 1?
- b. What is the influence of using the descriptive texts material developed to the students achievement on writing competence?

1.4 Purpose of the Study

Based on the research question above, the purposes of this study are:

- a. To develop the material of Descriptive text for teaching descriptive text in SMP Kesatrian 1 Semarang.
- b. To describe the influence of using the descriptive text module to developed the students achievement on writing competence.

1.5 Significance of the Study

This final project is actually directed to give the significance for two major areas, which are theoretically for the development of the scientific advance and practically for the students and practitioners especially the teacher in conducting the English teaching and learning.

Theoretically, this study is hopefully can give alternative of Descriptive text materials so that the teacher can bring new atmosphere in the teaching-learning process. Furthermore, it is expected that this study can be a reference for those who want to conduct the similar studies.

Practically, this research is hopefully useful for the students, teachers, and school. For students, hopefully the students interest in learning English. By developing the materials that are developed based on the students condition, it is hopefully can help to improve the students learning achievement. For the teachers, can hopefully become reference for teachers for improving their teaching materials and can use the products during the teaching-learning process. It may also be new alternative in delivering materials for the students. And giving new information for teachers related to delivering teaching materials so that teachers can always focus on achieving the learning objectives. For school, the result can giving contribution for school in fixing the teaching learning process for improving the students achievement, especially in learning English.

1.6 The Outline of the Report

This study is divided into five chapters. The first chapter discusses the introduction that consists of the background of the study, the reasons for choosing the topic, the research problem, the purpose of the study, the significance of the study, and the outline of the study.

The second chapter deals with the review of the related literature which consists of the previous studies, the theoretical background of the study, and the framework of the present study.

The third chapter is about the methods of investigation. This chapter consists of the research design, the subject of the study, the research variables, the types of data, the instrument for collecting data, the method of collecting data, and the method of analysing data.

The fourth chapter presents the results of the study. This chapter discusses the general description, the detail results including data analysis, and the discussion based on the research findings.

The last chapter presented in this study is the fifth chapter. It deals with the conclusion and some suggestions related to the topic of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents the review of related literature which discusses the ideas and theories underlying the subject matter of the study.

2.1 Previous Studies

Trimanto (2011) wrote about “*An Anaylisis of Descriptive Texts Written by The Second Year Students of MTsN Susukan Semarang in The Academic Year 2011/2012*”, the objectives the study are to describe the students descriptive paragraph of the second year students in MTsN Susukan Semarang and to identify the problems faced by students in applying their knowledge to make descriptive paragraph. The research design of the study was qualitative research. The result of the students in writing descriptive paragraph is appropriate based on characteristic of identification and description in writing descriptive paragraph is good. There are 27 students who write descriptive text is appropriate and 3 students who write in appropriate. The problem faced by the students in writing descriptive paragraph is the difficulties in arranging description part. They have difficulties in imagine something to describe without a picture. It means, teacher should improve and increase the facilities to support and to make the students interest to read English books and to

learning English so they will have many vocabularies that can help them in writing a paragraph.

Supriyadi (2013:34) in his paper entitled “*Developing Teaching Material of Writing Scientific Paper Using Constructivism Approach*” The research design of the study was qualitative research. The results of the development research teaching material of writing scientific paper with constructivism approach. Teaching material development product has specific characteristic that different with conventional teaching material. Uniqueness was reflected in using of constructivism approach in learning with four activities, namely (a) orientation, (b) exploration of concept, (c) interpretation or concept inquiry, (d) concept application. The results of effectiveness test of product showed that learning process with teaching material of development product improve learning outcomes in writing scientific paper. The increase can be seen from difference significant between pretests score and posttest score.

Howard and Major wrote about (2013:101-102) “*Guidelines for Designing Effective language Teaching Materials*” This paper present same of these reasons by examining advantages and disadvantages of teacher produced material. The result of the study the teachers must weigh up the benefits and costs of designing their own teaching material and make their own decisions as to whether it is worth the time and effort.

Gil SILVERS (2005:215) entitled “*Materials design for teaching English at the Junior High Level*” This paper looks at the materials for junior high school, The result is focusing on the types of exercises and learning experiences, it also discusses

(1) the educational setting (2) the learning situation (learners, teachers, and constraints such as time and class size) (3) the methodological approach (4) testing, and (5) teacher preparation.

The studies above show that developing Teaching material can support student learning and increase student success. Ideally, the teaching materials will be tailored to the content in which they're being used, to the students in whose class they are being used, and the teacher. Teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning.

2.2 Theoretical Studies

This part will explain some related review related to the study that is about concept of Learning Material, writing skill, and descriptive text in junior high school curriculum.

2.2.1 Definition of Teaching Material

According to Brian Tomlinson (2012:139) Materials for language learning will be taken to be anything that can be used to facilitate the learning of a language, including coursebooks, videos, graded readers, flash cards, games, websites and mobile phone interactions, though, inevitably, much of literature focuses on printed materials. Materials can be informative (informing the learner about the target language), instructional (guiding the learner in practising the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging

the learner to use the language) and exploratory (helping the learner to make discoveries about the language).

Allwright (1990: 327) argues that “materials should teach students to learn, that they should be resource books for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do”. From Allwright's point of view, textbooks are too inflexible to be used directly as instructional material.

According to Ontario Ministry of Training, Colleges and Universities (2011) Learning materials are resources that practitioners and learners use for the purposes of literacy instruction and learning. They include materials in a variety of print and non-print formats, such as:

- a. books, workbooks, and worksheets
- b. print and online courses
- c. audio and visual learning supports
- d. Web-based materials
- e. CD-ROMs with audio and animated activities
- f. resource lists and guides
- g. manuals, instructional guides, and handbooks
- h. alternate format materials, including audio and braille
- i. authentic documents, such as newspapers, catalogues, and job applications.

Gage & Berliner (1992:61) state that use of models as learning aides have two primary benefits. First, models provide "accurate and useful representations of

knowledge that is needed when solving problems in some particular domain" (p.314). Second, a model makes the process of understanding a domain of knowledge easier because it is a visual expression of the topic. Gage and Berliner found that students who study models before a lecture may recall as much as 57% more on questions concerning conceptual information than students who receive instruction without the advantage of seeing and discussing models.

Moreover, teaching material are all forms of materials used to assist teachers or instructors in carrying out classroom teaching and learning activities. The materials it can be written materials or not written materials

2.2.3 General Concept of Writing

Writing is a method of representing language and writing is a way in sending messages from the writer to the reading. In Wordreference (2010), Writing is one of the ways to give an idea or message which is form in writing on a piece of paper or the other area. It is an act of making marks on certain surface. Specifically, writing is one kind of expression in language which is created by particular set of symbol, having conventional values for representing the wordings of particular language which is drawn up visually.

According to Chastain (1988:327), "writing is a basic communication skill and a unique asset in the process of learning a second language". However, since the introduction of audio-lingual method, writing has received less importance and has been regarded as the least useful of the four language skills. Teachers all over the world have for long considered writing as an independent construct in foreign

language courses and have often sacrificed it to spend more time on practicing the other three skills. However, writing helps: to provide a welcome change of pace during class period, to entail a profound knowledge of the grammar system, to serve as a medium for conscious attention to language forms, to naturally provide opportunities for more individual practice, to give a concrete result or product for students to examine and study which provides excellent practice in the use of monitor.

According to Ramelan (1992:14) writing is representation or symbol of language. It means writing is one of the tools of communication, since it is a representation of language.

Based on the statements above, it can be concluded that writing is the activity to produce symbols of language in written form, so that people can read, inform and understand the message from the writers to the readers.

2.2.3 The Importance of Writing

Writing is the primary basis upon which one's work, learning, and intellect will be judged in college, in the work place and in the community. Writing is clearly a complex process, and competent writing is frequently accepted as being the last language skill to be acquired. Writing is commonly seen as a three stage process: pre-writing, writing and rewriting (Heasley in Nunan, 1998:91)

Although, Writing is clearly a complex process but writing is very important because writings sometimes precede us as in proposing for a job we need to submit a C.V. and sometimes a cover letter, or when sending e-mails to someone we don't

actually know well or haven't met yet. For example, work partners, customers, or even responding on behalf of your company or institute. Poor writing may cost a lot. It may lead to misunderstanding due to misinterpretation of sentences and words. Another important reason is when writing we are sending a message to our readers about who we are. Therefore, we need to be clear, focused and accurate so as not to be misunderstood, underestimated or ignored.

2.2.4 Teaching Writing

Dan Kirby and Tom Liner (1981:1-2) suggested that what young writers needed most was freedom to render experience into words in whatever ways they could muster, and they needed adults who would offer strong support and encouragement for those efforts. Some good ideas are worth sticking with no matter how much schools and curricula change. That then, teachers should help students understand that the struggle, discomfort, and ambiguity so common to work in progress are absolutely normal, positive, and necessary.

According to Harmer (2001:25), there are two approaches in teaching writing. They are focusing on the product of writing process and focusing on the writing process itself. He states that focusing on the writing process leads those who advocate a process approach in writing. However, teachers have to pay attention to the various stages of any piece of writing process.

According to Brown (2001: 343), there are five major categories of classroom writing performance:

- 1). Imitative, or writing down

This type is at the beginning level of learning to write. Students will simply write down English letter, words, and possibly sentences in order to learn the conventions of the orthographic code.

2). Intensive, or controlled

This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much creativity on the part of the writer. A controlled writing is to present in which the students have to alter a given structure.

3). Self-writing

The most salient instance of this category in classroom is note-taking by the students. Diary or journal writing also falls into this category.

4). Display writing

For all language students, short answer exercises, essay examinations and research reports will involve an element of display. One of the academic skills of ESL students that they need to master is a whole array of display writing techniques.

5). Real Writing

Some classroom writing aims at the genuine communication of messages to an audience in need of those messages.

According to Graves (1994:3) identified five stages of the writing process: prewriting, drafting, revising, editing, and publishing/sharing. Research has shown that writing process does not take place in a linear manner; rather, writing involves recurring cycles. The stages have been labeled as a way of identifying and discussing

writing activities (Graves, 1994; Perl, 1994). Tompkins (2003) lists the key features of the writing process as follows:

Table 2.1 Stages of the Writing Process

Stage	Writing Process
Stage 1: Prewriting	<ul style="list-style-type: none"> • Students write on topics based on their own experiences. • Students engage in rehearsal activities before writing. • Students identify the audience for whom they will write. • Students identify the function of the writing activity. • Students choose an appropriate form for their compositions based on audience and purpose.
Stage 2: Drafting	<ul style="list-style-type: none"> • Students write a rough draft. • Students mark their writing as a rough draft. • Students emphasize content rather than mechanics.

Stage 3: Revising	<ul style="list-style-type: none">• Students reread their writing.• Students share their writing in writing groups.• Students participate constructively in discussion about classmates' writing.• Students make changes in their compositions to reflect the reactions and comments of both teacher and classmates.
Stage 4: Editing	<ul style="list-style-type: none">• Students proofread their own compositions.• Students help proofread classmates' compositions.• Students increasingly identify and correct their own mechanical errors.• Students meet with the teacher for a final editing.
Stage 5: Publishing	<ul style="list-style-type: none">• Students make the final copy of their writing, often using word processing.• Students publish their writing in an appropriate form.• Students share their finished writing with an appropriate audience.

