

**TEACHING LEARNING PROCESS OF WRITING
DESCRIPTIVE TEXT AT THE EIGHTH GRADE STUDENTS OF
MTs NEGERI SUKOHARJO IN THE ACADEMIC YEAR
2019/2020**

THESIS

**Submitted as a Partial Requirements
For the Degree of *Sarjana* in English Education**



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Assalamu 'alaikum Wr. Wb

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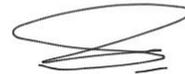
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Thank you for attention.

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Surakarta, 05 Juni 2020

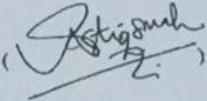
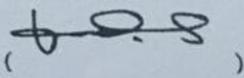
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RATIFICATION

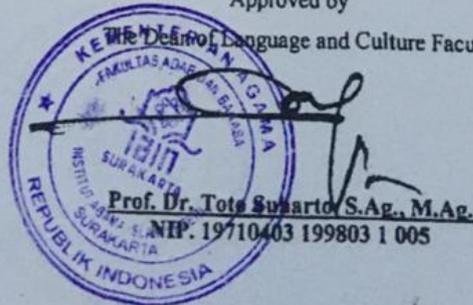
This is to certify the *Sarjana* thesis entitled "Teaching Learning Process of Writing Descriptive Text at the Eighth Grade of MTs Negeri Sukoharjo in the Academic Year 2019/2020" by Septina Setiyani has been approved by the Board of Thesis Examiners as the requirement for degree of *Sarjana* in English Study Program.

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MOTTO

216. Fighting has been enjoined upon you while it is hateful to you. But perhaps you hate a thing and it is for you; and perhaps you love a thing and it is bad for you. And Allah Knows, while you know not.

(Q.S Al- Baqarah: 216)

I have come to love myself for who I am, for who I was and for who I hope to become.

(BTS – Kim Namjoon)

Doa ibu merupakan kunci utama untuk menemani usahaku

(The Researcher)

DEDICATION

This thesis is dedicated to:

1. My beloved parents
2. My beloved Brother and His family
3. My beloved Sister
4. All my friends
5. My Almamater IAIN Surakarta

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “**Teaching Learning Process of Writing Descriptive Text at the Eighth Grade of MTs Negeri Sukoharjo in the Academic Year 2019/2020**” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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The researcher realizes that this thesis is still far being perfect. She hopes that this thesis useful for the researcher inpaticular and the redears in general.

Surakarta, 12 Juni 2020

The researcher

Septina Setiyani

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ABSTRACT

Septina Setiyani, 2020. *Teaching Learning Process of Writing Descriptive Text at The Eighth Grade Students of MTs Negeri Sukoharjo in Academic Year 2019/2020*. Thesis. English Education Departement. Language and Culture Faculty

Advisor : Zainal Arifin, S. Pd., M. Pd.

Keyword : Teaching and Learning Process, Writing, Descriptive Text.

The objective of the research are (1) how the teaching learning process in the eighth grade students of MTs Negeri Sukoharjo, (2) problem faced by the teacher and the students and (3) Solution in teaching writing descriptive text.

This research is a descriptve qualitative research. The subject of this study is the Eighth grade students of MTs Negeri Sukoharjo. The method of collecting data are observation, interviewn and documentation.

The result of the research showed The material of teaching learning was descriptive text. In MTs Negeri Sukoharjo used book that convered the material, the teacher uses text book from *Bupena* published by Erlangga and existing book in the library such as *Bright and IOS*. The method of teaching learning process in MTs Negeri Sukoharjo the teacher uses Three Phases technique, the prediction is this learning become more active and reduce boredom in English Learning. Media in teaching learning process of writing descriptive text in MTs Negeri Sukoharjo, the teacher uses media support are media image, white board, board maker, textbook, laptop, power point and LCD projector to explain the material of teaching learning. The Assessment of teaching learning process writing descriptve text is Analytical scoring breaks a test-taker's written text down into a number of subcategories (organization, grammar, vocabulary, content, mechanics.) and gives a separate rating for each. Classroom evaluation of learning is best served through analytic scoring. The problem faced by the teacher are Uncooperative students. The problem faced by the students are the confusing formula and incorrect writing, Spelling word, Lacking Vocabulary and grammar, Assumسد of English is difficult. The solution of problems faced such as the teacher always advised and motivate to the students, Bring dictionary and teacher lead to translate.

CHAPTER I

INTRODUCTION

A. Background of the Study

English is a language which comprises some basic skills. The basic skills in English are listening, reading, speaking, and writing. Those skills are needed and acquired as long as the students are still learning English.

Writing is a medium human communication that represents language and emotion through the inscription or recording of signs and symbols. Harmer (2001: 16) states that literate people, who use language, have a number of different abilities. They will be able to speak on the telephone, write letters, listen to the radio or read a book.

One of the important skills in English as a second language is writing. Ghazi (2002: 1) says that writing is a complex process that allows the writers to explore their thoughts and ideas, and make them visible and concrete. Writing is one of the language skills after speaking, listening and reading. We know that language is not only used in spoken form, but also in written form. Writing is different from the other skills because it needs accurate situations or contexts and the structure of every sentence must be complete to avoid misunderstanding.

Teressa (2000: 1) says that teaching is an active process in which one person shares information with others to provide them with the information to make behavioral changes. Meanwhile, learning is a process of assimilating information with a resultant change in behavior.

Writing is very important for many people because it will help them understand many paragraphs written in English, either to obtain information for scientific purposes or just for relaxation. Through writing, the students can enlarge their points of views of their atmosphere and knowledge. They can also convey or write their ideas, imagination, and experiences into paragraph and it can be explored to become histories (Ghazi: 2002: 1). The importance of English writing is also stated in Competence-Based Curriculum 2004. It states that English is understood as a means of communication. Communication is an understanding and expressing of information, thoughts, feeling, science, and culture developing by using language.

Harmer (2004: 31) states that writing is a way to produce language to express ideas, feelings, and opinions. Writing as one of language skills occupies an equal role with the other language skills, although most people tend to focus on speaking than writing. The students usually also like speaking than writing, because they think that writing is more difficult than the other skills. The students must understand grammatical rules and lots of vocabulary to write well.

Harmer (2004: 12), states that writing is functional communication, making learners possible to create imagined worlds of their own design. Writing as one of four language skills is considered as a difficult skill because the writer should make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way. We can take more times to think and choose words in order to express

our ideas, thoughts, and feelings. We still can make editing or revision if it is not clear to express what we intend to write. Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. After you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one step action but it is a process that has several steps. Writing is a discovery process that involves discovering ideas how to organize them and what that you want to put over to your order. Teaching writing for junior high school focuses on understanding texts and knowing how to write a sentence clearly.

In standart of content some genre of text must be leared by the students genres are descriptive, narrative, recount, report, procedure, spoof, and news item. But, the students usually face difficulties in writing descriptive texts because it must use simple past tense which is complicated for them and they have less vocabulary for writing, especially for descriptive text and the researcher want to know about why the students have high interest in learning descriptive text.

According to Pardiyono (2007: 33 – 6) descriptive is a kind of text which functions to describe a particular person, place or thing. And the purpose of the text is to describe and reveal particular place, people or thing. The generic structure of descriptive text consists of (1) identification of the phenomenon to be described; and (2) description of the phenomenon in parts, qualities and characteristic.

MTs Negeri Sukoharjo is one of the favorite school in Sukoharjo. The teachers and the students have a good discipline. This school has also good quality and complete facilities, such as: library, studio, laboratory etc. MTs Negeri Sukoharjo as place of this research is located on Major Ahmadani Street No 09, Sukoharjo. The researcher met the English teacher of MTs Negeri Sukoharjo and asked about the teaching learning process of teaching English at the school. It is informed that the teacher used cooperative learning method. She describe the technique which is used in the teaching learning process which is suitable for MTs Negeri Sukoharjo.

The model of English teaching learning by using cooperative learning is proven to be the best way to make the students understand and enjoy the English Learning. This way of teaching can make the students enjoy in learning process and make the students learn, faster as what states by Dulay, Burt, and Khasen that relax and self-confident learners learn faster (Dulay, Burt and Khasen in Tomlison, 1998: 9).

Based on the observation, that held on 18-19 November on the class VIII C of MTs Negeri Sukoharjo, the research find some problems. The research found that the students writing is low, many students have difficulties in writing. Such as differentiating the tenses, remembering the vocabularies, grammar and composing word into sentences of paragraph of descriptive text. The students get difficulties to understand the whole content of the texts. The students also cannot understand the content the text because the students do not know the meaning of the word and sentence. Considering the problems above, the researcher decided to conduct a

research entitled “*Teaching Learning Process of Writing Descriptive Text at the Eighth Grade of MTs Negeri Sukoharjo in the Academic Year 2019/2020*”

B. The Identification of Problem

There are some reasons, why the researcher chose Eighth Grade of *MTs Negeri Sukoharjo* as the object of this research. It is considered that English writing is difficult to be learned by them. The identifications of the problem of this research are:

1. Most the students are lacked of vocabulary, grammar, differentiating the tenses.
2. Most of the students were afraid to do mistakes in writing and composing words into the sentences.

C. Problem Statement

Based on this background of the study, the researcher raised for research questions as follows:

1. How was teaching learning process on the Eighth Grade Students of *MTs Negeri Sukoharjo* in academic year 2019/2020?
2. What problems were faced by the teachers and the students on the Eighth Grade Students of *MTs Negeri Sukoharjo* in academic year 2019/2020?
3. What are the solutions in teaching writing of descriptive text for the eighth grade students of *MTs Negeri Sukoharjo* in academic year 2019/2020?

D. Limitation of the Study

There are four skills in English learning, namely reading, speaking, listening and writing. It is impossible for the researcher to do the analysis to all of them. Therefore the researcher limited her research on teaching learning Process of Descriptive Writing Text at the Eighth Grade of MTs Negeri Sukoharjo. This study will describe about how is teaching learning process of writing descriptive text and described about the methods, materials and assessment technique do the teacher use in teaching learning. The researcher chose the Eighth Grade Junior High School of MTs Negeri Sukoharjo because most of the students in this class were not interested to learn English writing and they also said that English writing is difficult to be learned.

E. Objectives of the Study

In conducting research, every researcher should have a certain objective of the study, the objectives of this research are:

1. To describe how the teaching learning process in the eighth grade students of MTs Negeri Sukoharjo in academic year 2019/2020.
2. To describe the problem faced by the students in teaching learning process in writing descriptive text of MTs Negeri Sukoharjo in academic year 2019/2020.
3. To find out solutions in teaching writing of descriptive text for the eighth grade students of MTs Negeri Sukoharjo in academic year 2019/2020.

F. Benefit of the Study

There are two benefits of study: theoretical and practical. The benefits

of this research are:

1. Theoretical Benefits

The researcher hopes that this research will give a reference for development of writing process especially in teaching English. This research is also expected to give a profitable description for any further researcher who wants to study the same case. This study becomes helpful information and a useful reference to the next study.