- Students sit in the author's chair to share their writing.

2.2.5 Evaluating Writing

The analysis of the writing assignments was based on categories for evaluating writing described in Brown (2001:357 adapted from J. D Brown 1991). The categories for evaluating writing are:

1. Content
 - a. use of description and expression
 - b. development of ideas
 - c. appropriate subject matter
2. Organization
 - a. introduction , conclusion
 - b. appropriate length
 - c. logical sequence of ideas
3. Discourse
 - a. fluency, cohesion
4. Syntax
 - a. proper use of word forms, word order
5. Vocabulary
 - a. choice and range of words

6. Mechanics

a. spelling and punctuation

Table 2.2 Criteria of Writing Scoring

Content	30
Organization	20
Vocabulary	20
Syntax	25
Mechanics	5
Total	100

Based on the scoring above, it can be known that the range of each level is not in the same range. The final score of the students writing is to determine to what students are successful learning writing or not.

2.2.6 Types of Genre Writing

There are some type genres of writing text:

Table 2.3 Types of Genre Writing

Genre	Purpose
Recount	To retell something that happened in the past and to tell a series of past event,
Procedure	To help readers how to do or make something

	completely.
Narrative	To amuse or entertain the readers and to tell a story
Description	To describe a particular person, place or thing in detail.
Report	To presents information about something, as it is
Explanation	To explain the processes involved in the formation or working of natural or socio-cultural phenomena.
Exposition	To give argument for why a thesis has been proposed

2.2.7 Descriptive Text

According to Linda Gerot and Peter Wignell (1994:208) Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description or particular thing, animal, person, or others, for instance: our pets or a person we know well.

2.2.8 Generic Structure

According to Jenny Hammond or Special Purposes (1992:96) the generic Structure of Descriptive Text consists of Identification and Description.

- (a) Identification : Identifies phenomenon to described
- (b) Description : Describes parts, qualities, characteristic, etc.

2.2.9 Language Features

According to Jenny Hammond for Special Purposes (1992:96) Descriptive often uses “be” and “have”. Tense which is often used is Simple Present Tense. However, sometimes it uses Past Tense if the thing to be described doesn’t exist anymore.

2.3 Kurikulum Tingkat Satuan Pendidikan (KTSP)

Curriculum is often defined as the courses offered by a school, but it is rarely used in such a general sense in school. Depending on how broadly educators define or employ the term, curriculum typically refers to the knowledge and skills students are expected to learn.

2.3.1 Syllabus

Syllabus is a form of support for the teaching activity that is planned in the classroom and a form of guidance in the construction of appropriate teaching materials.

2.3.2 Lesson Plan

Stiliana Milkova (2014:1) in her paper states that Lesson plan is the instructor’s road map of what students need and how it will be done effectively during the class time. A productive lesson plan is not one in which everything goes exactly as planned, but one in which both students and instructor learn from each other.

Figure 2.2 Steps on educational research and development based on Dick and Carey instructional design model



It is an Instructional Systems Design (ISD) model shown in the figure above can be applied in conducting educational research and development. In the first step is analysis phase, instructional problem is clarified, the instructional goals and objectives are established and the learning environment and learner's existing knowledge and skills are identified. Below are some of the questions that are addressed during the analysis phase:

- a. Who is the audience and their characteristics?
- b. Identify the new behavioural outcome?
- c. What types of learning constraints exist?
- d. What are the delivery options?
- e. What are the online pedagogical considerations?
- f. What is the timeline for project completion?

The second step is Design Phase. The design phase deals with learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson

planning and media selection. The design phase should be systematic and specific. Systematic means a logical, orderly method of identifying, developing and evaluating a set of planned strategies targeted for attaining the project's goals. Specific means each element of the instructional design plan needs to be executed with attention to details.

Next is, Development Phase. The development phase is where the developers create and assemble the content assets that were created in the design phase. Programmers work to develop and/or integrate technologies. Testers perform debugging procedures. The project is reviewed and revised according to any feedback given.

After a researcher done with designing the product, then it is the time to implement. During the implementation phase, a procedure for training the facilitators and the learners is developed. The facilitators' training should cover the course curriculum, learning outcomes, method of delivery, and testing procedures. Preparation of the learners include training them on new tools (software or hardware), student registration. This is also the phase where the project manager ensures that the books, hands on equipment, tools, CD-ROMs and software are in place, and that the learning application or Web site is functional.

CHAPTER III

METHODS OF INVESTIGATION

This chapter, I will explain the research design, procedure of developing material, procedure of validation, and technique in reporting the result of validation.

3.1 Research Design

In this sub chapter, I would present the research design I used in conducting my study. This researcher is a qualitative research in this case I used not only qualitative research but also R&D research design.

3.1.1 Qualitative Research

The result of Qualitative research is determined by the description analysis and interpretation. According to Merriam (2009:13) Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world.

Based on (Parkinson & Drislane, 2011:121) Qualitative research is research using methods such as participant observation or case studies which result in a narrative, descriptive account of a setting or practice. Sociologists using these methods typically reject positivism and adopt a form of interpretive sociology.

Rossmann and Rallis (2003:250) define Qualitative research as being empirical, natural, and focusing on people: “Qualitative researchers seek answers to

their questions in the real world. They gather what they see, hear, and read from people and places and from events and activities”.

Based on Denzin & Lincoln (1998:2):

“Qualitative research is many things to many people. Its essence is twofold: a commitment to some version of the naturalistic, interpretive approach to its subject matter, and an ongoing critique of the politics and methods of positivism. Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and value laden nature inquiry”.

In this final project I will seek the answer whether there is good the teaching material for writing descriptive text by using teaching material or not. Then I also use it in the validation of teaching material.

The aim of the writer is to understand the students capacity in writing skill. In this reserach, the writer want to implemented and investigate when the students learning about the descriptive text material. The writer choose this method because the writer argues that qualitative research is a good method for this research.

I used research and development design to describe how to develop teaching material. In this research, I would be able to investigate the students problems and design the solution after learning material of descriptive text. Based on the research above Qualitative research will be presents data and the result in a descriptive form.

3.1.2 R & D Research

In education, R & D Research is aimed at investigating activities which are related to education in order to improve qualities of education system, curriculum, or even teaching material. It was done by using the methodology of R & D Research. Some

experts in education tried to make development in curriculum and material based on the need of the learners.

According to Borg and Gall (2003:626) defines R&D as a process to develop and validate educational products. Some common products developed in R&D are a variety of teaching tools such as curriculum, syllabus, learning modules, including teaching materials. The purpose of the research will be to create a teaching material that is based on the students need and has effective influence to them.

Based on the definition above, R&D in this study means one of research design involving several steps making the research, involving the steps of assessing the classroom problems, studying recent theories of educational product development, developing the educational products, validating the products to experts, and field testing the products especially writing descriptive text.

3.2 Subject of the Study

3.2.1 Population

Sugyiono (2008: 117) states: “A population is composed of regional generalizations: the object / subject that has certain qualities and characteristics that set by the researchers to learn and then drawn its conclusions.” It means that population is the total number of objects that should be observed in research. The subject of the study was the students of second grade students of SMP Kesatrian 1 Semarang in the academic year of 2015/2016. Here, the writer takes the eighth grade students in the academic year of 2015/2016 as the population.

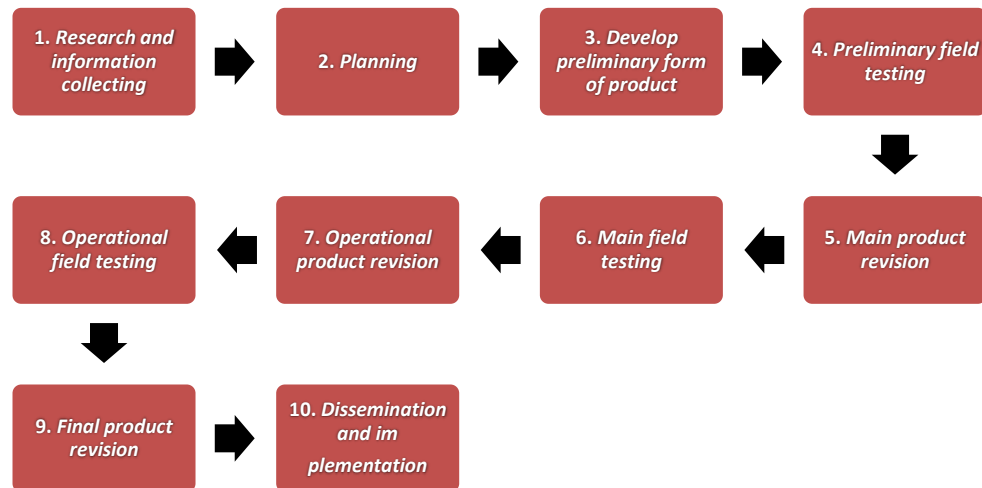
3.2.2 Sample

Heiman (2001: 109) said sample “random sampling is the selection of participants so that all members of the population have an equal chance of being selected and all samples have an equal chance of being selected”. The random sampling was used in implementing the product. The second grade students of SMP Kesatrian 1 Semarang in the academic year of 2015/2016 class 8C were expected to be the good sample. Which consists of 31 students is chosen as the sample in this study.

3.3 Stage of the Media Development

This study use Research and Development (R&D) research design to students of Junior High School in SMP Kesatrian 1 to develop teaching material and to improve students ability in writing descriptive text.

According Borg dan Gall (1983:775) there are ten methods in the process of developing the curriculum and materials, they are as follows: research and information collecting, planning, develop preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, and dissemination and implementation.

Diagram 3.1 The Steps of R&D

1. *Research and information collecting*: In the first step, there are literature study relating to the cases studied, and preparations of the research design.
2. *Planning*: In this step, to formulate the skills and expertise related to the problem, determine goals to be achieved at each stage, and if possible or necessary to implement a feasibility study on a limited basis.
3. *Develop preliminary form of product* is the beginning to develop the shape of the product to be produced. Included in this step is the preparation of the supporting components, prepare guidelines and manuals, and to evaluate the feasibility of supporting tools.
4. *Preliminary field testing* is initial field trials on a limited scale with the involvement of the subject as much as 6-12 subjects. In this step data collection and analysis can be done by means of interviews, observations or questionnaires.

5. *Main product revision* is make improvements to the initial product generated based on the results of the initial trial. This improvement was probably done more than once, according to the results shown in limited trials, in order to obtain a draft of products (models) are ready to be tested primary broader.
6. *Main field testing* is the main trials involving all students.
7. *Operational product revision*, make repairs or improvements to the test results more widely, so that the products developed have a design ready validated operational model.
8. *Operational field testing*, the test measures the operational validation of the models that have been generated.
9. *Final product revision*, which make the final repairs to the model developed in order to produce the final product (final).
10. *Dissemination and implementation*, the steps to disseminate the products / models developed.

According to Thornton et al. (2009: 18) In Laili's paper there are five methods in the process of developing the curriculum and materials, they are as follows:

(1) Analysis

The first stage of the research is analysis. A means analysis is an ethnographically oriented investigation focusing not only on the perceived needs of end users but also on the broader socio educational context in which any innovation is to take place.

(2) Design

Design is the result of the findings of the means analysis.

(3) Development

After designing syllabus, materials development is developed according to the level at which the students are taught.

(4) Implementation

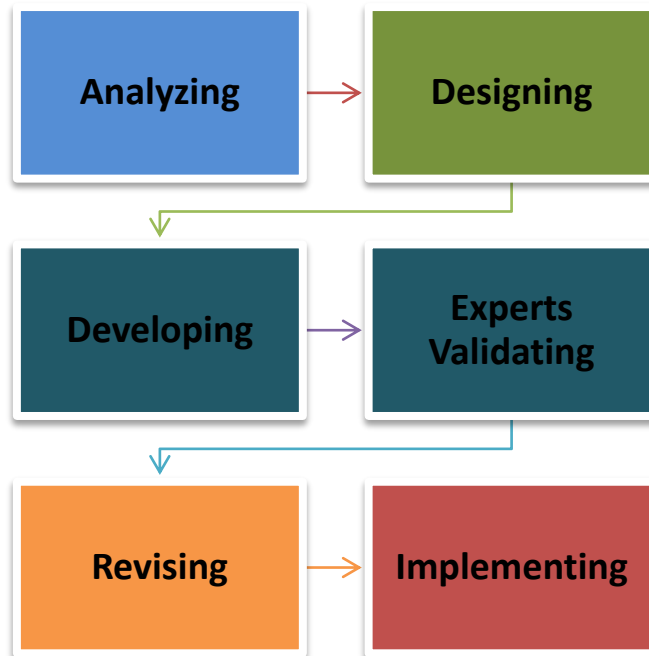
In order to ensure the quality of teaching materials had been developed, teachers are necessary to try it out to the students as the implementation of teaching material in learning activity.

(5) Evaluation

Evaluation has two main purposes: (1) to collect formative feedback on the curriculum and materials and (2) to assess the training needs of English teachers.

Based on the research and diagram above, Research became the model of development research by Borg and Gall, and Thornton et. al above, I applied some methods simplified into a simpler model of development research. The model can be seen from the diagram below:

Diagram 3.2 Stages of Media Development



This research consists of six stages. Each stage is explained as follow:

3.3.1. Analyzing

The first stage is analyzing the students' needs. The purpose of this stage is to stipulate and define the instructional requirements. This stage is aimed to collect the relevant information dealing with the writing teaching and learning of the second grade students of SMP Kesatrian 1 in the academic year of 2015/2016. This collected data would be the first ground to decide whether the development of the media is really necessary or not. The information and data are also included the current status quo of how teaching writing especially in the form of descriptive is conducted in

SMP Kesatrian 1. That is why, an assessment or analysis was used to obtain information as much as possible related to developing the media

3.3.2. Designing

The second step is designing. This step is aimed to design the teaching media. After collecting the needed data and information from the first step, the researcher then used them to plan designing the product.

I tried to design a good educational product to help teachers in teaching writing descriptive and students in gaining the idea to write a descriptive text. In this stage, I tried to find an appropriate topic of descriptive text for junior high school level. Then, I designed the media for teaching writing descriptive text.

3.3.3. Developing

The third step is developing or producing. This step aimed to create the first product. The product is module. The meaning from module is to help students complete certain goals. The module is a sort of package of programs for study purposes. This module packaged making in a systematic and attractive. So, it is easy to learn independently

3.3.4 Expert Validating

After creating the product, the next step is the expert validating. This step aimed to measure up the appropriateness of the product professionally. By involving the

experts in the process, the product would be even much more reliable. Moreover, the experts suggestion and validation would cover the weaknesses of the product, so when it's implemented, the mistake or error in the product could be minimized.

In this study, the first draft of the product was evaluated by some experts below:

- 1) Dr. Abdurrachman Faridi, M.Pd., the advisor of this study.
- 2) Dr. Dwi Anggani Linggar Bharat, M.Pd., as the expert of language.
- 3) Dra. Esti Udiastuti., an English teacher in SMP Kesatrian 1.

Those experts were chosen to represent each field of study in developing the product. The teacher was also asked to evaluate the product because she was the one who knew better the students condition in the field. The evaluation did not only focus on the appropriateness of the content related to the curriculum, student and teachers, but also about the performance or the attractiveness of the media.

3.3.5 Revising

The revision of the product was done after it had been validated by the experts. This step aimed to improve the quality of the product. In revising, the researcher had to really consider the experts suggestion. Probably, in some aspects of product needed to be revised. In this case, the researcher had to start to design or develop the product well.

3.3.6 Implementing

The last step is implementation. In this stage, the media was applied in the second grade students of SMP Kesatrian 1 in the academic year of 2015/2016 to see the performance of the product.

3.4 Instruments

The instrument not only media prototype for teaching writing descriptive text but also the questionnaire that will be given to the students and the teacher after developing the media. The definition of questionnaire itself based on wikipedia is a research instrument consisting of series of questions and other prompts for the purpose of gathering information from respondents. According to Borg and Gall (2007:228) questionnaires are printed forms that ask the same question of all individuals in the sample and for which respondents record their answers in verbal forms. Respondents record a written or typed response to each questionnaire item. The characteristic of questionnaire are It is inexpensive, it doesn't need much effort, and it's very easy to conducted. This research using a close ended questions in dichotomus choice so the respondents just wrote the checklist (V) on the columns.

3.5 Procedure of Try Out

There are several procedure of collecting the data. The first procedure is the writer has to find a class of students in a school. Second, The writer explain to a teacher about the material and the media that will be used, until it is reach an understanding. Third, the teacher explain to the students about the material. Fourth, the writer

distribute the material to the students. Fifth, the writer observe in the class, she note some lack of the material to make improvement. After that, the writer discuss with the teacher about the material. After everything is done, the writer give a questionnaire to the students, and to the teacher. And finnaly, the writer analyzed some data and computed the data.

3.6 Procedure of Analysing the Try Out Data

3.6.1 Analysis of questionnaire

The writer analyzed the questionnaire by counting the number of the students and teacher who answer at each questions. The respondents just wrote the checklist (V) on the columns because the writer used questionnaire types close ended questions.

Table 3.1 Questionnaire for the Students

No.	Pertanyaan	Student's Response	
		Ya	Tidak
1.	Apakah kalian mengalami kesulitan dengan materi descriptive ini?		
2.	Apakah media yang diberikan menolong kalian untuk mempermudah dalam menulis kalimat?		
3.	Apakah kalian kesulitan untuk memahami media material ini ?		
4.	Apakah kalian merasa kesulitan memahami makna kata dalam teaching material ini ?		

5.	Apakah kalian masih merasa kesulitan untuk menulis sebuah teks deskripsi sesuai dengan teaching material ini ?		
6.	Apakah kalian merasa kesulitan dengan grammar yang ada dalam teaching material ini ?		
7.	Apakah kalian masih kesulitan mengekspresikan cerita dalam bentuk tulis dengan kalimat sendiri?		
8.	Apakah kalian merasa kesulitan dalam mengekspresikan cerita deskripsi dengan grammar yang tepat?		
9.	Apakah kalian masih mengalami kesulitan dalam merangkai kalimat untuk mendeskripsikan benda ?		
10.	Apakah kalian mengalami kesulitan saat mengerjakan tugas-tugas yang diberikan?		

Table 3.2 Questionnaire for the Teacher

No.	Pertanyaan	Teacher's Response	
		Ya	Tidak
1.	Apakah menurut anda siswa dapat menerima materi yang diberikan?		
2.	Apakah menurut anda siswa dapat memahami isi dari materi tersebut?		
3.	Apakah menurut anda siswa kesulitan untuk		

	memahami ini ?		
4.	Apakah menurut anda penyampaian materi writing terdapat kendala?		
5.	Apakah menurut anda siswa cepat menangkap isi dalam teaching material ini ?		
6.	Apakah menurut anda materi yang diberikan terlalu membosankan?		
7.	Apakah menurut anda siswa mengalami kendala saat menulis descriptive text?		
8.	Apakah menurut anda siswa masih kesulitan merangkai kata dalam menulis?		
9.	Apakah menurut anda materi yang diberikan sudah layak untuk dipakai siswa kelas Delapan?		
10.	Apakah menurut anda materi yang diberikan sudah berdasarkan Standar Kompetensi dan Kompetensi Dasar?		

3.7 Technique of Reporting the Material Validation

Technique in reporting the result of the analysis from this research is in description way, because the writer used the qualitative research, which is a qualitative research has different characteristic from the other. It is not using score but it is interpreted in the form of description.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter discusses the results of the study which comprises the general description, the detail results including data analysis, and the discussion of the research findings.

4.1 The Process of Developing Module Descriptive Text

The research which entitled Developing Teaching Material of Descriptive Text writing for Eighth grades of Junior High School is done on June 9th, 2015 this is taking place in SMP Kesatrian 1 Semarang. This research was conducted by using research and development. It consisted of having an interview and need analysis from the English teacher and the students about teaching and learning writing especially descriptive text writing in the second grade of junior high school students. The interview towards the English teacher as the beginning research was conducted on June 7th, 2015. I observed the situation of the classroom. I shared with Mrs Esti the English teacher of the eighth grade of SMP Kesatrian 1 Semarang. She said that the students' interest toward learning English was very less. The students' worksheet which was used by the students contained more comprehension material so the students felt difficult to learn English. I also asked the students of the eighth grade about their English class. They told that the teaching learning process all this time

was not interested. After finding problems faced and data by the teacher and the second grade students of SMP Kesatrian 1 in descriptive writing text teaching and learning process. The researcher analyzed for knowing if the module is suitable or not to be used in the learning process.

4.2 The Result of the Study

4.2.1 Analysis of the Observation

The observation, found the potential and problem teaching material, such as: the teacher in the teaching learning process only uses a text book. Some materials are not completely stated on it. The teacher tries to find other books and then is being summarized later. This influences the students understanding which will not be maximally achieved and they will less interested in the learning process because there are few interesting books and variations for learning it.

Based on this, the researcher tries to develop a module that are hopefully suitable and relevant for the students' needs and curriculum so that it can solve the above problem for improving the students' understanding and their awareness of learning.

In collecting the information, it is used the interview method for getting the information from the teacher and students about the module. The interview guideline contains some materials related to the learning materials, learning tools, and also the module. From this interview, it is expected that the module development will be proper enough with the students and teachers needs and be relevant with today's curriculum.

There will be some listed analysis about the teacher's needs to the module which include: (a) the teaching learning process of teaching material (b) what kind of module that is needed (c) the teacher expectation of the module.

a) The teaching learning process of teaching material

From the interview with Mrs Esti as English Teacher class 8C, it is generally said that the teacher has been delivered the material well. In delivering the material, the teacher uses the source from the text book. She never uses the module that is made by herself because of the limit of sources about the material and time. This is also proven when the students are being interviewed during the observation

b) What kind of module that is need

Mrs Esti said that the module that is needed is the one that are complete, interesting, and varied so that it will improve the students' interest of learning. As well as with module descriptive text, the students are more interested in learning so the teaching learning process will not always be monoton and more concrete because it is related to their own environment.

c) The teacher's expectation of module Descriptive Text

The teacher's expectation of the module descriptive text is the students will be more enjoyable and interested in learning english. The development of the module also needs to be made as maximum as possible from the clear sources and has to refer to the standard competence and the basic competence that are relevant to the curriculum so this module is suitable to be used in schools for class 8 Junior High School.