2. Practical Benefits

a. For the researcher

It is hoped that she understand more about teaching process so that she can prepare to be more creative in teaching. After finishing this research, the researcher expects to get addition information about the writing process, especially in teaching English.

b. For the English teacher

The researcher also expects that this study will give more information to the teachers. The result of the study will give a contribution to the teacher in relation to the students in writing. So, that, the teachers will find a new technique for teaching.

c. For the reader

The result of this study is expected to writing become a reference for the writing process at schools especially junior high school.

G. Definition of Key Terms

There are four of key terms in this research:

1. Teaching

Teaching is guiding and facilitating learning, enabling the learner to learn also setting the conditions for learning (Brown, 2000: 7). Mulyono (2006: 100) explains that teaching is an interactive process done by students and the environment in order that human/students behavior changes to be better.

2. Learning

Learning is a relatively permanent changes in a behavioral tendency and it is the result of reinforced practice (Kimbe and Garmazy, 1963: 133)

3. Writing

According to Harmer (2004: 12) writing is a process of looking at what people do to compose written text. The formula of good writing consists of pre-writing, writing, revising, editing. Those allow their work to emerge in a series that can be arranged into manageable steps.

4. Descriptive Text

Description is a written English text in which the writer describes an object. In the text, the object can be concrete or abstract object. It can be a person, or animal, or a tree, or a house, or camping (Sanggam, 2007: 89).

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Writing

a. Definition of Writing

Written language was thought by some to be spoken language into written form. Writing was for a long time neglected in language teaching. The assumption that writing is putting the spoken language into written form is only true for activities like taking down dictation or transcribing a tape (Brookes & Grundy, 2000: 1). However, long ago writing really started. It has reminded for most of its history a minority occupation. Spoken language, for a child, is acquired naturally as a result of being exposed to it, whereas the ability to write has been consciously learned. (Harmer, 2004: 3)

According to Harmer (2004: 12), writing process is a way of looking at what people do to compose written text. The formula of good writing consists of pre-writing, writing, revising, editing. Those allow their works to emerge in a series that can be arranged of manageable steps.

Byrne (1997: 1) says that on one level, writing can be said to be the act of forming symbol; making mark on a flat surface of some kind. He also states that writing involves the encoding of a message of some kind that is translating thoughts into language.

From the definitions above, it can be concluded that writing skill is a process to get knowledge about writing in language to compose written text, and the formula of good writing consists of pre- writing, drafting, revising, editing and publishing.

b. Aspect of Writing

To write something, a writer should consider the correctness of sentences and the correctness of the paragraph. Therefore, there are several aspects of writing that should be considered Byrne (1997:40 – 43) mentions seven aspect of writing, as follows:

1) Handwriting

This may be a problem for students who are not familiar with Roman script: Far Eastern and Arabic-speaking students.

2) Spelling

Usually, it may be more of a problem for the speakers of non-European languages. However, there are speakers of those languages where the spelling and pronunciation are consistent.

3) Punctuation

The conventions of English capital letters and punctuation are not universal and might have been taught.

4) Sentence Construction

The construction of sentences are grammatically correct , using the correct word order.

5) Organizing a text and paragraphing

a) Dividing the information into paragraph

- b) Knowing when to start a new paragraph
- c) Ordering the paragraph to present a logical argument, to tell story

2) Text Cohesion

The appropriate use of linking words and phrases so that the organization of the text is clear to the reader.

3) Register/style

Using language (structures and vocabulary) is appropriate to the formality and style of the text.

c. Process of Writing

Writing process is a way of looking at what people do when they compose written text (Harmer 2004: 12). The focuses of the writing process are not what the writers do in their writing. According to Tompkins and Hokisson (1991: 211), there are five stages in a writing process.

1) Pre-writing

This is the planning phase of the writing process, when students brainstorming, research, gather and outline ideas, often using diagrams for mapping out their thoughts. Audiences and purpose should be considered at this point, and for the older students, a working thesis statement needs to be started.

2) Drafting

Students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or

present an argument. Audience and purpose need to be finalized.

3) Revising

Students review, modify, and reorganize their work by rearranging, adding, or deleting content, and by making the tone, style, and content appropriate for the intended audience. The goal of this phase of the writing process is to improve the draft.

2) Editing

In the writing process, writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity. Having another writers feedback in this stage is helpful.

3) Publishing

Last step of writing process, the final writing is shared with the group. Sharing can be accomplished in a variety of ways, and with the help of computers, it can even be printed or published online.

d. Problems of Writing

Writing is a difficult activity for most students, both in the mother tongue and in a foreign language especially in English. (Halliday, 1985: 53 – 54) states that there are there writing problems as follows:

1) Psychological Problem

Speech is the natural and normal medium of communication for us in most circumstances and accustoms of us both in the mother tongue and in a foreign language to having someone

physically present when we use language and to getting feedback of some kinds. Writing in the other hand, is essentially a solitary activity and the fact that we are required to write on our own, without the possibility of interaction or the benefit of feedback, the learners makes the act of writing difficult.

2) Linguistics Problem

Oral communication is sustained through a process of interaction. Speech is normally spontaneous; we have a little time to pay attention either to organize our sentence structure or to connect our sentence. We repeat, backtrack, expend and so on depending on how people react to what we say. Incomplete and even ungrammatical utterances usually unnoticed. In writing, we have compensation for the absence of these features: we have to keep the channel of communication open through our own efforts and to ensure, both through our choice of sentence structure and by the way our sentences are linked together and sequenced, and the next, we produce the oral communication can be interpreted on its own.

3) Cognitive Problem

The problems in writing are not only in psychologically and linguistics, but in cognitive too. In this study, the researcher inclined with the linguistics problem because uses of grammar and the structure in English.

e. Purpose of Writing

Mc Mahan, et al. (1996: 8) mentions the purposes of writing as

follows:

1) To express the writer's feeling

The writer wants to express his feeling and thought in written forms, as in a diary or a love letter. It is what is so called as expressive writing.

2) To entertain the readers

The writer intends to entertain the reader through written form, and he usually uses authentic materials. It is called as literary writing.

3) To inform the readers

It is used to give information or explain something to readers. It is a kind of informative writing.

4) To persuade the readers

The writer wants to persuade or convince the readers about his opinion or concept or idea. It is called as persuasive writing.

In addition, Byrne (1997: 2) in this book *Teaching Writing Skill* says about the purpose of writing. "that it is helpful to keep in mind some of the many uses we are likely to make of writing. On a personal level, people use writing to make a note of something, for example shopping list, and diaries, etc, and use it to keep records of things to be remembered. Writing is also used to send messages in the forms of letters, memos, and many kinds of writing are use to deliver the messages from one to others.

f. The Criteria of Good Writing

Good writing is the result of any practices and hard work. The fact should be encouraged is that to write well is not a gift that some people are born with, and not a privilege extended to only a few. Smith in Reid (1993: 247) states that good writing has some criteria including content, organization, style and correctness.

1) Content

- a) The paper is focused on particular subject
- b) The purpose of the paper is clear to its reader
- c) The thesis is well supported

2) Organization

- a) The organization is easy to follow
- b) There is clear transition from one idea to the text
- c) Individual paragraphs are coherent
- d) All details develop the purpose of the paper
- e) The conclusion draw the paper to a close, summarize main points, and reem phases the paper purpose

3) Style

- a) Sentences reflect a variety of syntactic structures
- b) Vocabulary reflects a concern for the audience and purpose of the paper

4) Correctness

- a) Mechanism is correct: accurate punctuation, capitalization, spelling and grammar.

- b) Words are used accurately and appropriately sentence is complete and correct.

g. The Scoring of Writing

There are many categories to score the students' composition text. They are; content, organization, vocabulary, language use, and mechanics. Then, each of the categories has a rate score. According to Jacobs on Genesee and Uphsur in Vanyye Langen Dyan (210: 17), the scoring of each component is a follows:

Table 2.1 Scoring of Writing

.1.	Content	27 – 30	<i>Excellent to Very Good:</i> Knowledge-substantive-etc.
		22 – 26	<i>Good or Average:</i> some knowledge of subject-adequate-range-etc.
		17 – 21	<i>Fair to poor:</i> limited knowledge of subject-little substance-etc.
		3 – 16	<i>Very poor:</i> does not show knowledge of subject-non substantive-etc.
1.	Organization	18 – 20	<i>Excellent to Very Good:</i> Fluent expression-ideas clearly stated-etc.
		14 – 17	<i>Good or Average:</i> somewhat choopy- loosely organized but main ideas stand out-etc.
		10 – 13	<i>Fair to Poor :</i> not fluent-ideas confused or disconnected-etc.

		7 – 9	<i>Very Poor:</i> does not communicate-no organization-etc.
2.	Vocabulary	18 – 20	<i>Excellent to Very Good :</i> Sophisticated range-effective word/idiom choice and usage-etc.
		14 -17	<i>Good or Average:</i> adequate range occasional errors of word/idiom form, choice, usage but meaning not obscured
		10-13	<i>Fair to Poor:</i> limited range frequent errors of word/idiom form, choice, usage-etc.
		7 – 9	<i>Very Poor :</i> essentially translation-little knowledge of English vocabulary
3.	Language Use/tense	22 – 25	<i>Excellent to Very Good:</i> effective complex construction-etc.
		18 – 21	<i>Good or Average:</i> effective but simple construction-etc.
		11 – 17	<i>Fair to Poor:</i> major problems in simple/complex construction-etc.
		6 – 10	<i>Very Poor:</i> virtually no mastery of sentence construction rules-etc.
4.	Mechanics	5	<i>Excellent to Very Good:</i> demonstrate mastery of conventions-etc.
		4	<i>Good or Average:</i> occasional errors of spelling, punctuations-etc.

		3	<i>Fair to Poor</i> : frequent errors of spelling, punctuation, capitalization-etc.
		2	<i>Very to Poor</i> : no mastery of spelling, punctuation, capitalization, paragraphing-etc.
	Total	100	

2. Writing Descriptive text

a. Definition of Descriptive Text

According Sanggam (2007: 89) description is a written English text in which the writer describes an object. In the object, the object can be a concrete or abstract object. It can be a person, or animal, or a tree, or a house, or camping. It can be about any topic. The important definition of descriptive text is also underlined by Karen Blanchard and Christine Root (2003: 69) stated that, writing a description is like creating a picture using words. The most important in description is to make it in a good description through specific detail that create appropriate with the picture.

Description presents sensory information that makes writing come alive. It expresses an experience that the reader can actively participate in by using imagination. It can be concluded that descriptive writing provides an illustration of people, places, events,

situations, thoughts and feeling.

From the definitions above, the researcher can conclude that descriptive text is a text in which the writer describes an object with a purpose to give information. In writing, there are some paragraphs. It can be a topic object. It can be a person, or animal, or tree, or house, or camping.

b. The Function of Descriptive Text

Descriptive text has two functions, that is:

- 1) To describe a particular person, place or thing
- 2) Describe something is, to present an item's attributes or properties, to show what an item's or place.

Linda, Gerot, and Wignell, make sense of functional Grammar (1994) classifies the purposes of descriptive text as follows:

- a) Helps us visualize and understand a topic
- b) Descriptive adjectives help us visualize the topic
- c) Explain the characteristics of the subject or topic and uses details

Based on the explanation above, it can be concluded that the purpose of descriptive text is to describe something accurately about a person, place or thing. Descriptive text is explaining about the characteristics of the subject and to show that detail's characteristic.

c. The Structure of Descriptive Text

The generic structure of descriptive text consists of

identification and description (Harmer, 2001: 37):

a) Identification ; identifies phenomenon to be described

To describe person, place, animal, occupation, profession and carrier. When it describes a place identification just mention the special place.

b) Description: describe parts, qualities, characteristics

Description mentions the part, quality and characteristic of the subject being described.

c) Language features

The language features of descriptive text: (a) The use of adjectives. Adjectives modify nouns or pronouns and noun phrases. They describe or limit the words that they modify. A nouns phrase is group of words that act as a noun; (b) The use of linking verb. There are many kinds of linking verbs used is simple present tense they are: *is, am, are, appear, seem, look, become, taste, sound, feel, and so on*. A linking verb connects a noun or pronouns with words identify or describe that noun or pronoun; (c) The use of simple present tense. Simple present is tense which expresses habit or repeat action (the action that happens every day, every week) etc. This tense is also used to express facts that are always generally true. (d) Focus on specific participants (My English Teacher, Asinta's cat, my favorite place); (d) Uses of attributive and identifying processes (My mum is really cool, she has long black hair);and (e)

Frequent use of epithets and classifiers in nominal groups (John is as white as chalk)

2.2 Description of Signal Words

Above	Across	Along	Appears to be
As in	Behind	Below	Beside
Between	Down	In back of	In front of
Looks like	Near	On top of	Onto
Outside	Over	Such as	On the right/left
Under			

(Jenny Hammond English for Special Purposes', 1992)

Based on explanation above, it can be summarized that descriptive text is kind of text to describe a particular person, place or thing. The text consists of identification and description. The purpose of descriptive text is to describe something. The language features used are simple present tense, use of descriptive adjective, and the descriptive adjectives.

d. Example of Descriptive Text

Tawangmangu Waterfall

Tawangmagu waterfall is one of the most interesting places in Karanganyar. It is located not far from solo. It is about 30 kilometers east of the city. It is very easy to get the place by any public transport. Bus is the cheapest, but taxi is the most convenient. It has cool weather most of the time, no wonder many people like to visit in their free time, no wonder many people like

to visit in their free time. As it is far from industries of any kinds, the air is always fresh and it is not polluted. The falling waters look very fantastic and the beautiful of the nature around the lake is so astonishing. There is a small river nearby, to where the water then flows. Located in the middle of pinewoods, the lake is very wonderful to admire, in addition, there are many funny and tame monkeys climbing the trees on the left and right side of the sidewalk down to the lake.

2.3 Example of Identification Descriptive Text

Identification	Tawangmangu waterfall is one of the most interesting places in Karanganyar
Description	It is located not far from Solo. It is about 30 kilometers east of the city. It is very easy to get the place by any public transports. Bus is the cheapest, but taxi is the most convenient. It has cool weather most of the time, no wonder many people like to visit in their free time. As it is far from industries of any kinds, the air is always fresh and it is not polluted. The water falls more 30 meters down into small lake, the falling waters looks very fantastic and the beautiful of the nature around the lake is so astonishing. There is a small river nearby, to where the water then flows. Located in the middle of pinewoods, the lake is very wonderful to admire. In addition, there are many funny and tame monkeys climbing the trees on the left and right side of the side walk down to the lake.

B. Teaching Learning Process of Writing Descriptive Text

1. Definion of Teaching Learning

a. Definition of Teaching Learning

Brown (2000: 7) states that teaching means guiding and facilitating learning, enabling the learner to learn, and setting the conditions of learning. It means that teaching can make learners easy to learn because there are guides, facilitators and also learning is constructed by teaching styles, approaches, methods and classroom techniques which influence the teaching learning process very much.

Howard (1968: 18) states that teaching is an activity that tries to help and guides someone to obtain, change, or develop skills, attitudes, ideas, appreciations, and knowledge. The teacher attempts to bring about desirable behavioral changes to his students. It is apparent that there must be decisions made as to what learning is desirable and how best to perform such teaching.

On the teaching process, the teacher should have some sets of teaching. According to Nazarudin (2007: 113) teaching learning equipment is a preparation which is done by a teacher in order to make the teaching-learning process run well and systematically.

Suhadi (2007: 2) states that teaching learning equipment is several sources, medias, tools, instructions and rules which will be used to guide teaching learning activities.

Richard and Roger (1998: 22) state that teaching learning processed through organization and direct instruction teacher, learners,

and material in the classroom. However, those could not work enough if there is no certain principal as such kind of way or instruction. Therefore, many experts issue the principal of teaching a language like a stated above which is able to apply in classroom activity. The teachers are carriers of either positive or negative behavior toward students. In learning process there are many problem still happening, because of this case the role of teacher is much needed to solving this problem.

According to Mehay (2011: 4) curriculum is considered to be a border term used in a institution to cover politics, plans, teaching, learning items; materials, equipment, logistics everything. The firstly view of curriculum shows a concern with objectives and content.

Mehl-Mil-Douglass in Hamalik (2001) states that the curriculum is as broad and varied as the child's school environment, Broadly conceived, the curriculum embraces not only subject matter but also various aspects of the physical and social environment. The school brings the child with his impelling flow of experiences into an environment consisting of school facilities, subject matter, other children, and teacher. From the interaction between the child with the element results of learning, not only is the learner can ever change the personality resulting from a continues series of new experiences, but the constituent elements of his environment are constantly involving and unfolding.

Romine in Hamalik (2001) stated that curriculum is interpreted

to mean all of the organized course, activities and experiences which pupils have under the direction of the school whether in the classroom or not.

Harold Rugg (1947 in *Tim Pengembang MKDP*, 2012: 3) stated, the curriculum is the stream of guided activities that constitutes the life of young people and their elders. According Sukma Dinata (2006: 38), curriculum is used as education plan that have central position in all education activity, created sure the process of implementation and the result of education. It is content pupils are expected to earn. After looking for the experts' definition, researcher concludes that curriculum is a planning about learning and the result of learning.

Curriculum that used by MTs Negeri Sukoharjo is Curriculum 2013. Therefore all of programs and sets of equipment used the role of curriculum 2013. Law No. 20 on 2003 in National Education System states that the curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the means used to guide the implementation of learning activities to achieve specific educational objectives.

Based on such understanding, there are two dimension of the curriculum; the first is plan and setting the objectives, content and learning materials, while the second is the means used for learning activities. Curriculum 2013, which enforced starting the academic year 2013/2014, meets these dimensions.

Meanwhile, the steps in teaching process in 2013 curriculum are

planning, implementing and evaluating. They are as follows:

1) Planning

Planning is refers to the materials that would be given or lesson plan. By making a lesson plan in a teaching activity, teacher can focus on certain topics. Planning is not the same as scripting a lesson. The plan is just a suggestion of what the students respond and related to it. According to Scriverener (in Harmer, 2003:319) planning is prepared thoroughly, but in class, teach the learners-not the plan.

2) Implementing

Implementation is the main part of teaching activity. It covers the material of teaching, the teaching learning process, and class management. Richard and Rodgers (1998:25) says that the instructional materials, in the turn, specify subject matter content (even where the syllabus maynot).

3) Evaluating

Evaluation is an important part of teaching and learning process. Evaluation is concerned not only with the product of language teaching, but also the processes by which language learning is accomplished. From evaluation, teacher and students are able to know the problem or the good and bad aspects happening during the lesson.

Richard and Rodgers (1998: 9) state that language teaching program that achieves its objectives can be considered successful to

the degree that these objectives are valid. In short, evaluation is the process in the end of teaching and learning in order to measure the students' progress about the material learned.

In addition, teaching is a system consisting of several components that depend on each other and organized between the competence that should be achieved by the students, such as the learning materials, subject matter, methods, teaching approaches, media, learning resources, organization of class and assessment.

(Suyono and Hariyanto, 2011: 17)

2. Component of Teaching Learning

a. Material in teaching learning process

Language instruction has five important components. They are students, a teacher, material, teaching methods, and evaluation. Allwright (1990) argues that materials should teach students to learn, that they should be resources books for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do. Text books are too inflexible to be used directly as instructional materials.

Theoretically, experienced teachers can teach English without a textbook. However, it is not easy to do it all the time, though they may do it sometimes. Many teachers do not have enough time to make supplementary materials, so they just follow the textbook. Textbooks therefore take a very important role in language classes, and it is important to select a good textbook.

b. The Role of Teacher

Teacher as a source information had been the criterion to make teaching learning process can be successful. So, the teacher has a role in the teaching learning process. Teacher's role is important to be facilitator in learning to make the process of teaching and learning run well.

According to Mulyasa (2010: 56) some roles of teacher in the learning process are as follow:

2) The teacher as a facilitator

The teacher does not just teach, transmit the role, and just leave the students behind the chair but they should be democratic, honest, and ready to be criticized by the students. The teacher has an important role to take class conductively; therefore, they should have enough ability, potential, interest, as well as good attitude and personality.

3) The teacher as a motivator

The motivation is one of internal factors, which can drive students to get achievement. Therefore, the teacher must give motivation, and give self-confidence to their students to change themselves. Because, the students will study hard when they are given high motivation. Therefore, to improve teaching quality, the teacher must raise teaching motivation to the students in order to reach the learning goal.

4) The teacher as an inspiration

A good teacher is the one who is able to gain the good idea, and knowledge in the teaching learning process, so that, the students get new inspiration, raise their spirit and motivate themselves to be better in learning as well.

From the definition, it can be concluded that the role of teacher is very important in the teaching learning process. The teacher has many roles for students. The teacher uses the role in order that the teaching and learning process run well. They have to give the best things for their students, conduct the conducive class as well as provide all the students need in the classroom as efforts to take students success.

c. The Role of Students

In language classroom, the students need to be motivated, be exposed to language, and given chance to use it. It should be done by the teacher in the classroom to help students learn effectively. The students' roles in language learning spell out as:

- 1) The learner is the planner of his or her own learning program and thus ultimately assumes responsibility of what he or she does in the classroom.
- 2) The learner is the monitor and evaluator of his or her own progress.
- 3) The learner is a member of a group and learns by teaching with others.
- 4) The learner is a tutor of other learners.
- 5) The learner learns from the teacher, from other students, and other

teaching sources.

The teacher is not completely responsible for the students' motivation. The students can only be encouraged by words and deeds. Real motivation, however, comes from within each individual.

d. English Teaching Method

Method is treated at the level of design in which the role of teacher, learner, and instructional material, are specified. Thus, method is theoretically related to a approach and is organizationally determined by a design. Fauziati (2008: 5) defined method as an overall plan for the orderly presentation of language material, no part of which contradict, and all of which is based upon the selected approach.