4.2.2 The Developing Teaching Material of Descriptive Text

In the developing teaching material of Descriptive Text, it is needed to plan the material that has to be developed. This planning includes the concept, design and steps in developing media for Module Descriptive Text for Junior High School.

a. Concept

This means the contain of module that is developed by the researcher about Descriptive Text. The module concept here contains two parts, they are: Descriptive Text and The writing Descriptive Text. In this module, it is stated the foreward, table of contents, acknowledgement, tasks, summary, glossary, and appendices. It helps teachers are able to creative in teaching Descriptive text using module. This concept make students should be familiar with writing descriptive text and make students must be creative and active in learning English.

b. Design

After doing the concept the researcher, the next step was design the cover module descriptive text. Design cover of Module Descriptive Text based on result of collaboration with lecturer and observation. The cover needed to look attractive and relevant between material cover or content. This process needed to be done systematically in order to get the significant result of the product, the cover could be seen in the below before and after revision from the expert:

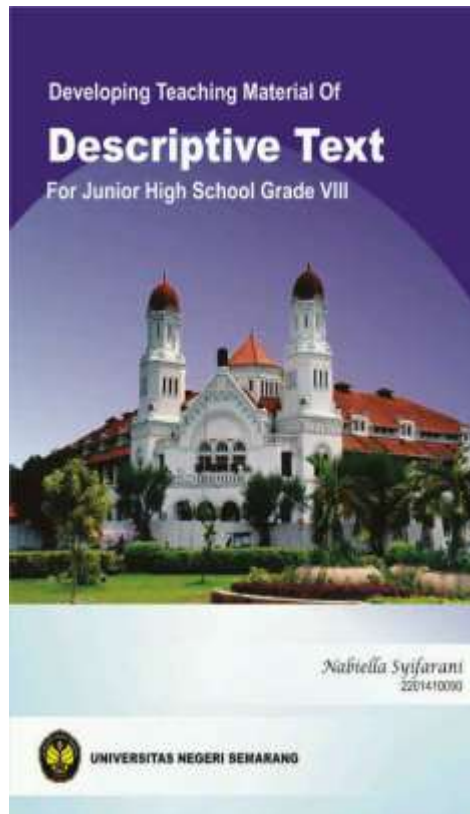
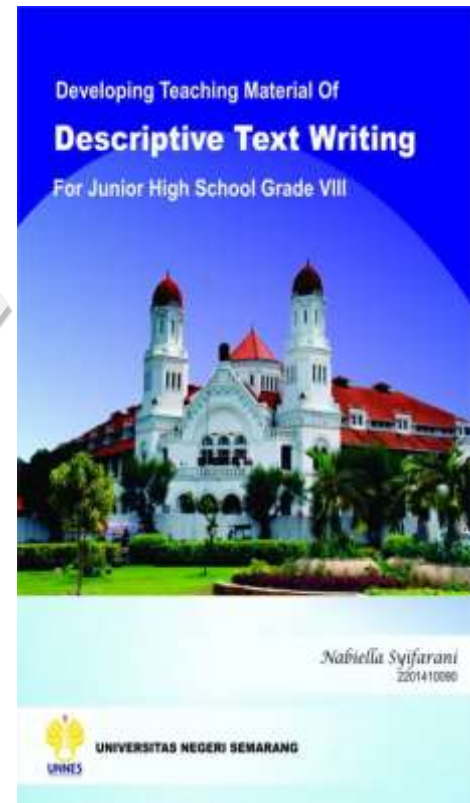
Before**After**

Figure 4.1 Design Cover Module Descriptive Text

c. Steps in developing media

Seeing Bewafa (2014) in her paper, there are some steps in developing media.

With some revision, the steps could be seen through this following diagram:

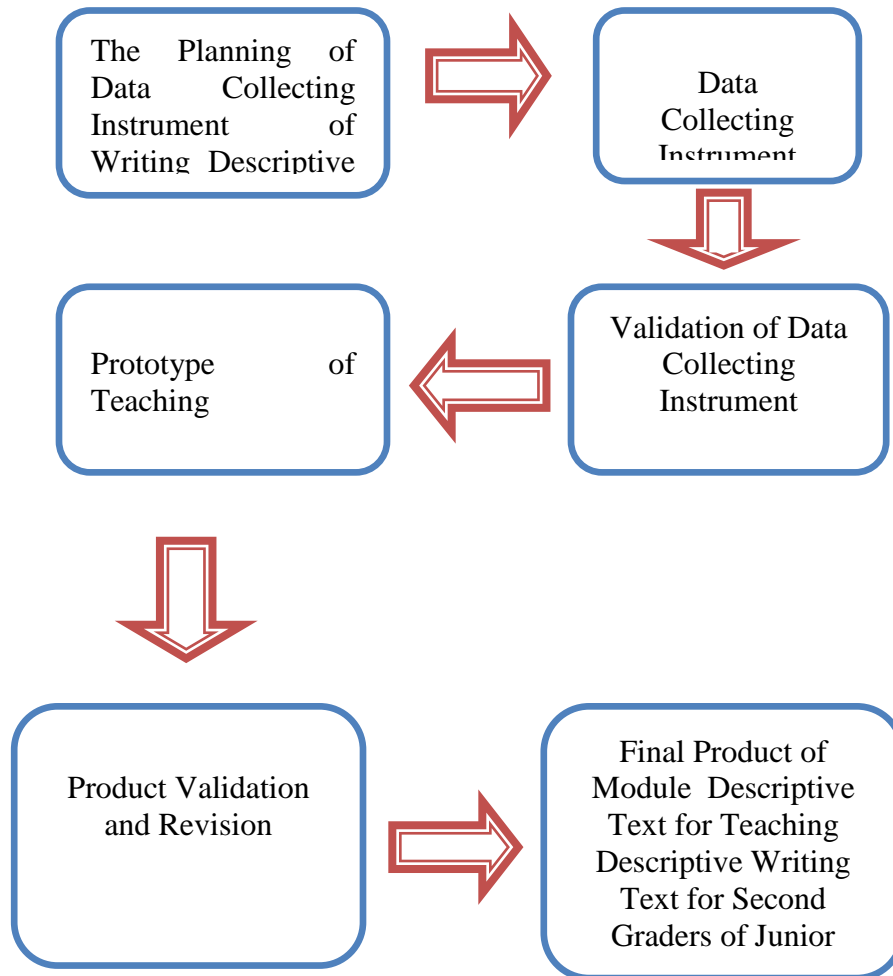


Diagram 4.1 The Scheme of Steps in Developing

The diagram explained the way to develop Module. It was started by observing and interviewing the English teacher of SMP Kesatrian 1, the process was continued by planning the data collecting instrument of descriptive writing

teaching media. The main consideration was based on the English curriculum (syllabus) of the second grade students of Junior HighSchool and also some related theories such as the theory of descriptive, and theory of development of teaching media.

The further step was designing the prototype of Module as descriptive writing text teaching media. It could be seen clearly through the diagram below:

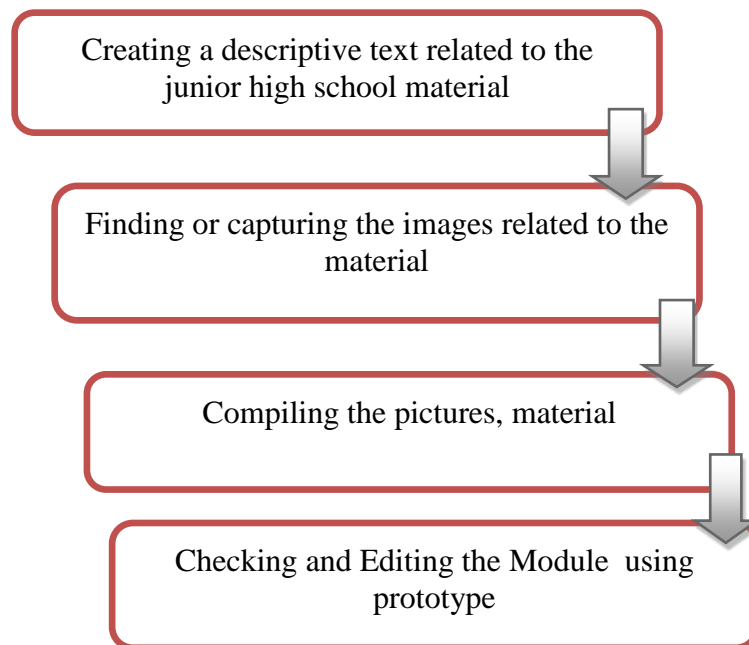


Diagram 4.2 The Steps in Designing the Prototype of Teaching

The descriptive text was taken from many sources, for example text book, internet and making a new descriptive text. After making the prototype of Module Descriptive Text the next step is product validation. There are expert validators who give their assessment about Modul. They give the review by fulfilling the assessment form which focus on the material, language use, and physical appearance of Module

Descriptive Text . In order to make Module is appropriate media for teaching and learning descriptive writing text in junior high school.

The need analysis are shown after doing try-out (limited testing) in 8C class of SMP Kesatrian 1 to get the significant responses. There are also questionnaire and media validation form to get the review from the English teacher of SMP Kesatrian 1 and to know whether this media was appropriate or not for the students. After doing, the review was determined as the consideration to revise the media, so that it could be used by the second graders of junior high school students.

4.2.3 The Evaluation in Developing Module for Teaching Descriptive Text in the Second Grade of Junior High School Students

The evaluation of Module Descriptive Text including the content suitability, descriptive text choice, topic appropriateness, and title choice. In order to get the significant responses from the second grade students of junior high school towards the use of teaching material for teaching descriptive text using module, I held a limited testing in the form of tryout (Pretest and Posttest). I took all of the students in 8C class amount 31 students as the samples.

Before doing a class meeting, I made a lesson plan which consist of two meeting (see appendix for the details). The first meeting was the pre-test continued with the material, and second meeting was the material including Module Descriptive Text and the posttest. Although there are two topics given in teaching and learning process, the pre-test and post-test were focus on describing person to see the

significant result. Here are the results of the tryout done by the student's class 8C

SMP Kesatrian 1.