There are many methods used in teaching: as follows:

a) The grammar translation method

Prator and Murcia (1979: 3) summarize the process of the grammar translation method: (1) Classes are taught in the mother tongue with little active use of the target language; (2) Much vocabulary is taught in the form of list of isolated words; (3) Long, elaborate explanations of intricacies of grammar are given; (4) Grammar provide the rules of putting words together, and instruction often focuses on the form and inflection of words; (5) Reading of difficult classical texts is begun clearly; (6) Little attention is paid to the context of contexts, which are treated as exercises in

grammatical analysis; (7) Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue; and (8) Little or attention is given to pronunciation

b) The Direct Method

Richard and Roger (1986: 10) summarized the principles of the direct method as follows: (1) Classroom instruction was conducted exclusively in the target language; (2) Only everyday vocabulary and sentences were taught; (3) Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes. Grammar was taught inductively; (4) New teaching points were taught through modeling and practices; (5) Concrete vocabulary was taught through demonstration, object, and pictures; (6) Both speech and listening comprehension were taught; and (7) Correct pronunciation and grammar were emphasized

c) The audio-Lingual Method

Prator and Murcia (1979) listed the characteristics of the audio-lingual method as follows: (1) New material is presented in dialog form; (2) There is dependence of mimicry, memorization of set phrases, and over learning; (3) Structures are sequenced by means of constructive analysis

and taught one at a time; (4) Structural patterns are taught using repetitive drills; (5) There is a little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation; (6) There is much use of tapes, language labs, and visual aids; (7) Great importance is attached to pronunciation; (8) Very little use of mother tongue by teachers is permitted; (9) Successful responses are immediately reinforced; (10) There is a great effort to get students to produce errors-free utterances; (11) There is a tendency to manipulate language and disregard content; (12) Sequencing is determined by any consideration of content function or meaning that maintains interest; (13) Teachers help learners in any way that motivates them to work with the language; (14) Language is often created by the individual through trial and error; (15) Fluency and acceptable language are the primary goals; accuracy is judged not in the abstract but in context; (16) Students are expected to interact with other people, either in the flesh, through pair and group work or on the writing.

d) Three Phase Technique

According to Anthony in Fauziati (2008: 5), three phase technique is a learning technique using three phases. The three phases are activities of introduction (pre-activities), core activities (main activities), and conclusion activities

(post activities).

(1) Pre Activities

(a) Students are given fun activities to interested and motivated to learn students are introduced to topics that will be studies

(b) Students answered question about the topics that will study

(2) Main Activities

(a) Students have activities related to the core material

(b) Students practice the skills based on learning objectives

(3) Post Activities

(a) Students conclude the learning activities

(b) Students receive feedback and reflect on learning.

Based on the explain above, it can be concluded that the teacher conducts the opening the learning process such as conducting activities to arouse learning motivation, provoking students' mindset so that the students are ready to learn, the main activities can be contain practices that support indicators created by the teacher, can be contain theories and practices in accordance with learning objectives and the post activities gives feedback on the students process and also for evaluation, both the teacher to students, students to students and

evaluation themselves.

e. Media

Media is every tool to convey information or messages from one place to another place in teaching learning process also use media to make the process run effective and interesting. Generally teaching media mean all tool which may be used by teacher to deliver teaching material to student in teaching learning process to reach certain learning goals.

According to Harmer (2001: 134), there are several kinds of interactional media that can be used the teacher:

1) Picture and Image

Pictures are utilized for several purposes. Pictures are descriptive of something that enables one form a mental picture or impression of it.

2) The Overhead Projector

The Overhead Projector is one of the most frequently used and misused tools in education. It may be facing a challenge from the data projector, but it is still more flexible and useful for all except uninterrupted.

3) Board

Boards refer to blackboard, whiteboard and interactive whiteboard (IWB). Like pictures, boards also are used for several purposes. The teacher can use boards as a) notepad, b) explanation aid, c) picture frame, d) public workbook, e) game

board and f) noticeboard

4) Computer

Computer can provide a wide range of functions which make computers useful for everyday situations. They can be loaded with software of various types to perform these functions for everyday as well. They can be useful for working or recreation and making interest experimental. The main uses for computer in language teaching are; a) reference, b) teaching and testing program, c) email exchange, d) website, and e) the word processor.³⁵

5) Bits and Piece

a) Realia

Realia is the real object or the replica of them. The benefit of using this is it is quite useful and intrinsically interesting. Moreover, realia also provides variety of language work and communication activities.

b) Cards

Cards as a media can be used for various activities such as matching and ordering, selecting and card games.

c) Cuisenaire Rods

Cuisenaire Rods are a collection of rectangular rods, each of a different color and size. The smallest rod is one centimeter long and the longest rod is ten centimeters long.

6) The Language Laboratory

The Language Laboratory are becoming items and better valued within educational institutions since the functions and possibilities they offer are much higher the ones in the traditional teaching-learning system. 36

f. Evaluation

Richard (1986: 159) argues that evaluation may be concerned with how teachers, learners and the materials interact in classroom and how teachers and students perceivethe program, goals, materials and learning experience.

From the definition, it can be concluded that evaluation must be conducted in the teaching learning process to know how well the students understanding about the materials which has given by the English teachers.

3. Process of Teaching Learning Writing Descriptive text

Harmer (2004: 41) says ‘when helping students to become better writers, teacher have a number of crucial tasks to perform’. It means that teachers have very important role in teaching writing. They have to influence their students to be a good writer. To realize that there are several tasks that must be done by the teachers. They are demonstrating, motivating and provoking, supporting, responding and evaluating.

Demonstrating is a task of teachers to remind their students on their writing in order that their students do not deviate what should they write. It means that teacher must make their students aware of their writing. Teacher must give direction to their students; they must draw about the

main purpose of what their students will write during the class process. It is done in order that students write their writing in right way or they will not deviate from the layout issue that is given or decided by teacher.

Motivating and *provoking* are the tasks of teachers to give motivate and provoke their students when their students get lost of their word on the writing or they lose of their idea. It means that teachers must help students, when their students lose of words when they are writing. Teachers must provoke the students to have ideas, enthusing them to explain that writing is important, and writing is fun. When teacher want to do provoking, they must prepare first before teaching in class. It is needed when students get stuck. It will absolutely help students to get ideas immediately in order to make writing class will not be wasted.

Supporting is tasks of teacher to support their students when they get problems on their writing. It means that teacher must help their students, when the students get difficulties. The teachers must give support them to write in class, always available (except during exam writing of course), and prepare to help students overcome difficulties.

Responding is task of teachers to respond and give reaction to their students writing result. It means that if the students have finished their writing. Teacher must react to the content and construction of their students writing. Teacher is responding the writing result. Besides, teachers must give suggestion in order to improve their student's ability in writing, and write how well it is going so far.

Evaluating is a task of teachers to evaluate the students' writing

results. It means that teachers must give evaluation on the results of their students. Teacher must show where students write well, and where they make mistake. Of course, teachers must give the scores. It is different from responding. Teachers can use it not only to grade or to give score, but also as a learning opportunity.

From the definition above, it can be concluded that teacher give motivation and spirit to their students can build confidence from the students, teacher must has more knowledge, in order to students get more information details and teacher must be a good feedback provider, providing students with meaningfull feedback an greatly enchance learning and the last teacher give evaluation on students writing result.

C. Problem and Problem Solution

1. Problem in teaching learning process

kurniasih (2015: 2) said “*dalam proses nya, permasalahan belajar ada beberapa factor, yang pertama ialah kualitas guru itu sendiri, dan kedua jumlah tenaga pendidik professional yang kurang dalam setiap lembaga sekolah*”, the quality and quantity of professional teachers, can give some problems to the students, when teacher didn’t mastery their own subject it will give bad habit to the students in learning at the school, so the best solutions such as : 1. Certification should be given to the teacher, 2. Following UKG program will give more exercises to teacher improve their skill on teaching including soft skill or hard skill, 3. Keeping evaluation by own self will give positive development on their capability in teaching, 4. The teacher should focus on their own subjects,

for example there are a lot of school an English material teach by another teacher with different education background.

Sudjana (1998 : 74) said, a presence of a teacher in teaching learning process, could not replace by radio, machine, tape recorder or another sophisticated devices, because there a lot of humanities values such as attitudes, feelings, motivations, habits, and another teaching values in a class, from that idea we can said that, the competence of teacher is the most crucial aspects in teaching that give affects on the success of students in learning activity.

National Board for Profesional Teaching Skill (NBPTS)(2015: 36) gives 5 important rules of teacher there are: 1). Teachers committed to students and their learning, 2). Teachers know the subjects they teach and how to teach those subjects to students, 3). Teachers are responsible for managing and monitoring student learning, 4). Teachers think systematically about their practice and learn from experience, 5). Teachers are members of learning communities. From those five ideas we can said that, the problem that shown up in teaching mostly from the teachers, if they don't get those five point in teaching there will be affect in teaching learning process.

From those problems, the researcher concluded several problems in teaching learning, those are :

- a. Quality of the teacher included on soft skill and hard skill
- b. Quantity of the teacher on the school
- c. Media or another tools in teaching

- d. Lack of skill in teaching will imply on teaching learning process
- e. Teachers did not understand their own basic tasks on class

2. Problem solution

Several problem solutions that is arranged by the researcher such as :

- a. Following certification or UKG program will improve teachers skills and higher qualification as professional teacher.
- b. Having personality to be better, will give teacher more confidence, ability on managing class, lead students interaction on class
- c. Mastery the main tasks of teacher, should be the basic requirement become a professional teacher
- d. A teacher should focus on their own material based on their own education background.
- e. Using medias or various methodology or technique in a class room activity will attract students interest on teaching learning activity
- f. Give appropriate evaluations to measure the students competence in every subject that have taught
- g. Giving motivation in every time will implies on students' enthusiasm

- h. Understand on every students' characteristic and use every information off every students will give a clue on teacher' style in teaching.

CHAPTER III

RESEARCH METHODOLOGY

Research method is a systematic investigation to answer the problem. It is also the procedure or way used in achieving a certain purpose of study (Burn, 2003: 3). Research method plays an important role in research, since it becomes the starting point where the researcher begins his work and finally arrives at the conclusion.

A. The Research Design

Research in teaching English basically can be divided into two categories; they are quantitative and qualitative research. In this research, the researcher uses descriptive qualitative research, because the research described condition or state of a phenomenon. According to Moloeng (2007: 5) qualitative research is a special tradition in social science fundamentally depends on data collection from the subject of the research.

Surakhman (1997: 139) gives a statement that a descriptive research is a method in which the researcher collects, classifies and then analyses the data. While Cresswell (1994) states “*Qualitative study as an inquiry process of understanding a social or human problem, based on building complex, holistic picture, formed with word, reporting detailed views of informants, and conducted in a natural setting*”.

Based on the statement, the researcher concluded that in qualitative research the researcher does not have to form conception or theories about her or his research field. In this research, the researcher used descriptive qualitative

research. The research want to give information about teaching learning writing descriptive text at the eighth grade studentds of MTs Negeri Sukoharjo in academic year 2019/2020. The purpose of descriptive research is to make description systematically, factual and accurate about the facts, characteristics and relations among phenomena being investigated

B. Research Setting

1. Place of Research

This research was conducted to the eighth grade students, especially VIII class students of MTs Negeri Sukoharjo in the academic year 2019/2020. The school is located on Major Ahmadi Street No. 09 Sukoharjo subdistrict, Sukoharjo regency.

2. Time of Research

This research was conducted about 2 months. This research started from November 2019 and ended in Desember 2019. This research is conducted from the time when the researcher did the pre-research up to the time when the researcher wrote this thesis. In this research, the researcher made collaboration with Mrs. Listyo Kasni as the teacher of English of the eighth grade of MTs Negeri Sukoharjo. In the observation, the researcher observed the classroom activities of the teaching – learning process of English. This observation was made to find the process of teaching from teacher to students.

C. The Data and Sources

Moelong (2004: 112) states that the main sources of the data in qualitative research are words and actions, and other things as the additional data like

documents and many others. The research data in this study were collected in the form of information about writing process at the eighth grade of MTs Negeri Sukoharjo. There were there sources of this research:

1. Events

The event was the teaching learning process of writing in the VIIIIC classroom in MTs Negeri Sukoharjo. It included all the activities in teaching - learning process.

2. Informant

Nasution (1992: 55) states that informant in descriptive qualitative research is often called respondents, which means who give the information to the researcher as the main instrument. The informant of the research is English teacher and some students of eighth grade students of MTs Negeri Sukoharjo. The English teacher will be the key informant of this research, other data will be found from the English teaching learning process through observation. The informant of this research was Mrs. Listyo Kasni as the English teacher of VIII class.

3. Documents

The data in the form of documents were taken from the syllabus, lesson plans, the handbooks used. They were also taken from the recording of the students' activities during the teaching-learning process of writing in the classroom.

The document of this research taken from printed and recorded materials the activities of teaching learning descriptive text at the eighth grade students of MTs Negeri Sukoharjo in the academic year 2019/2020.

D. The Research Instrument

The instrument of this research is the researcher herself because it is descriptive qualitative research. Nasution (1992: 55) state that in this kind of research, the researcher is the main instrument. The researcher has to play the main role in looking for the data or information related to the teaching writing descriptive text process that the reseacher focus on.

The researcher also uses some supporting instruments like recorder, camera and notebook to support in collecting the datafrom the research field.

E. Technique of Collecting Data

Creswell (1994: 148) the datta collection step involved

- a) Setting the boundaries for the study
- b) Collecting the data information through observation, interview, documentation,
- c) Establishing the protocol for recording information.

As this was qualitative research, the key instrument was the researcher herself. Observation, interview, documentation usually used to collect data in qualitative research.

Ary (2010: 29) said case study use multiple method, such ad interview, observation and archive to gather data. In collecting the data the researcher uses the following procedures:

1. Observation

Observation is a method to watch something as an object seriously and continues done by the researcher. This technique depends on direct manner. The researcher also watched object continually, and notes the behaviors and the real

events which is happening. (Moloeng, 2004:125-126)

In this research, the researcher observed the teaching writing process to the eight grade students of MTs Negeri Sukoharjo. This observation was held to know how the teaching learning process of writing in the classroom and problems faced by teacher and students in teaching learning process of writing.

2. Interview

Interview is a dialogue done by people with certain purposes Moloeng (2004: 186) states that interview is done by two people, each one of them plays role as interviewer who gives questions and the other is as the person who is given the question to answer.

In this study, the interview was done by asking systematic questions to the informant related to the study. Of course, the questions had been prepared by interviewer before the implementation in the location. This preparation was by arranging the outline of questions systematically. Then, in the location, interviewer could construct the question more to get complete information herself. The researcher interviewed the teacher and some students of MTs Negeri Sukoharjo. The interviews were aimed for getting information directly about the materials used and evaluation applied in the teaching-learning process of writing.

3. Documentation

The researcher analyzed the related documents about teaching learning process at eighth grade students especially in VIII class students of MTs Negeri Sukoharjo. The aims of the documentation are to complete information obtained through observation and interview. The function of observation is to know the conditions of the teaching learning process of writing. The informants are the

English teacher and the students of VIII class. In this research, the documents which were analyzed were teacher's syllabus, handbooks, and lesson plans. The Syllabus is to know the lesson in teaching learning process of writing. The analysis of lesson plans is to know the planning of the lesson in the class. The analysis of handbook is to know the material of the teaching-learning process of writing.

F. The Data Analysis

The data of this research were analyzed by using descriptive qualitative method. The researcher used an interactive model that consists of three steps as stated by Miles and Huberman (1994: 19-20)

1. Data Reducing

Data reduction has meaning a summary, choosing the important thing, search theme and eliminate the not important things. Data was reduced to give clear picture and to make the researcher easier to collect the next data. In this research data is reduced in form of the result of observation in teaching-learning process of writing descriptive text at the eighth grade students of MTs Negeri Sukoharjo.

The result of observation must be simplified and then be transformed into note. The analysis of the result of observation data in the class must be in the form that more simple and easy to understand. The result of the data analysis will be explained about the compatibility of teaching learning process of writing.

2. Data Display

The next step in analyzing the data is data display. Data display is a form of analysis that describes what happening in the natural setting, so it can help the

researcher to draw a final conclusion.

The process of display the data are based on formulation of the research problem. It is about how is the teaching learning process of writing, methods, materials and assessment used by English teacher, and problems are faced by the teacher and students.

3. Conclusion of Data (Verification of data)

The last step of data analysis is drawing conclusion. Drawing conclusion involves reflecting about the words and acts of the study. The conclusion in qualitative research is a new discovery that can be an answer of the research problem. The conclusion is in the form of description of the object of this study. Finally, in this step the researcher can get the result and conclusion of the research.

In the last procedure of data analysis, the researcher concluded and verified the transcribed data. The conclusion was the essence of analysis that tells about teaching learning process of writing, to identify how is the teaching learning process of writing, and what methods, materials, assessment do the English teacher and to investigate the problems in teaching learning process of writing faced by the teacher and students.

G. The Trustworthiness of Data

In analyzing the data, the researcher needs to analyze the validity of the data sources to get the valid data. to prove the trustworthiness of the data, the researcher uses triangulation technique. Triangulation technique is the technique of examining the trustworthiness of the data which uses the things outside the data in order to examine the data and to be comparer of the data. (Moelong, 2002: 178)

Patton (1984) stated that there are four kinds of Triangulation. The first is data triangulation or source triangulation, in which the researcher uses some sources in collecting the data to make validity. The second is investigator triangulation in which the validation of the data can be examined by some researchers.

The third is methodological triangulation in which the researcher can validate the data by using some techniques in collecting the data. The theoretical triangulation that is using more than one theory to analyze the data of the research.

Triangulation methods mean that in checking the data validity a problem the researcher has to compare some methods of collecting data (observation, interview, and documentation) in order that the data collection. If there is a difference in the data validation, the researcher has to find and to look for the caudices why the data are different, then researcher have to reconfirm to the subjects and informants of the research.

Based on the definition above, the researcher used triangulation method consisting of observation, interview, and document analysis. In the observation, the researcher got the information based on the teaching learning process of writing in the classroom. In the interview the researcher interviewed teacher and 2 students. In documentation the researcher analyzed document such as: syllabus, field note, material and attendance list of students. After observing the teaching learning process of writing, the researcher crosschecked the data by comparing them to the data of the interviews and documentation.

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

In this chapter, the researcher present the research finding and discussion. The researcher findings were the answers of the problem statements in the firts chapter. The are three objective in the research, namely, describe how the teaching learning process in the eighth grade students of MTs Negeri Sukoharjo, describe the problem faced by the students in teaching learning process in writing descriptive text of MTs Negeri Sukoharjo, and find out solutions in teaching writing of descriptive text for the eighth grade students of MTs Negeri Sukoharjo in academic year 2019/2020.

A. Research Finding

This chapter presents about the findings of the study related the problem statement as the states in the chapter one. The summay of the findings in based on observation, interview and documentations.research finding show that information was found during observation and interview with the teacher.

1. Teaching Learning Process

In the research, he researcher got the data about teaching learning process of writting descriptive text at the eighth grade students of MTs Negeri Sukoharjo in academic year 2019/2020. In collecting the data, the researcher uses the some technique of the collecting the data, hey are observation, interview and documentation. The interviews was done with students of VIIIIE Class and English teacher in MTs Negeri Sukoharjo. The interviews were aimed at getting informations dirrectly about teaching

learning process of writing descriptive text in the class. The researcher as interviewer, makes interview with English teacher name Mrs. Listyo Kasni, S. Pd. and some students of VIII E class. The researcher observed with the teacher of VIII E class in front of the class and the interaction among the students and the teacher from the beginning until the end of the lesson. The researcher has a coordination with the teacher arrange observations for gathering required data of the teaching learning process in other the teacher, the students and respon and classroom activities until the researcher gather sufficient data representing the way of teaching writing after the researcher write the descriptive in the field notes. The observation and interview with the teacher will be done during two months in November – Desember 2019. The data analysis can be done during two months February – March 2020.

2. The Step of Teaching Learning Process

Based of the observation and interview with the English Teacher in the eighth grade students MTs Negeri Sukoharjo, the researcher conclude some steps of he teaching learning process.

There are steps of teaching learning process in the classroom:

a. Opening the class

After the teacher into came the class the teacher greeted the students:

Teacher : Assalamualaikum Wr. Wb.

Students : Walaikumsalam Wr. Wb.

Teacher : Good Morning, students? How are you today?

Students : Good Morning, Ma'am, I'am very good.

And then the teacher should accrost the students pray together and absents the students presence.

b. Giving Materials

In this part, the teacher review that passed material and connect to new material. The teacher ask a question to the students about material in last meeting by reviewing the material it would have then to recall their memory about the material have learned then the teacher continue the next material by explain it slowly and the teacher gave some question related to the material. This kind activity was usually called as brainstroming.

c. Consulting

The teacher finished the explanations and then asked the students about difficulties of the materials. The teacher is active and can make a good interaction with he students and the teacher gave opportunity to students to ask something which the students didnot understand the material.

d. Evaluating

The teacher gave the evaluation about their material. The purpose of evaluation is to make interact the teacher, learner and material in classroom and students percieve the program, goals, materials and learning experience.

e. Closing

The teacher closed the meeting class in that day, it's means the class was finished. The section the teacher intruction the leader of class to lead the prayer.

Teacher : “Ok, I think enough for today, don't forget to do the homework and now please the leader of class to lead the prayer”.

Class leader :“Attention please, before we finish our lesson today lets pray and say Hamdallah together”

Students : “Alhamdulillahirobbil alamin”

Teacher : “Alhamdulillahirobbil alamin, thanks for today and see u next meeting”

3. The Process of Teaching Learning Writing Descriptive Text

In the process of teaching learning of writing descriptive text the observation that had been done by the teacher in VIIIIE class is three times. Based on observation in the VIIIIE class, the researcher descrtibes the teaching learning process especially for writing descriptive text.

a. Material

The materials can be seen that different prespective between the teacher and syllabus of Curriculum 2013, the teacher said there are three kinds of descriptive text: description people, description place and description thing/object. The students used book that convered the material, the teacher uses text book from *Bupena* published by Erlangga and existing book in the library such as *Bright and IOS*, the teacher uses

the book because the materials in book can be understood easily by the students. The teacher takes the materials from the book such as the definition of descriptive text, the language features of descriptive text, examples of descriptive text and also the exercises related to descriptive text. The teacher also get the material from outside source to give explanation about descriptive text. Example, the teacher take from website related the subject matter.

b. Method

Method is treated at the level of design in which the role of teacher, learner and interactional material are specified.

The observation that three times to get information about teaching English in MTs Negeri Sukoharjo writing activities meant to increase communicative competence should be oriented and build students confidence in their writing activity that support the students as writers through pre-writing while writing and post writing.