Table 4.1 Score of Pre-Test

No.	Code of Students	Score
1	S-01	60
2	S-02	56
3	S-03	56
4	S-04	52
5	S-05	56
6	S-06	40
7	S-07	52
8	S-08	60
9	S-09	60
10	S-10	56
11	S-11	60
12	S-12	40
13	S-13	44
14	S-14	40
15	S-15	40
16	S-16	56
17	S-17	48
18	S-18	60
19	S-19	48
20	S-20	56
21	S-21	60
22	S-22	52
23	S-23	60
24	S-24	60
25	S-25	52
26	S-26	44
27	S-27	60
28	S-28	56
29	S-29	48
30	S-30	52
31	S-31	52

Table 4.2 Score of Post-Test

No.	Code of Students	Score
1	S-01	84
2	S-02	80
3	S-03	72
4	S-04	72
5	S-05	92
6	S-06	68
7	S-07	64
8	S-08	72
9	S-09	88
10	S-10	96
11	S-11	80
12	S-12	72
13	S-13	76
14	S-14	40
15	S-15	52
16	S-16	76
17	S-17	80
18	S-18	80
19	S-19	76
20	S-20	100
21	S-21	84
22	S-22	76
23	S-23	68
24	S-24	84
25	S-25	80
26	S-26	84
27	S-27	80
28	S-28	96
29	S-29	72
30	S-30	84
31	S-31	88

Analysis of the test result of the study dealt with the students' assessment and the total score of the students before and after using Module. In classifying the score, I used the criterion of assessment written by Jacobs et al (1981) in Brown (2004:246). I assessed some writing aspect: grammar, vocabulary, mechanics, content, and style.

Table 4.3 The Summary of The Research Result

Writing Aspects	Mean of Students' Score		Improvement (PreTest-PostTest)
	PreTest	PostTest	
Grammar	2.9	4.4	1.5
Vocabulary	2.6	4.1	1.5
Mechanic	2.5	3.8	1.3
Content	2.5	3.5	1.0
Style	2.4	3.7	1.3
Mean	2.5	3.9	1.3

Table 4.3 shows the result of the study of the 31 students of the second grade students of SMP Kesatrian 1 Semarang. We can see from the table that students' writing achievement in the pre-test is 2,5, whereas the students' writing achievement in the post-test is 3,9 . It means that there was an improvement between mean of pre-test and the post-test is 1,3. Therefore, it could be concluded that the module had significant effect towards the learning process of the students.

4.2.4 The Result of questionnaire

The research was continued by having a questionnaire of the product towards the subjects of the study. According to Cresswell explanation a questionnaire is a form used in a survey of a research or survey design that participant in a study complete

and returns to the researcher. In this part of data, the teacher and students given answered in the table. The results were as follows (see appendix for the details):

- 1) The first question showed that 71% of the students didn't have special difficulties in understanding descriptive text.
- 2) The second question showed that 81% of the students agreed that teaching material helped them to make a descriptive text.
- 3) The third question showed that 71% of the students didn't get any difficulties in understanding the teaching material.
- 4) The fourth question showed that 58% of the students didn't get any difficulties in understanding the sentences in teaching material.
- 5) The fifth question showed that 90% of the students didn't get any difficulties in writing descriptive text based on the teaching material.
- 6) The sixth question showed that 68% of the students didn't get any difficulties in understanding the grammar used in the teaching material.
- 7) The seventh question showed that 64% of the students didn't get any difficulties in describing a thing with their own words.
- 8) The eighth question showed that 74% of the students didn't get any difficulties
- 9) The ninth question showed that 58% of the students didn't get any difficulties in writing descriptive text based on the teaching material.
- 10) The tenth question showed that 67,7% of the students didn't get any difficulties in doing the exercises given.

The result from the students show that students get the improvement in writing after using module as a media teaching material. The Table below is the response from the teacher in the effect of the module Descriptive Text to the teaching and learning process.

Table 4.4 The Teachers Responses

No.	Pertanyaan	Teacher's Response	
		Ya	Tidak
1.	Apakah menurut anda siswa dapat menerima materi yang diberikan?	v	-
2.	Apakah menurut anda siswa dapat memahami isi dari materi tersebut?	v	-
3.	Apakah menurut anda siswa kesulitan untuk memahami gambar-gambar dalam Module Descriptive Text?	-	v
4.	Apakah menurut anda penyampaian materi melalui writing terdapat kendala?	-	v
5.	Apakah menurut anda siswa cepat menangkap isi dalam teaching material menggunakan module tersebut?	v	-
6.	Apakah menurut anda materi yang diberikan terlalu	-	v

	monoton?		
7.	Apakah menurut anda siswa mengalami kendala saat menulis descriptive text?	-	v
8.	Apakah menurut anda siswa masih kesulitan merangkai kata dalam menulis?	-	v
9.	Apakah menurut anda materi yang diberikan sudah layak untuk dipakai siswa kelas 8?	v	-
10.	Apakah menurut anda materi yang diberikan sudah berdasarkan Standar Kompetensi dan Kompetensi Dasar?	v	-

4.2.5 The Validation and Assessment of Teaching Material from the Teacher and Expert Lecturers

The assessment was given by the teacher and expert lecturers based on some particular points. The points were quite the same with the variables that existed in the need analysis form. The points to assess were as follows:

- a) The front-performance of Module Descriptive Text including the colour composition, picture arrangement, title attractiveness, and pictures choice.
- b) The content of Module Descriptive Text including the content suitability, descriptive text choice, topic appropriateness, and title choice.

4.2.6 The Validation of the Prototype from the Teacher and Expert Lecturers

In this part, the researcher will provide and explain the validation from the validators based on the writer's materials and what the writer should change and correct from the materials until finds the final materials for second grades junior high school. There are two expert lecturers and one school english teacher who evaluate using the prototype of Module Descriptive Text. The evaluators were Dr. Dwi Anggani Linggar Bharati M.Pd as the expert lecturers from Semarang State University, Novia Trisanti, S. Pd., M.Pd. as the examiner from Semarang State University and Dra. Esti Udiastuti as the English teacher of SMP Kesatrian 1, suggested some points to consider towards the use of Module for the second grade students of junior high school. The points were as follows:

Table 4.5 The Revision Result of Module Teaching Material

No	Point	Before Revision	After Revision
1	The title of module	Only developing teaching material of descriptive text. Need more specific.	Developing teaching material of descriptive writing for junior high school grade VIII and the students must have the module not only the teacher.

2	The variation of descriptive text	Less attractive Image	Choose an appropriate image to the students junior high school and more image
3	The material of descriptive text for teacher and students	Choose an appropriate content material to the students junior high school	Revising the content an appropriate to the student's class 8 junior high school.
4	The descriptive text in Module	There are some mistakes in grammar	Edited by revising the mistakes.

Those points were revised in order to improve the quality of the Module especially in terms of the front-performance. The material of descriptive text was also suggested by the experts to ease the teachers and the students in using Module as a media in teaching and learning process.

4.2.6 The Assessment of Module from the Teacher and Expert Lecturers

There are two parts of assessment: the assessment of front-performance of Module Teaching Material and the assessment of content of Module. The score range was one up to four (1 = less/L, 2 = enough/E, 3 = good/G, 4 = very good/VG). Meanwhile, the average score range was one up to eight (1-2 = less/L, 3-4= enough/E, 5-6 = good/G, 7-8 = very good/VG). The points were as follows:

4.2.6.1 The Assessment of Front-Performance of Module Teaching Material

Table 4.6 The Table of Assessment of Front-Performance

No.	Name of Evaluator	Score (Range 1-4)			
		Q1	Q2	Q3	Q4
1.	Dr. Dwi Anggani Linggar Bharati M.Pd	3	4	4	4
2.	Dra. Esti Udiastuti	3	4	4	4
Total		6	8	8	8
Average Score		7,5 (Verry Good)			

The assessment of front-performance showed that the product of Module Teaching Material had a very good quality in the points of color composition, picture arrangement, title attractiveness, and pictures choices.

4.2.6.2 The Assessment of Content of Teaching Material

Table 4.7 The Table of Assessment of Content

No.	Name of Evaluator	Score (Range 1-4)			
		Q1	Q2	Q3	Q4
1.	Dr. Dwi Anggani Linggar Bharati M.Pd	3	3	4	3
2.	Dra. Esti Udiastuti	3	4	4	4
Total		6	7	8	7
Average Score		7 (Very Good)			

The assessment of content showed that the product of Module Teaching Material had a very good quality in the points of content suitability, descriptive text choice, topic appropriateness, and title choices.

Regarding the validation and assessment from the teacher and expert lecturers and also the limited testing done by the students, the product of teaching material valid to be used as the teaching media for the second grade students of junior high school, especially in terms of descriptive text as the main concern in this research and development.

4.3 The Influence of Using the Developed Materials Module Descriptive Text to the Students Achievement on Writing Competence

Based on the research result above, it is explained that the module of Descriptive Text published in teaching material printed or module showed that there was an improvement. The students' achievement in all aspects of assessment was also improved. In addition, the t-test showed that there was a significant difference between the pre-test and the post-test scores. Those meant that the students' achievement was getting better. Moreover, the analysis results of the field notes and the interview as the supporting data showed that the treatments could run well and most students felt that the treatments could give them many benefits

In developing teaching material of Descriptive Text, it is some steps to get the effective and efficient module in the learning process. The steps are the following: (1) The potential and problem. The researcher decides the potential and problem that can be used for developing the module for helping the improvement of teaching learning process in school. (2) Data collection. In this step, the researcher collecting the data from documentation and observation for developing the module of this

research. (3) The module design. In developing the material, the researcher follows the principles of material development that have been stated by Depdiknas. The result of product design here is the module design. (4) Then, the next step is design validation. Here, the researcher asks for help from the validator. The validation is used to make the new product that is suitable to be used for the students. (5) The revision of design. It is done by the researcher after the validation step or the assessment of validation has been done. (6) The next step is testing the product. In this step, the researcher test the product that has been developed to the students. (7) The product revision.

The teaching learning method that is done here is using the lecturing, question and answer, discussion, and presentation methods. This is used to make the students be more active in the teaching learning process and build the team work among them. The development of module that is done by the researcher has the positive response from the students. This can be seen from the observation and interview result to some students as follows: (1) The students become more understand to the materials. (2) The students be more active in the teaching learning process. As the evidence, from every question that is asked, they always try to answer. (3) Students are more motivated in learning and they will not getting bored since the module that is developed is a new thing for them. (4) Students are easier to understand the lesson. (5) The students' interest and inquiry are higher.

The new materials will make them more interested during the teaching learning process. The development of module with new materials can be seen as a

new thing for the students because the other teachers have never developed the module with new materials since the limit of time they have. Furthermore, the book that the students' use is incomplete so it is harder for them to understand the materials and this makes the objectives of learning are difficult to be achieved.

In this period, it is needed to develop new type of module that is more suitable with today's situation and needs of the students to enhance the teaching learning process. The students' condition and characteristics that are different from year to year are needed to have new things in the teaching learning process. The materials that are developed have also been suitable with today's curriculum. The potentials that the students' have are also needed to be considered so that those potentials can be maximally growth.

The utilization of the teaching development for the teacher are: (1) The teacher gets the module that based on the curriculum and following the newest knowledge and technology development. (2) The teacher is not dependent to the text book that usually has incomplete materials and hard to be gotten. (3) The teacher can add some new knowledge because it has many references. (4) The teacher can get new knowledge and experience in making the module. In addition, the benefit of this module to the students are: (1) They can learn independently and decrease their dependency to the teacher. (2) The teaching learning process will be more interesting because the module that is developed is different from usual. (3) The students can understand deeper the materials they learnt.