The teacher used three phases technique in teaching writing descriptive text. Three phases technique is a technique has three main activities in the class. The teacher using three phases technique in the teaching learning activities to emphasize the students become more active in English communication, the teacher modified cooperative learning with cooperative learning. Three phases are activities introduction (pre – activities), core activities (main activities) and closing (post- activities). Pre Activities, students are given fun activities to interested and motivated to learn students are introduced to topics that

will be studies, students answered question about the topics that will study. Main Activities, the students have activities related to the core material, students practice the skills based on learning objectives. Post Activities, the students conclude the learning activities, the students receive feedback and reflect on learning.

In using three phases technique, the teacher usually make a group consist 3 or 4 students. The reseacher conducted the observation in the times and duration of each obsevation was 2 x 40 minutes

Based on observation, it could be concluded that in teaching learning activities the teacher used cooperative learning but sometimes the implementation was not effective because not all of students worked together in group assignment.

1) First Observation

Conducted on Thursday, November 21st 2019 in the classroom of VIIIIE at 10.00 WIB

a) Opening the Class

In this section, the teacher tried to draw the students interest. The following is the dialogue between the teacher and the students.

Teacher :“Assalamualaikum.Wr.Wb

Students : “Walaikumsalam.Wr.Wb

Teacher : “Good Morning students”

Students : “Good Morning Ma’am”

Teacher : “How are you today”

Students : “I’m very good Ma’am, thank you.

Teacher : “Before we start our lesson today let’s saying
Basmallah together”

Students :”Bismillahirrahmanirahim”

After greeting, the teacher should accrost the absent the students presense and the students also prepared the English book that is used in every meeting.

Teacher : “What are we studying today?”

Students: “I dont know”

Teacher : “We learn about descriptive text, Do you
know descriptive text?”

Students : (Just quite)

Because the students just keep quite, the the teacher open the laptop and displays on LCD projector then explain about descriptive text.

b) Main Activity

In the main activities, the teacher and the students discussed the schema of the text. Some of them were generic structure, purpose of the text and vocabulary that used in the text. In writing descriptive text, the stages are identification and description. the step included.

(1)Identification

Identifies phenomenon to be described

To describe person, place, animal, occupation, profession and carrier. When it describes a place identification just mention the special place.

Because the teacher gives descriptive text material about person, so it identifies about identification profession and carrier.

(2)Description

Identifies phenomenon to be described

To describe person, place, animal, occupation, profession and carrier. When it describes a place identification just mention the special place.

Because the teacher gives descriptive text material about person, so it describes about Description stage is the stage where the writer described parts, qualities, and characteristic. After the teacher explains about how to write descriptive text which includes the writing structure, language features. By explaining everything, the teacher hopes that the explanation of the material can help students to be cooperative writing. then the teacher gives assignments to students to make examples of descriptive text about people, whether it's students' parents, heroes or their idols.

c) Closing

Before the teacher closes the lesson, the teacher asks to the students about descriptive text as feedback.

Teacher : “Ok, I think enough for today, please the leader of class to lead the prayer”.

Class leader : “Attention please, before we finish our lesson today lets pray and say Hamdallah together”

Students : “Alhamdulillahirobbil alamin”

Teacher : “Alhamdulillahirobbil alamin, thanks for today and see u next meeting, Wassalamualaikum Wr. Wb”

Students : “Walaikumsalam Wr. Wb”.

2) Second Observation

Conducted on Thursday, November 28th 2019 the classroom of VIIIIE at 10.00 WIB.

a) Opening the class

The teacher tried to warm up the students concentration. The teacher greet the students. The following is the dialogue between the teacher and the students.

Teacher : “Assalamualaikum. Wr. Wb

Students : “Waalaikumsalam. Wr. Wb

Teacher : “Good Morning students”

Students : “Good Morning Ma’am”

Teacher : “How are you today?”

Students : “I’m very good Ma’am, thank you.

Teacher : “Before we start our lesson today let’s saying Basmallah together”

Students : “Bismillahirrahmanirahim”

After greeting, the teacher should accrost the absent the students presense and the students also prepared the English book that is used in every meeting. The teacher explained the material that would be learned at the meeting. The following is dialogue between the teacher and the students.

Teacher : “Students, before going to the next lesson, let's repeat last week's material, what was last week's lesson about?”

Students: “Descriptive text, Ma’am” (only a few students answered, because many others forgot about last week's material)

Teacher: “Yes, good! material about descriptive text. Who can explain descriptive text? Who dares to answer there must be a plus point”

(One of the students answered the teacher's question)

Teacher : “Now, I will repeat a little to explained about descriptive text and I will give an example of Descriptive text. Please, Fariska Diah in front of the class. And students, please describe about Fariska Diah Physically, example Fariska Diah has a white skin. Now, try to describe about the physically of Fariska Diah.

b) Main Activity

In this section, the teacher explained the general structure of descriptive text. Then, she gave an example of descriptive text, the teacher commanded the students to describe about physically of Fariska Diyah to make description text and the teacher correctness the student's pronunciation. There was a dialogue between the students and the teacher :

Teacher : “Ok students, now we try to make descriptive text about a person, describe about Fariska Diyah to description”

Student : “Yes, Ma'am”

Student A : “Fariska Diyah have small body”

Student B : “Fariska Diyah have dimple Bu”

Teacher : “Fariska Diyah have a dimple?”

Student B : “Yes, Bu, Fariska Diyah have a dimple”

Student C : “Fariska Diyah height is 150 cm and 45kg”

Teacher : “The weight of Fariska Diyah is 45kg

Student A : “Fariska Diyah have an ovale face”

Teacher : “Let's describe together, Fariska Diyah have an ovale face, Fariska Diyah have a flat nose and now describe about the characteristic of Fariska Diyah.

Let's describe together, Fariska Diyah is honest person, helpful, kind and friendly,

and what is hobby and favorite color of Fariska Diyah?

Fariska Diyah: “my hobby is reading book and my favorite color is blue.

Then, the teacher wrote the description of Fariska Diyah in whiteboard.

Fariska Diyah

Physically :white skin, small body, ovale face, flat nose, weight is 45kg and height is 150cm. Characteristic : honest person, helpful, kind and friendly. Hobby : reading a book
Favorite color : Blue.

After that, the teacher repeated the explained about the descriptive text and asked the students to compose the description of Fariska Diyah into a paragraph.

c) Closing

The teacher closed the meeting for today . The following is the dialogue between the teacher and the students.

Teacher : “because time is up, enough for today and I have assignment for next meeting. So, do the assignment in your home as a homework. Do you understand about it ?

Students : “Yes, Ma’am”

Teacher : “Ok, I think enough for today, don’t forget to do the homework, and now please the leader of class to lead the prayer”.

Class leader : “Attention please, before we finish our lesson today lets pray and say Hamdallah together”

Students : “Alhamdulillahirobbil alamin”

Teacher : “Alhamdulillahirobbil alamin, thanks for today and see u next meeting, Wassalamualaikum Wr. Wb”

Students : “Walaikumsalam Wr. Wb”.

3) Third Observation

Conducted Thursday, Desember 3rd 2019 in the classroom VIII E at 10.00 WIB.

a) Opening

In this section, the teacher tried to attract the students interest.

The following is dialogue between the teacher and the students

Teacher : “Assalamualaikum. Wr. Wb

Students : “Walaikumsalam. Wr. Wb

Teacher : “Good Morning students”

Students : “Good Morning Ma’am”

Teacher : “How are you today?”

Students : “I’m very good Ma’am, thank you.

Teacher : “Before we start our lesson today let’s saying
Basmallah together”

Students :”Bismillahirrahmanirahim”

After greeting, the teacher should accrost the absent the students presense and the students also prepared the English book that is used in every meeting. Then, the teacher asked the students to re-check the homework last meeting and continue to make descriptive text about Fariska Diyah and the teacher gave information.

After completing checking the student's homework, the teacher focuses on the next assignment, assignment is make a description about their family (father, mother or student’s sibling). The teacher goes around the classroom and asks if there are any difficulties in writing, and many students ask questions about how to translating Indonesian into English, and how to grammar properly and correctly, with the teacher guiding students to write, the teacher hopes students can write correctly and get good grades and then the teacher gives assignments to students.

Teacher: “Because all of you already understand about
descriptive text, now the teacher gives
assignments about descriptive text, please
describe the person in your family in
paragraph form, choose either your father,
mother or your siblings”

Students : “Yes, Ma’am”

b) Main Activities

Students begin to work on assignments given by the teacher. they began to describe one of their family members and not a few of them were noisy, the teacher had warned them.

Teacher : “Have you finished your assignment? if you have, please advance in front of the class one by one and read your description!”

Teacher: “If it's not finished your assignment, why is it so noisy? Finish it immediately!”

Students : “Yes Ma’am”

When the students did their assignment the teacher always control and always guides them and helps who get difficulties. The guidance was done by checking the students. The teacher always walked around the class to monitor the students work. Sometimes the teacher asked the students wheter they got difficulties or not.

The teacher gave about twenty minutes to students do the assignment. And after that the teacher commanded one by one of students to read the text in front of the class. The teacher corrected the students pronunciation.

c) Closing

The teacher closed the meeting for today . The following is the dialogue between the teacher and the students.

Teacher:“because time is up, enough for today, So those who have not been able to present your

assignment, please the class leader to gather
in the teacher's office

Students : "Yes, Ma'am"

Teacher : "Ok, I think enough for today and now please
the leader of class to lead the prayer".

Class leader : "Attention please, before we finish our
lesson today lets pray and say Hamdallah
together"

Students : "Alhamdulillahirobbil alamin"

Teacher : "Alhamdulillahirobbil alamin, thanks for
today and see u next meeting,
Wassalamualaikum Wr. Wb"

Students : "Walaikumsalam Wr. Wb".

c. Media

Media is important because media are for transmitting or delivering messages in teaching learning to the learners it is one way to make the students attract with material and the student not feel bored in teaching learning process. In teaching English, the teacher used the media support the teaching learning process of writing descriptive text MTs Negeri Sukoharjo are media image, white board, board maker, textbook, laptop, power point and LCD projector to explain the material of teaching learning.

d. Assessment

The Assessment of teaching learning process writing descriptive text in MTs Negeri Sukoharjo is Analytical scoring breaks a test-taker's written text down into a number of subcategories (organization, grammar, vocabulary, content, mechanics.) and gives a separate rating for each. Classroom evaluation of learning is best served through analytic scoring.

B. The Problems are Faced by the Teacher and Student

Based on the observations and interviews in MTs Negeri Sukoharjo by the researcher, in there were some problems that happened during the teaching and learning process of writing descriptive text. Following are factor :

1. The Problem Faced By the Teacher

Uncooperative Students

In the classroom, there were always students who became trouble makers, in the VIII E class trouble makers rarely paid attention on what the teacher said. According the abservation by researher in classroom students were very difficult to control even the teacher explaining the material even during group division and when the teacher gave exercises the student talk a lot and complain when the teacher choose who their member group and the classroom consist of 32 students so the teacher difficult to control it.

2. The Problem Faced by the Students

a. The Confusing Formula and Incorrect Writing

Some students confident because their writing are to clear. It happen because thhe students not familiar to write the text. And the students said the formula was difficult to memorize, the students also found difficulties in determining wether the Verb should be added with *s/es* or to be (is, am, are, was, were) so the students writing are not not clear.

From the observation, the reseacher found students who could not write correctly because students did not know the correct writing structure and students dont memorize the general structure of writing descriptive text.

b. Spelling Word

English is clearly differnt spelling and pronouncing with Indonesian. Many students have difficulty in this matter, students spell this English word same as when the students spell Indonesian word. So the teacher has to give a lot of examples of word and practice to spell and the pronounce English word correctly several times and repeat them over and over again.

c. Lacking Vocabulary and Grammar

It often happened that students wanted to express there ideas but the student did not know the English word to express it because vocabulary is important to learning English and the teacher used Grammar Translation Method (GTM) the students found difficulties in translating sentences from indonesian into English.

d. Assumed of English is Difficult

The teacher find some students difficulties to learn English and the teacher difficult to changes students perception if English very hard Lesson. When the teacher asks a question in English, the students not interested, especially writing. When asked by the teacher, the students just keep quite, so the teacher must repeat the question, when the students really can not answer the teacher must use indonesian.

Most students feel writing is difficult. The students not sure because of their weakness in grammar, many students affraid of writing.

C. The Solution the Problem Faced by the Teacher and students

The researcher present the solution to implementated by the teacher to overcome the difficulties the students in teaching writing descriptive text.

There are some solution used by the teacher overcome the problem:

1. The teacher always advised and motivate to the students

Uncooperative students, the teacher need to be proactive it can be the teacher asked or give a reprimand to the students why the students are so noisy, if the students are still noisy, the teacher must talk to students privately and if it is repeated then the teacher could warn them of finally gve them punishment to leave the class or send them guiding and counseling the teacher.

At the time of teaching and learning process, the teacher always give motivate to the sudents, make the students are working together in their group, taking notes if the students hear new words, give project work write a

little bit of freedom their writing topic and give motivate to more learn at home.

2. Bring Dictionary and the teacher leads to translate

Dictionary is very important to English lesson o know if the students unknown about the English word. Dictionary provides help in translating languages and good dictionary make the students can do look up the meaning of English word, find English tranlation of a word, check spelling of a word, find out grammatical information about word, lookup collocations of a word, check the part of word, check the plural of a noun or past the tense of a verb. The teacher guide the students in understanding the contant of apassage or text.

D. Discussion

This section, the researcher discusses three main points of research finding concering with the teaching learning process of writing descriptive text in English, subject at the Eight grade of MTs Negeri Sukoharjo.

The teaching learning process of descriptive text for Eighth grade had some concerns that have to analyzed such as : (1) the teaching learning process, (2) the problem faced by the students and the teacher, (3) the solution.

1. The teaching learning process of writing descriptive text. The material of teaching learning was descriptive text. Descriptive text is a text in which the writer discribes and object with purpose to give informations. In MTs Negeri Sukoharjo used book that convered the material, the teacher uses text book from *Bupena* published by Erlangga and existing book in the library such as *Bright and IOS*,

The method of teaching learning process of writing text the teacher uses three phases technique. Three phases is a technique has three main activities in the class. The teacher using three phases technique in the teaching learning activities to emphasize the students become more active in English communication. Three phases consist of pre-writing, writing and revising. In this technique the students are required to prepare themselves from pre-writing to revising. The phases are activities introduction (pre-activities), core activities (main activities) and closing (post activities). Pre Activities, students are given fun activities to interested and motivated to learn students are introduced to topics that will be studied, students answered question about the topics that will study. Main Activities, the students have activities related to the core material, students practice the skills based on learning objectives. Post Activities, the students conclude the learning activities, the students receive feedback and reflect on learning.

Media is important because media are for transmitting or delivering messages in teaching learning to the learners it is one way to make the students attract with material and the student not feel bored in teaching learning process. In teaching English, the teacher used the media support the teaching learning process of writing descriptive text MTs Negeri Sukoharjo are media image, white board, board maker, textbook, laptop, power point and LCD projector to explain the material of teaching learning.

2. Problem faced by the students and the teacher

The Problem Faced By the Teacher

Uncooperative Students

In the classroom, there were always students who became trouble makers, in the VIII E class trouble makers rarely paid attention on what the teacher said. According the observation by researher in classroom students were very difficult to control even the teacher explaining the material even during group division and when the teacher gave exercises the student talk a lot and complain when the teacher choose who their member group and the classroom consist of 32 students so the teacher difficult to control it.

3. The Problem Faced by the Students

a) The Confusing Formula and Incorrect Writing

Some students confident because their writing are to clear. It happen because thhe students not familiar to write the text. And the students said the formula was difficult to memorize, the students also found difficulties in determining wether the Verb should be added with *s/es* or to be (is, am, are, was, were) so the students writing are not not clear.

b) Spelling and Pronouncing Word

English is clearly differnt spelling and pronouncing with Indosian. Many stdents have difficulty in this matter, student spell this English word same as when the students spell Indonesian

word. So the teacher has to give a lot of examples of word and practice to spell and the pronounce English word correctly several times and repeat them over and over again.

c) Lacking Vocabulary and Grammar

It often happened that students wanted to express there ideas but the student did not know the English word to express it because vocabulary is important to learning English and the teacher used Grammar Translation Method (GTM) the students found difficulties in translating sentences from indonesian into English

d) Assumed of English is Difficult

The teacher find some students difficulties to learn English and the teacher difficult to changes students perception if English very hard Lesson. When the teacher asks a question in English, the students not interested, especially writing. When asked by the teacher, the students just keep quite, so the teacher must repeat the question, when the students really can not answer the teacher must use indonesian. Most students feel writing is difficult. The students not sure because of their weakness in grammar, many students affraid of writing.

4. Solution

There are some solution used by the teacher overcome the problem:

a. The teacher always advised and motivate to the students

Uncooperative students, the teacher need to be proactive it can be the teacher asked or give a reprimand to the students why

the students are so noisy, if the students are still noisy, the teacher must talk to students privately and if it is repeated then the teacher could warn them of finally give them punishment to leave the class or send them guiding and counseling the teacher.

At the time of teaching and learning process, the teacher always give motivate to the students, make the students are working together in their group, taking notes if the students hear new words, give project work write a little bit of freedom their writing topic and give motivate to more learn at home.

b. Bring Dictionary and the teacher leads to translate

Dictionary is very important to English lesson to know if the students unknown about the English word. Dictionary provides help in translating languages and good dictionary make the students can do look up the meaning of English word, find English translation of a word, check spelling of a word, find out grammatical information about word, lookup collocations of a word, check the part of word, check the plural of a noun or past the tense of a verb. The teacher guide the students in understanding the content of a passage or text.

CHAPTER V

CONCLUSIONS, IMPLICATION AND RECOMMENDATION

This chapter present conclusion and suggestion from the research related to process teaching learning, the problem faced by the teacher and the students and the solution of teaching learning of writing descriptive text at the eighth grade students of MTs Negeri Sukoharjo

A. Conclusion

Based on the explanation previous chapter there are several conclusion in this research can be conclude that the teaching and learning in MTs Negeri Sukoharjo, the teacher use two language (Indonesia and English) because the teacher found that the students still difficult to communicate only in English. The material of teaching learning was descriptive text. In MTs Negeri Sukoharjo used book that covered the material, the teacher uses text book from *Bupena* published by Erlangga and existing book in the library such as *Bright and IOS*.

The method of teaching learning process in MTs Negeri Sukoharjo the teacher uses Three Phases technique. Three phases consist of pre-writing, writing, and revising. The three phases are activities introduction (pre-activities), core activities (main activities), closing activities (post activities)

Media in teaching learning process of writing descriptive text in MTs Negeri Sukoharjo, the teacher uses media support are media image, white board, board maker, textbook, laptop, power point and LCD projector to explain the material of teaching learning.

The problem faced by the teacher are (1) Uncooperative students, (2) Assumed of English is difficult. The problem faced by the students are (1) the confusing formula and incorrect writing, (2) Spelling word, (3) Lacking Vocabulary and grammar.

The solution of problems faced such as (1) the teacher always advised and motivate to the students, (2) Bring dictionary and teacher lead to translate.

B. Suggestion

The research has some suggestions for the teacher, the students and other researcher. The suggestions are as follow:

1. For the Teacher

- a. In teaching learning process, the teacher should more active and creative, so the students cannot be lazy and bored in teaching learning process.
- b. The teacher should be more pay attention to the environment in teaching learning process.
- c. The teacher also have to give rules to the students asking to memorize vocabulary, and asking about English study

2. For the Students

- a. The students who learn English should pay much attention to the teacher, when teaching learning process.
- b. Students who study English, especially descriptive text, must be active and motivate themselves to be able to understand the material, study harder and practice vocabulary, grammar.

- c. Student must also be diligent in writing exercises in English, by learning the writing procedures.

3. For the other Researcers

The writer realize that this research is not perfect. This research has so many weakness because of the limited skill of the writer. The findings of the research are expected to use it as starting point to conduct the futher research in the different point.

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FIELD NOTE I

Date : Thursday, November 21st, 2019
Topic : First Observation
Informant : Mrs. Listyo Kasni, S. Pd
Place : MTs Negeri Sukoharjo / 8E
Times : 10.00 WIB

The researcher did observation in VIII E class in Thursday, November 21st, 2019. When the researcher came the process of teaching learning writing descriptive text was going in the classroom, the researcher asked permission to Mrs. Listyo, after the teacher allowed the researcher to enter the class, the researcher sat on the back of the classroom to observe the teaching learning process of writing text.

This day, Mrs. Listyo Kasni taught about writing descriptive text, the teacher opened the class by saying "Assalamualaikum Wr. Wb.", greeting, and checking the presence of the students. After Mrs. Listyo opened the class, Mrs. Listyo explained about descriptive text and used a LCD projector to help explain the material. Mrs. Listyo explained about the definition of descriptive text, generic structure of descriptive text, purpose of descriptive text, features of language of descriptive text and gave an example of descriptive text. After explaining about the material, Mrs. Listyo asked questions to students, whether students understood the material yet, and some students just kept quiet, then Mrs. Listyo repeated the explanation of the material.

And the bell rang, the teacher to preparing praying and the teacher ask the leader of class to lead the prayer. Then the teacher say Hamdallah and salam.

FIELD NOTE II

Date : Thursday, November 28th, 2019

Topic : Second Observation

Informant : Mrs. Listyo Kasni, S. Pd

Place : MTs Negeri Sukoharjo / 8E

Times : 10.00 WIB

That day was a second observation in my research. In opening, the teacher came to the class and saying “Assalamualaikum Wr. Wb.” and greeting the lesson. Then the teacher opning the lesson, before it, the teacher checking the students attendance the student name by calling one by one.

The material today is descriptive text, the teacher repeat the material explained last week, Mrs. Listyo asking to the students to explain the descriptive text whocan, and who dares to answered there must be a plus point. After that the teacher raise one of the students to standing in front of class, shes name is Fariska Diyah and the teacher ask to the students to describe about Fariska Diyah by physic, characteristic, and all abou Fariska Diyah, and the students answering the teacher question. When the students answering the teacher’s question the teacher wrote the description of Fariska Diyah in white board. In this section, the teacher commanded the students to describe about Fariska Diyah to make description text and teacher will corrected.

after that the teacher gives an easy example, by making one student as an object to be described and the student continues as an assignment to be corrected in the next meeting and the students do assignment to homework.