The teaching learning process will be more effective with the higher want to know feeling of the students. In this case, it can be known because the researcher also looks at the cognitive side is the students' awareness level that is related to the learning materials that are done. Then, the students are tested by using questionnaire about their level of awareness. In knowing this, we can take a look at the questionnaire that has been answered by the students.

However, in the process of the module development, there are some challenges that the researcher faced. So, they are usually be quiet when the researcher explaining the materials. This is the researcher's task to give the enhancement and motivation to the students can be brave to give their opinion.

Looking at the research result, it can be concluded that the development of module gets positive response. As the evidence, we can see in the teaching learning activity and the students' awareness level. From this result, the researcher is optimistic that the successful learning process is expected to implicate to the other teaching learning activities. Hopefully, the teacher can develop the module based on the period of time.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this last chapter, I present the conclusion of the research followed by suggestions for the teachers, the students, and the next researcher.

5.1 Conclusions

Based on the data analysis and the data description about the module Descriptive Text, the conclusion is drawn as follows:

Firstly, the material that was given to the students has some weaknesses in SMP Kesatrian 1, especially with some confusing instructions. This research needed to be done systematically in order to get the significant result of the product. The product could be valid and credible to be used in the descriptive text teaching and learning for junior high school students.

Secondly, the process of developing descriptive text t writing, as the teachers we have to pay attention to the students without make the students not bored to take the lesson. It is depends on the teacher how to teach a lesson and create innovation to make the students get the knowledge optimally. Due to this condition, the goal of the module Descriptive Text is to be used inside the classroom during the English teaching and learning process

Thirdly, the steps to develop the Descriptive Text are by consulting the material with the three evaluators. From their guidance, the writer can combine from the first, to the second and the third one. So, the Developing Material Module of

Descriptive Text has more variation. There are many suggestions from them. From their suggestions the writer tried to develop the material by adding, changing, expanding, and make it easy to understand.

Almost all of the students make some improvement after their writing Descriptive Text using Module. The average score of the post test is better than pre-test (see appendix). Moreover, the test shows that there significant difference between the pre-test and post-test. Furthermore, based on the results of interview to student Module Descriptive Text gets a positive responses from the students and most of them feel that this kind of teaching of the module can give benefits to their writing skill.

5.2 Suggestions

Based on the conclusions above, some suggestions are offered.

In teaching writing, such as writing a descriptive text, teacher needs more active and teachers should make a better preparation to develop the students using new materials. The teacher should motivate the students to write a written text. Therefore, the students will not get bored so easily and get more spirit in learning English.

Secondly, The teachers should give the instruction clearly to the students, so the learning process will be conducted in a good way. The students could have more exercises of writing descriptive text by finding many object surrounding them and describe it in the form of written text. The students should show their understanding

by following all activities and answering all activities. Module can helping the improvement of teaching learning process in school.

Thirdly, the teacher should select a good and appropriate technique in teaching and learning process. The future teachers should conduct the better media and development teaching media to enrich junior high school students writing.

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APPENDICES

Appendix 1: Interview Guideline

INTERVIEW GUIDELINE

- 1) Di kelas berapa saja Ibu mengajar mata pelajaran (mapel) Bahasa Inggris?
- 2) Apakah untuk semester satu ini terdapat materi *descriptive text* untuk kelas VIII?
- 3) Apa saja topik-topik *descriptive* yang diajarkan?
- 4) Media apa saja yang digunakan untuk mengajarkan materi *descriptive text* tersebut?
- 5) Apa saja kelebihan maupun kekurangan media yang digunakan tersebut?
- 6) Pengembangan media pembelajaran seperti apa yang dibutuhkan untuk mengajarkan *descriptive text*?
- 7) Perlukah media pembelajaran untuk mengajarkan *descriptive text* pada siswa kelas VIII yang dimunculkan di depan kelas saat proses belajar mengajar?

Appendix 2

OBSERVATION CHECKLIST

Angket Kebutuhan Guru terhadap Media Pembelajaran Descriptive Writing “Module Descriptive Text”

Berilah tanda (√) pada jawaban yang sesuai (boleh lebih dari satu jawaban).

1. Di kelas berapa saja Bapak/Ibu mengajar mata pelajaran Bahasa Inggris?
 - Kelas VII
 - Kelas VIII
 - Kelas IX
2. Apakah di semester gasal ini terdapat materi *descriptive text* untuk kelas VIII?
 - Ada
 - Tidak Ada
3. Apa saja topik-topik *descriptive text* yang diajarkan?
 - Describing animals
 - Describing places
 - Describing things
 - Describing people
 - Lainnya
4. Media apa saja yang digunakan untuk mengajarkan materi *descriptive text* tersebut?
 - Picture
 - Picture Card
 - Word Card
 - Flash Card
 - Video
 - Text Book
 - Lainnya

5. Apa saja kelebihan media yang digunakan tersebut?

.....

6. Apa saja kekurangan media yang digunakan tersebut?

.....

7. Menurut Bapak/Ibu, pengembangan media pembelajaran seperti apa yang dibutuhkan untuk mengajarkan *descriptive text* pada siswa kelas VIII di dalam kelas?

- Inovasi media visual yang sederhana, menarik dan interaktif
- Inovasi media visual dengan beragam permainan *in pairs*
- Inovasi media audio visual yang canggih, menarik dan interaktif

8. Menurut Bapak/Ibu, perlukah media pembelajaran untuk mengajarkan *descriptive text* pada siswa kelas VIII yang dimunculkan di depan kelas saat proses belajar mengajar?

- Perlu
- Tidak perlu

Alasan:.....

Appendix 3

**ANGKET PENELITIAN UNTUK SISWA
PERANAN MEDIA TEACHING MATERIAL DALAM MENINGKATKAN
EFEKTIVITAS MENULIS DESCRIPTIVE TEXT PADA SISWA DI
SEKOLAH MENENGAH PERTAMA KESATRIAN 1 SEMARANG**

NABIELLA SYIFARANI (2201410090)

1. I. KETERANGAN ANGKET

1. Angket ini dimaksudkan untuk memperoleh data objektif dari siswa dalam penyusunan skripsi.
2. Dengan mengisi angket ini, berarti telah ikut serta membantu kami dalam penyelesaian studi.

1. II. PETUNJUK PENGISIAN ANGKET

1. Sebelum anda menjawab daftar pertanyaan yang telah disiapkan, terlebih dahulu isi daftar identitas yang telah disediakan.
2. Bacalah dengan baik setiap pertanyaan, kemudian beri tanda silang (√) pada jawaban yang dianggap paling tepat.
3. Isilah angket ini dengan jujur serta penuh ketelitian sehingga semua soal dapat dijawab. Dan sebelumnya tak lupa kami ucapkan banyak terima kasih atas segala bantuannya.

1. III. IDENTITAS SISWA

1. Nama :
2. Kelas :
3. No.absen :

IV. DAFTAR PERTANYAAN

No.	Pertanyaan	Student's Response	
		Ya	Tidak
1.	Apakah kalian merasa kesulitan dengan materi descriptive ini?		
2.	Apakah media teaching material yang diberikan menolong kalian untuk mempermudah membuat kalimat?		

3.	Apakah kalian kesulitan untuk memahami kalimat dalam pelaksanaan teaching material ?		
4.	Apakah kalian merasa kesulitan memahami makna kata selama pelaksanaan teaching material secara langsung yang berbahasa Inggris?		
5.	Apakah kalian merasa kesulitan untuk menulis sebuah teks deskripsi setelah dilakukannya teaching material dalam bahasa Inggris?		
6.	Apakah kalian merasa kesulitan dengan grammar yang ada dalam pelaksanaan teaching material?		
7.	Apakah kalian kesulitan mendeskripsikan sesuatu dalam bentuk tulis dengan kalimatmu sendiri?		
8.	Apakah kalian merasa kesulitan dalam mengekspresikan cerita deskripsi dengan grammar yang tepat?		
9.	Apakah kalian kesulitan dalam merangkai kalimat untuk mendeskripsikan sesuatu?		
10.	Apakah kalian mengalami kesulitan saat mengerjakan tugas-tugas yang diberikan?		

Appendix 4

PERANAN MODULE DESCRIPTIVE TEXT DALAM MENINGKATKAN EFEKTIVITAS MENULIS DESCRIPTIVE TEXT PADA SISWA DI SEKOLAH MENENGAH PERTAMA NEGERI 1 KSATRIAN SEMARANG NABIELLA SYIFARANI (2201410090)

1. I. PETUNJUK WAWANCARA

1. Sebelum anda menjawab daftar pertanyaan yang telah disiapkan terlebih dahulu isi identitas yang telah tersedia.
2. Jawablah tes wawancara ini dengan jujur dan penuh ketelitian karena jawaban Bapak/Ibu Guru akan membantu kelengkapan data yang penulis butuhkan. Dan sebelumnya tidak lupa kami ucapkan terima kasih atas segala bantuannya.

1. II. IDENTITAS GURU

1. Nama :
2. Jabatan :
3. Bidang Studi Yang Diajarkan :

1. III. DAFTAR PERTANYAA

No.	Pertanyaan	Teacher's Response	
		Ya	Tidak
1.	Apakah menurut anda siswa dapat menerima materi yang diberikan?		
2.	Apakah menurut anda siswa dapat memahami isi dari materi tersebut?		
3.	Apakah menurut anda siswa kesulitan untuk memahami gambar-gambar dan video dalam motion pictures?		
4.	Apakah menurut anda penyampaian materi melalui writingterdapat kendala?		
5.	Apakah menurut anda siswa cepat menangkap isi		

	motion pictures tersebut?		
6.	Apakah menurut anda materi yang diberikan terlalu monoton?		
7.	Apakah menurut anda siswa mengalami kendala saat menulis descriptive text?		
8.	Apakah menurut anda siswa masih kesulitan merangkai kata dalam menulis?		
9.	Apakah menurut anda materi yang diberikan sudah layak untuk dipakai siswa kelas 8?		
10.	Apakah menurut anda materi yang diberikan sudah berdasarkan Standar Kompetensi dan Kompetensi Dasar?		

Appendix 5: Lesson Plan

LESSON PLAN

School : SMP Kesatrian 1 Semarang
 Subject : English
 Class / Semester : VIII / 2
 Allocation time : 4x45 minutes

A. COMPETENCE STANDARD

Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dalam kehidupan sehari- hari.

B. BASIC COMPETENCE

6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk deskriptif dan recount

C. INDICATOR

- Students identify the information from descriptive text given by teacher
- Students identify the social function, the generic structure, and linguistics features
- Students write a descriptive text

D. LEARNING OBJECTIVE

1. Students are able to identify the information from a descriptive text given by the teacher correctly.
2. Students are able to identify the social function, the generic structure, and the linguistic features of descriptive text correctly.
3. Students are able to write descriptive text.

E. LEARNING MATERIAL

My Bestfriend

List of vocabulary:

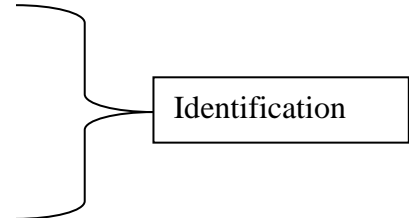
Tall	: / tɔ:l /	: Tinggi
Eyes	: / 'aiz /	: Mata
Friend	: / 'frendz /	: Teman
Classmate	: / 'klæsmeɪt /	: Teman Sekelas
Hair	: / heə(r) /	: Rambut
Beautiful	: / 'bju:tɪfl /	: Cantik
Daughter	: / 'dɔ:tər /	: Anak perempuan

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

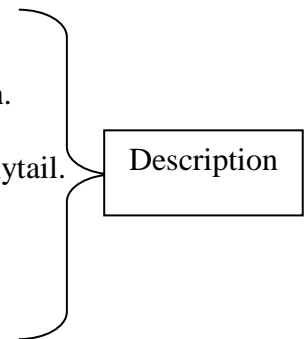
Generic structure: Descriptive text has structure as below: Identification:

Identifying the phenomenon to be described. Description: Describing the phenomenon in parts, qualities and characteristics.

I would like to talk about my best friend Lenka.
I am so lucky to have her.
Without her I would not be as happy as I am now.
I have known her for my whole life.



Lenka is small and quite slim.
She has got an oval face with bright blue eyes and a big mouth.
She has long brown wavy hair but she usually wears it in a ponytail.
She is quite beautiful, especially when she smiles



Language Features:

The use of Simple Present Tense

S + V1/ Ves/ V

Grammar**PRESENT TENSE**

I / You / We / They	V1	POSITIVE
	V1 (s / es)	
He / She / It		

I / You / We / They	Do not (don't)	V1	NEGATIVE
	Does not (doesn't)		
He / She / It			

Do	I / You / We / They	V1	?	INTERROGATIVE
Does				

For example:

Positive

- a. Alexa needs much time to do it.
- b. Andri and Shena like to drink Cola.
- c. Jenny looks so perfect with those rings.
- d. Mia and they go to campus by a van.

Negative

- a. Alexa doesn't need much time to do it.
- b. Andri and Shena don't like to drink Cola.
- c. Jenny doesn't look so perfect with those rings.
- d. Mia and they don't go to campus by a van.

Interrogative

- a. Does Alexa need much time to do it?

- b. Do Andri and Shena like to drink Cola?
- c. Does Jenny look so perfect with those rings?
- d. Do Mia and they go to campus by a van?

F. METHOD OF STUDY / TECHNIQUE

1. Question-answer
2. Lecturing
3. Number-head together
4. Peer-editing
5. Group discussion
6. Group working

G. STEPS OF LEARNING ACTIVITY

First Meeting (Pre-test)

Phase	Activity	Time (minute)
Engagement	<p>Open activity</p> <ol style="list-style-type: none"> 1. Students are greeted by the teacher. 2. Students and teacher pray together. 3. Students are called the roll by teacher. 	5
Exploration	<p>Main Activity</p> <ol style="list-style-type: none"> 4. Students are asked some questions related to the topic. 5. Students are given a picture of a person. 6. Students are asked to describe a person in the picture. 7. Students listen to teacher's explanation about the general purpose, generic structure, and linguistics features of descriptive text. 8. Students are shown some present sentences and adjectives. 	45

	9. Students are asked about the pattern of the sentences. 10. Students are drilled about present tense.	
Elaboration	11. Students are asked to do exercises related to simple present tense 12. Students submit their work.	15
Confirmation	13. Students' answers are identified by the teacher. 14. Teacher makes general evaluation about students' writing. 15. Teacher has question and answer session about the activity.	15
Evaluation	Closing activity 16. Students pay attention to the summary of the lesson. 17. Students give a comment about what they had been studied.	10

Second Meeting (Post-test)

Phase	Activity	Time (minute)
Engagement	Open activity 1. Students are greeted by the teacher. 2. Students and teacher pray together. 3. Students are called the roll by teacher.	5
Exploration	Main Activity 4. Students are asked some questions related to the topic. 5. Students listen to teacher's explanation about the general purpose, generic structure, and linguistics features of descriptive text.	30

Elaboration	6. Students are asked to make a descriptive text. 7. Students submit their work.	30
Confirmation	8. Students' answers are identified by the teacher. 9. Teacher makes general evaluation about students' writing. 10. Teacher has question and answer session about the activity.	15
Evaluation	Closing activity 11. Students pay attention to the summary of the lesson. 12. Students give a comment about what they had been studied.	10

H. ASSESSMENT

Indicator	Techniques	Instrument Form	Example of Instrument
1. Students identify the form of simple present tense.	Written test	Question and Answer	<ul style="list-style-type: none"> Choose the correct verb for each sentence!
2. Students identify the social function, the generic structure, and the linguistic features of descriptive text given by the teacher.	Written test	Descriptive Text	<ul style="list-style-type: none"> Arrange some paragraphs below to be descriptive text and identify the generic structure!
3. Students write the simple descriptive text individually	Written Test	Essay	1. Look at the Pictures showing in front of the class about "My best

			friend” carefully ! 2. Write a descriptive text !
--	--	--	--

Evaluation

Teacher give evaluation to the students based on:

Indicator : Students identify the form of simple present tense.

1. **Evaluation technique** : Written test
2. **Instrumen** : Question and answer
3. **Instrument of evaluation** : Practice

Choose the correct verb for each sentence !

1. Budi always came/comes on time
2. I am/is Indonesian
3. My friend and I learn/learns English at Bimbel everyday
4. He usually read/reads some books everyday
5. Santi’s cat bites/bit a beautiful bird
6. Mathematics is/are the most difficult subject
7. She laid/lays the baby in his crib
8. An Architect is/are a person who plans a new building
9. Teachers teaching/teach in schools, they explain and give homework to the students
10. The old Men bought/buy an apple

Instructions

1. Fill the blank words with the right verb or to be!

2. Draw generic structure of descriptive text below!

Semarang, the capital city of central java province 1... (has/have) many beautiful places to visit. You can 2.... (go/went) to various museums namely MURI, Ronggowarsito, Mandala Bhakti, Nyonya Meneer etc. You can also see temple 3... (s/es) like the Sampokong temple or witness the beautiful Dutch architecture at the Tanjung Mas.

A must visit 4... (is/are) the Simpang Lima, a field at the center of Semarang, this 5... (is/are) also the hub of all the activities in Semarang. You can 6... (can/could) plan a family day at the various amusement parks in Semarang. Go to the Lele Park, Tinjomoyo Zoo, Puri Maerokoco and Kampoeng Laut, Marina Beach and various other destination 7... (s/es) which 8... (is/are) perfect for a family outing. Make sure you 9... (visit/visited) Tugu Muda, a symbol of the freedom struggle of Indonesia. Near there you can see the most interesting building in Semarang. The old landmark of central java 10... (is/are) Lawang Sewu.

II Indicator : Students make a recount text individually.

1. Evaluation technique : Written test

2. Instrument : Essay

3. Instrument of evaluation

Instructions

1. Look at the pictures about Descriptive text!

2. Write a descriptive!

1. Assessment of the test : rubric assessment

a. Rubric of assessment

Writing component	Score	Description
Grammar	5	Mastery of the grammar taught on course, only 1-2 minor mistakes.
	4	A few minor mistakes only (e.g. preposition, articles).
	3	Only 1 or 2 major mistakes but a view minor ones.
	2	Major mistakes lead to difficulty in understanding, lack of mastery of sentence construction.
	1	Numerous serious mistakes, no mastery of sentence construction, almost unintelligible.
Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Good use of new words acquired, appropriate synonyms, circum location.
	3	Attempts to use word acquired, appropriate vocabulary on the whole but sometimes restricted, have to resort to use synonyms on a few occasions.
	2	Restricted vocabulary, use a synonym (but not always appropriate), imprecise and vague, affect meaning.
	1	Very restrictive vocabulary, inappropriate use of synonym seriously hinders communications.
Mechanic	5	No errors.
	4	1 or 2 minor errors only.
	3	Several errors, do not interfere significantly with communication, not too hard to understand.

	2	Several errors, some interfere with communication, some words very hard to recognize.
	1	Numerous errors, hard to recognize several words, communication is made full difficult.
Content	5	All sentences support the topic, and recognized.
	4	Well organized ideas, links could occasionally be clearer but communication not impaired.
	3	Some mediocre organization, reading required for clarification of ideas.
	2	Little or no attempt at connectivity, though reader can deduce some organizations, individual ideas may be clear but very difficult to deduce connection between them.
	1	Lack of organization so severe that communication is seriously impaired.
Style	5	Flowing style, very easy to understand, both complex and simple sentences, very effective.
	4	Quite flowing style, mostly easy to understand, a few complex sentences, very effective.
	3	Reasonably smooth style; not too hard to understand mostly (but not all), simple sentences, fairly effective.
	2	Jerky style; an effort needed to understand and enjoy complex sentences, confusing mostly (but not all), simple sentences, fairly effective.
	1	Very jerky; hard to understand, cannot enjoy reading, almost all simple sentences confusing, excessive use of “and”.

(Adapted from Harris, 1969: 68-69)

The calculation of the total score :

Grammar	: 0-5
Vocabulary	: 0-5
Mechanics	: 0-5
Content	: 0-5
Style	: <u>0-5</u> +
Total	: 0-25

To obtain an exact score, the total score times four

Total score	: 25 X 4
	: 100

Example of assessment:

Name of the student : Fani

$$\begin{aligned}
 \text{Total score} &= ([\text{Grammar}] + [\text{Vocabulary}] + [\text{Mechanic}] + [\text{Content}] + [\text{Style}]) \times 4 \\
 &= (4 + 2 + 2 + 3 + 3) \times 4 \\
 &= 14 \times 4 \\
 &= 56
 \end{aligned}$$

Semarang, June 9 2015.
English Teacher,

Nabiella Syifarani
NIM 2201410090

Appendix 6: The Assessment Questionnaire of the Prototype



ANGKET PENILAIAN PROTOTYPE/CHECKLIST AHLI BAHASA MODEL MEDIA PEMBELAJARAN DESCRIPTIVE WRITING “MODULE DESCRIPTIVE TEXT”

Petunjuk Pengisian

- 1) Bapak/Ibu diharapkan memberi koreksi dan masukan pada setiap komponen dengan cara menuliskan pada angket yang telah disediakan.
- 2) Penilaian yang diberikan kepada setiap komponen dengan cara membubuhkan tanda cek (√) pada rentang angka-angka penilaian yang dianggap tepat. Makna angka-angka tersebut adalah:

Angka 4 = sangat baik

Angka 3 = baik

Angka 2 = cukup

Angka 1 = kurang

Contoh:

Sangat baik <.....> tidak baik

4	3	2	1
---	---	---	---

- 3) Selain mengisi angka tersebut, mohon Bapak/Ibu memberikan saran masukan.
- 4) Di samping validasi pada format A, Bapak/Ibu diharapkan memberikan komentar dan saran perbaikan secara umum terhadap prototype model pembelajaran

“*descriptive writing*” yang telah dibuat apabila masih terdapat kekurangan atau kesalahan. Saran perbaikan secara umum dituliskan pada angket format B.