And the bell rang, the teacher to preparing praying and the teacher ask the leader of class to lead the prayer. Then the teacher say Hamdallah and salam.

FIELD NOTE III

Date : Thursday, December 3rd, 2019

Topic : Third Observation

Informant : Mrs. Listyo Kasni, S. Pd

Place : MTs Negeri Sukoharjo / 8E

Times : 10.00 WIB

That the was third observation in my research on December 3rd, 2019, in VIII class. In opening the teacher come the class and greeted the students by saying “Assalamualaikum Wr. Wb.” and greeting the lesson. Then the teacher opning the lesson, before it, the teacher checking the students attendance the student name by calling one by one, the students also prepared the English book that is used in every meeting. The teacher continue the teaching learning about descriptive text. Then, the teacher asked the students to re-check the homework last meeting and continue to make descriptive text about Fariska Diyah and the teacher gave information.

After completing checking the student's homework, the teacher focuses on the next assignment, assignment is make a description about their family (father, mother or student's sibling). When the students did their assignment the teacher

always control and always guides them and helps who get difficulties. The guidance was done by checking the students. The teacher always walked around the class to monitor the students work. Sometimes the teacher asked the students wheter they got difficulties or not. The teacher gave about twenty minutes to students do the assignment. And after that the teacher commanded one by one of students to read the text in front of the class. The teacher corrected the students pronounciation.

Because time is up, the teacher commanded the students to gather the assignment and the bell rang, the teacher to preparing praying and the teacher ask the leader of class to lead the prayer. Then the teacher say Hamdallah and salam.

Interview with English Teacher

Date : Monday, November 4th, 2019

Informant : Mrs. Listyo Kusni, S. Pd

Time : 08.00

Place : Teacher Office

Researcher: “Sebelumnya saya berterimakasih kepada Ibu Listyo Kasni karena sudah memberikan waktunya kepada saya untuk melakukan interview ini, senang bertemu dengan ibu”

Teacher : “Iya perkenalkan saya Ibu Listyo Kasni, saya guru bahasa Inggris di MTs Negeri Sukoharjo”

Researcher: “Di MTs Negeri Sukoharjo, Ibu sebagai guru bahasa Inggris kelas apa saja bu?”

Teacher : “Saya mengajar dikelas Reguler, dari kelas 8E sampai 8H dan kelas 9A- 9H.

Researcher: “Baik Bu, lalu bagaimana ketertarikan siswa pada saat pembelajaran bahasa Inggris, Bu? Mohon maaf khusus kelas 8 saja”

Teacher : “Jadi di MTs kami terdiri dari kelas 8PK atau Program Khusus, kelas 8Fullday, dan kelas 8Reguler. Atau saya jelaskan yang kelas reguler saja?”

Researcher: “Iya Bu, karena saya akan observasi dikelas 8 Reguler dengan nilai yang paling rendah, jadi ibu silahkan jelaskan di kelas 8Reguler saja”

Teacher : “Baik, jadi kelas 8Reguler juga dibagi menjadi beberapa kelas lagi, dari 8A sampai 8H. dari 8kelas tersebut yang nilai rata-ratanya paling rendah adalah kelas 8E. Mereka antusias belajar tetapi tidak diikuti dengan kompetensi jadi otomatis mereka jadi kurang bisa mengikuti”

Researcher: “O baiklah, lalu bagaimana sikap mereka saat mengikuti proses belajar mengajar?”

Teacher : “sikapnya? Kalo sikap ya tergantung sih mbak, tergantung gurunya, kadang kalau dikasih penjelasan ya diem kadang ya rame, tapi namanya anak-anak ya tetep sering berisik ya, jadi pinter-pinter gurunya saja dalam mengatur siswanya. Kalau kelas 8E biasanya pas lagi discuss berisik sekali sampai sulit dikendalikan. Namanya anak-anak diskusinya pasti melebar, tetapi 99% itu melaksanakan tugas dengan baik, maksudnya ada tugas membuatnya apa dari

writing atau tugas bahasa inggris lainnya 99% bisa jalan, tidak 100%, semua pada dasarnya mengumpulkan kuantitas mengumpulkan ya mengumpulkan tapi namanya kualitas tetap sesuai kemampuan. Selain itu guru juga tidak memberikan tugas yang begitu sulit untuk mereka”

Researcher: “Termasuk dalam mengerjakan tugas rumah, bu?”

Teacher : “Iya, termasuk mengerjakan tugas rumah”

Researcher: “Lalu masalah apa saja yang biasa ibu dihadapi saat proses belajar mengajar secara umum, Bu?”

Teacher : “Ya seperti yang saya jelaskan tadi ya, mereka berisik, kemudian siswa berasumsi bahwa pelajaran bahasa Inggris itu sangat sulit bagi mereka, terutama masalah vocab ya, kadang guru-guru yang lain juga memikirkan cara yang sedemikian rupa untuk mengemas pelajaran Bahasa Inggris dengan baik, agar bahasa Inggris itu bisa untuk dipahami dengan mudah, agar merubah persepsi bahwa bahasa Inggris itu mudah”

Researcher: “Ya Bu, lalu bagaimana pemahaman siswa dengan penulisan *Descriptive text*? Dan strategi apa yang ibu lakukan untuk mengajar penulisan *Descriptive text*?”

Teacher : “kalau *Descriptive text* masuknya *genre* ya, jadi siswa bisa, karena itu mendeskripsikan apa yang ada disekitar mereka, bahkan bisa mendeskripsikan tentang apa yang mereka suka, idola mereka misalnya. Cuma kesulitannya itu *vocab*-nya mereka tidak tahu. *Vocab, grammar* mereka kesulitan dalam hal itu. *Ya* strategi yang

saya lakukan mudah saja *sih* mbak, memberi contoh yang mudah bagi mereka, kalau secara umum ya kita carikan contoh yang dekat dengan mereka, keluarga atau teman mereka sendiri, seperti itu”

Researcher: “lalu apakah ada kesulitan yang lain dalam proses belajar mengajar bahasa Inggris Bu?”

Teacher: wah kalau itu sudah problemnya, karena siswa memiliki kemampuan berbeda-beda. Maka kita sebagai guru juga harus sabar dan pelan-pelan, kita bimbing dengan guidelines jadi ada petunjuk dalam membuat penulisan atau kalimat. Dalam mengajar yang harus diperhatikan adalah membuat anak mampu mencapai standar minimum, bahasa Inggris kita kan ada KKM, jadi target minimal adalah KKM, kalau di bawah itu kita harus melakukan pendekatan.”

Researcher: “ Kemudian media belajar apa saja yang digunakan dalam mengajar bahasa Inggris Bu?”

Teacher: “Media ya, kalau media kita gunakan ada media foto, white board, board maker, text book, laptop, dan LCD.”

Researcher: baik Bu, terimakasih atas waktu yang diberikan.

INTERVIEW WITH STUDENT 1

Date : Monday, November 4th, 2019

Informant : Maya Agustina

Time : 12.00 WIB

Place :8E Classroom

Researcher :	“Hallo dik, Perkenalkan saya Septina. Maaf ya mengganggu waktunya sebentar, Ini dengan adik siapa ya?”
Student :	“ <i>O iya kak, Saya Maya Agustina, kak!</i> ”
Researcher :	“Oke, <i>dik</i> Maya adalah salah satu <i>member</i> kelas 8E, <i>kan?</i> Menurut <i>dik</i> Maya pelajaran bahasa Inggris itu bagaimana?”
Student :	“Gimana <i>ya</i> kak, sebenarnya cukup menarik, karena menambah ilmu bahasa Asing, tetapi saya tidak terlalu bisa”
Researcher :	“Jadi <i>dik</i> Maya merasa kesulitan dalam mengikuti pelajaran bahasa Inggris juga?”
Student :	“Iya kak, karena saya juga tidak menguasai kosa kata, apalagi cara baca dan pengucapannya berbeda”
Researcher :	“Oke, kalau Descriptive text <i>dik</i> Maya tahu?”
Student :	“Tau, kak! Bentuk teks yang biasanya untuk mendeskripsikan sesuatu”
Researcher :	“Ya, Betul sekali, Apakah <i>dik</i> Maya merasa kesulitan untuk membuat descriptive text?”
Student :	“Iya, kak! Ya kalau bahasa Indonesia saya bisa tapi kalau bahasa Inggris saya merasa kesulitan, harus minta bantuan Bu Kusni untuk mengertikan setiap kata”
Researcher :	“Apakah <i>dik</i> Maya juga kesulitan dalam rumus dalam penulisan bahasa Inggris?”
Student :	“Iya kak, sangat kesulitan”
Researcher :	“Lalu Bagaimana <i>dik</i> Maya mengatasinya?”

Student :	“Saya minta bantuan Bu Kusni, kadang tanya temen juga kak”
Researcher :	“Oke dik, terimakasih ya”
Student :	“Iya Kak”.

INTERVIEW WITH STUDENTS 2

Date : Monday, November 4th, 2019

Informant : Aulia Widyastuti

Time : 12.00 WIB

Place :8E Classroom

Researcher :	“Halo dek, maaf mengganggu sebentar ya!”
Student :	“Iya mbak”
Researcher :	“Saya mau interview adek, tapi kenalan dulu, namanya siapa?”
Student :	“Nama saya Aulia Widyastuti mbak”
Researcher :	“Oke dek Aulia, saya mau bertanya tentang pelajaran bahasa inggris di kelas”
Student :	“Iya, mbak”
Researcher :	“Menurut dek Aulia bagaimana pelajaran bahasa Inggris itu?”
Student :	“Menurut saya pelajaran bahasa Inggris itu sulit, mbak”
Researcher :	“Apa yang membuat bahasa Inggris itu sulit?”
Student :	“Susah mengartikan, mbak! Saya juga <i>nggak</i> tahu kosa kata, cara bacanya juga berbeda dengan tulisannya, berbeda dengan

	bahasa Indonesia, hehehe”
Researcher :	“kalau itu jelas beda dek, lalu kalau Descriptive text tahu, <i>kan?</i> ”
Student :	“Tahu, <i>kak!</i> Descriptive text itu text yang mendeskripsikan tentang suatu obyek”
Researcher :	“Apakah kamu juga merasa kesulitan dalam membuat Descriptive text?”
Student :	“Ya jelas mbak, biasanya saya mengerjakan dalam bentuk bahasa Indonesia dulu, kemudian saya ubah kedalam bahasa Inggris, tapi bahasa Inggris itu susah soalnya kata-katanya kadang dibolak-balik,hehehe”
Researcher :	“Lalu bagaimana caranya kamu mengatasi kesulitan?”
Student :	“Bu Guru mengasih kesempatan kepada siapa yang mau bertanya jadi saya bertanya ke Ibu guru saja. Kadang kalau tanya ketemen-temen juga banyak yang tidak tahu, mbak”
Researcher :	“Oke dek. Makasih ya!”
Student :	“Iya, mbak”