FORMAT A

a. Isi Model *Teaching Material*

1. Apakah isi media “Module Descriptive Text” sudah sesuai dengan Kompetensi Dasar?

Sangat baik <.....> tidak baik

4	3	2	1
---	---	---	---

Saran masukan:

.....

2. Apakah pemilihan *Descriptive Text* dalam “Module” sudah sesuai untuk siswa SMP?

Sangat baik <.....> tidak baik

4	3	2	1
---	---	---	---

Saran masukan:

.....



**ANGKET PENILAIAN PROTOTYPE/CHECKLIST GURU
MODEL MEDIA PEMBELAJARAN DESCRIPTIVE WRITING “Teaching
Material menggunakan Module Descriptive Text”**

Petunjuk Pengisian

- 1) Bapak/Ibu diharapkan memberi koreksi dan masukan pada setiap komponen dengan cara menuliskan pada angket yang telah disediakan.
- 2) Penilaian yang diberikan kepada setiap komponen dengan cara membubuhkan tanda cek (√) pada rentang angka-angka penilaian yang dianggap tepat. Makna angka-angka tersebut adalah:

Angka 4 = sangat baik

Angka 3 = baik

Angka 2 = cukup

Angka 1 = kurang

Contoh:

Sangat baik <.....> tidak baik

4	3	2	1
---	---	---	---

- 3) Selain mengisi angka tersebut, mohon Bapak/Ibu memberikan saran masukan.
- 4) Di samping validasi pada format A, Bapak/Ibu diharapkan memberikan komentar dan saran perbaikan secara umum terhadap prototype model pembelajaran *descriptive writing* “module” yang telah dibuat apabila masih terdapat kekurangan atau kesalahan. Saran perbaikan secara umum dituliskan pada angket format

FORMAT A

a. Model Pembelajaran

1. Apakah ilustrasi dalam “Teaching Material Module Descriptive Text” sudah sesuai dan mudah dipahami oleh siswa SMP?

Sangat baik <.....> tidak baik

4	3	2	1
---	---	---	---

Saran masukan:

.....

.....

.....

2. Apakah bentuk dan kesesuaian ilustrasi dengan substansi pesan dalam “Module” sudah menarik dan sesuai penataannya?

Sangat baik <.....> tidak baik

3. 4	3	2	1
4.			

Saran masukan:

.....

.....

.....

3. Apakah tampilan tulisan dan ketepatan tata bahasa pada “Module” sudah jelas dan menarik?

Sangat baik <.....> tidak baik

4	3	2	1
---	---	---	---

Saran masukan:

.....

4. Apakah “Module” sudah mendorong kemampuan berfikir kritis sebuah media pembelajaran yang ditampilkan di depan kelas?

Sangat baik <.....> tidak baik

4	3	2	1
---	---	---	---

Saran masukan:

.....

b. Isi Model Module Descriptive Text

1. Apakah isi media “Module Descriptive Text” sudah sesuai dengan tujuan pembelajarannya?

Sangat baik <.....> tidak baik

4	3	2	1
---	---	---	---

Saran masukan:

.....

2. Apakah pemilihan *Descriptive Text* dalam “Module” sudah sesuai untuk siswa SMP?

Sangat baik <.....> tidak baik

4	3	2	1
---	---	---	---

Saran masukan:

.....

3. Apakah pemilihan topik dan gambar pada “Module Descriptive Text” sudah sesuai untuk siswa SMP?

Sangat baik <.....> tidak baik

4	3	2	1
---	---	---	---

Saran masukan:

.....

FORMAT B

- c. Saran perbaikan secara umum mengenai media pembelajaran *Module Descriptive Text***

.....

Appendix 7: List of the Students

No.	Code of Students
1	S-01
2	S-02
3	S-03
4	S-04
5	S-05
6	S-06
7	S-07
8	S-08
9	S-09
10	S-10
11	S-11
12	S-12
13	S-13
14	S-14
15	S-15
16	S-16
17	S-17
18	S-18
19	S-19
20	S-20
21	S-21
22	S-22
23	S-23
24	S-24
25	S-25
26	S-26
27	S-27
28	S-28
29	S-29
30	S-30
31	S-31

Appendix 8 : The Result Need Analysis																					
No	Code Of students	1		2		3		4		5		6		7		8		9		10	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	S-01		v		v		v		v		v		v		v		v		v	v	
2	S-02		v	v			v		v		v		v		v		v		v		v
3	S-03		v	v		v			v		v		v		v		v		v		v
4	S-04		v	v			v	v			v		v		v		v		v	v	
5	S-05		v	v			v	v			v		v		v		v		v		v
6	S-06	v		v			v		v		v	v			v	v		v			v
7	S-07	v		v			v		v		v	v			v		v		v		v
8	S-08		v	v			v		v		v		v		v		v		v		v
9	S-09		v	v		v		v		v			v	v		v		v		v	
10	S-10		v	v		v		v		v		v		v		v		v		v	
11	S-11	v		v	v		v	v			v		v		v	v		v			v
12	S-12		v		v	v	v	v			v		v	v			v	v		v	
13	S-13		v	v			v		v		v		v	v			v		v		v
14	S-14	v		v		v		v			v	v		v			v	v		v	
15	S-15	v		v		v		v			v	v			v		v		v		v
16	S-16		v	v			v	v			v		v		v		v		v		v
17	S-17		v		v		v		v		v	v			v		v		v		v
18	S-18		v		v	v		v			v	v			v	v		v		v	
19	S-19		v	v			v		v		v	v			v		v	v		v	
20	S-20	v		v		v			v	v			v	v			v	v			v
21	S-21	v		v		v		v			v	v		v		v		v			v

22	S-22		v	v			v		v		v		v		v		v	v			v
23	S-23		v	v			v		v		v		v		v		v		v		v
24	S-24		v	v			v		v		v		v		v		v		v		v
25	S-25	v			v		v	v			v		v	v			v	v		v	
26	S-26		v	v		v		v			v	v		v			v	v		v	
27	S-27		v	v			v		v		v		v		v	v			v		v
28	S-28		v		v		v		v		v		v		v		v		v		v
29	S-29		v	v			v		v		v		v	v			v		v		v
30	S-30		v	v			v		v		v		v	v		v			v		v
31	S-31	v		v			v		v		v		v		v		v		v		v
	Total	9	22	25	6	9	22	13	18	3	28	10	21	11	20	8	23	13	18	10	21
	Persentase	45%	71%	81%	19%	29%	71%	41%	58%	9%	90%	32%	68%	35%	64%	25%	74%	41%	58%	32%	67%

THE RESULT OF PRE-TEST ANALYSIS
SECOND GRADE STUDENTS OF SMP KESATRIAN 1 SEMARANG
ACADEMIC YEAR 2015/2016

NO	Code of Students	Pretest					Total Score
		Grammar	Vocabulary	Mechanics	Content	Style	
1.	S – 1	3	3	3	3	3	60
2.	S – 2	3	2	3	3	3	56
3.	S – 3	3	3	3	3	2	56
4.	S – 4	2	2	3	3	3	52
5.	S – 5	3	3	3	3	2	56
6.	S – 6	3	2	2	1	2	40
7.	S – 7	3	2	3	3	2	52
8.	S – 8	4	3	2	3	3	60
9.	S – 9	3	3	3	3	2	60
10.	S – 10	3	3	2	3	3	56
11.	S – 11	4	3	3	3	2	60
12.	S – 12	2	2	2	2	2	40
13.	S – 13	3	2	2	2	2	44
14.	S – 14	2	1	2	3	2	40
15.	S – 15	3	2	2	1	2	40
16.	S – 16	3	4	3	2	2	56
17.	S – 17	3	3	2	2	2	48
18.	S – 18	3	3	3	3	3	60
19.	S – 19	3	3	2	2	2	48
20.	S – 20	4	3	2	2	3	56
21.	S – 21	3	3	3	3	3	60
22.	S – 22	3	3	3	2	2	52
23.	S – 23	3	2	3	2	2	60
24.	S – 24	3	3	3	3	3	60
25.	S – 25	2	2	3	3	3	52
26.	S – 26	3	2	2	2	2	44
27.	S – 27	3	3	3	3	3	60
28.	S – 28	2	3	3	3	3	56
29.	S – 29	2	3	3	2	2	48
30.	S – 30	3	2	2	3	3	52
31.	S – 31	3	3	2	2	3	52
	Mean	2,9	2,6	2,5	2,5	2,4	5,3

THE RESULT OF POST-TEST ANALYSIS
SECOND GRADE STUDENTS OF SMP KESATRIAN 1 SEMARANG
ACADEMIC YEAR 2015/2016

NO	Code of Students	Posttest					Total Score
		Grammar	Vocabular y	Mechanics	Content	Style	
1.	S – 1	5	4	4	4	4	84
2.	S – 2	4	4	3	4	5	80
3.	S – 3	4	4	4	3	3	72
4.	S – 4	5	3	4	3	3	72
5.	S – 5	5	5	3	5	5	92
6.	S – 6	4	3	3	3	4	68
7.	S – 7	4	3	3	3	3	64
8.	S – 8	4	4	4	3	3	72
9.	S – 9	5	5	4	4	4	88
10.	S – 10	5	5	5	4	4	96
11.	S – 11	5	5	3	3	4	80
12.	S – 12	4	4	3	4	3	72
13.	S – 13	4	4	3	4	4	76
14.	S – 14	3	2	2	2	2	40
15.	S – 15	3	3	2	2	3	52
16.	S – 16	5	4	4	3	3	76
17.	S – 17	4	4	4	4	4	80
18.	S – 18	4	4	4	4	4	80
19.	S – 19	4	4	4	3	4	76
20.	S – 20	5	5	5	5	5	100
21.	S – 21	4	3	4	4	3	84
22.	S – 22	4	4	4	3	4	76
23.	S – 23	3	4	4	3	3	68
24.	S – 24	5	4	4	4	4	84
25.	S – 25	5	4	4	3	4	80
26.	S – 26	5	5	5	4	4	84
27.	S – 27	5	4	4	3	4	80
28.	S – 28	5	5	5	4	5	96
29.	S – 29	4	4	4	3	3	72
30.	S – 30	5	5	5	4	3	84

31.	S - 31	5	5	4	4	4	88
	Mean	4,4	4,1	3,8	3,5	3,7	78

Appendix 8 Documentations





Appendix 9 Letter



**YAYASAN PENDIDIKAN KESATRIAN 67
SMP KESATRIAN 1 SEMARANG**

(Terakreditasi "A")

Jl. Ateri Soekarno-Hatta, ☎ 024-6734344, 6734348 📧 50199 Semarang
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SURAT KETERANGAN

Nomor : 677/103.33/SMP Kes.1/II/2016

Yang bertanda tangan di bawah ini Kepala SMP Kesatrian 1 Semarang menerangkan bahwa :

N a m a	: NABIELLA SYIFARANI
N I M	: 2201410090
Jurusan	: Bahasa dan Sastra Inggris
Program Studi	: Pendidikan Bahasa Inggris
Perguruan Tinggi	: Universitas Negeri Semarang

Telah melaksanakan penelitian di SMP Kesatrian 1 Semarang judul
" Developing Teaching Material of Descriptive Text Writing for Eight

