

**THE EFFECTIVENESS OF CLUSTERING TECHNIQUE
TOWARD STUDENT'S WRITING DESCRIPTIVE TEXT
(An Experimental Study at The Tenth Grade Student of The
Second Semester of SMK N 1 Pracimantoro in The Academic
Year of 2022/2023)**

THESIS

Submitted as a Partial Requirements

for The Degree of Sarjana in English Language Education



By:

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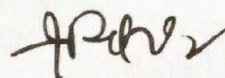
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has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to gain Undergraduate Degree in UIN Raden Mas Said Surakarta

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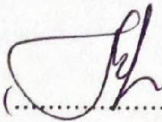


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RATIFICATION

This is to certify the Undergraduate thesis entitled "THE EFFECTIVENESS OF CLUSTERING TECHNIQUE TOWARD STUDENT'S WRITING DESCRIPTIVE TEXT (An Experimental Study at The Tenth Grade Student of The Second Semester of SMK N 1 Pracimantoro in The Academic Year of 2022/2023)" by Ganang Alif Syahroni has been approved by the Board of Thesis Examiners as the requirement for the degree of Undergraduate in English Education


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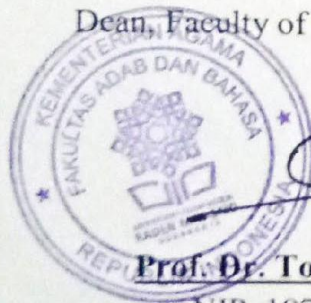
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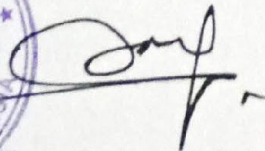
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DEDICATION

This thesis is dedicated to:

1. Myself, who has struggled so far to finish this thesis.
2. My beloved parents
3. My beloved family
4. My best friends
5. All of my friends in Accounting Class SMK N 1 Pracimantoro 2015
6. All of my friens in English Education Department UIN Raden Mas Said
Surakarta 2019
7. My Support System, who has support me to finish this thesis.

MOTTO

“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya.”

(QS. Al-Baqarah, 2: 286)

*“Karena sesungguhnya sesudah kesulitan itu ada kemudahan. Dan
Sesungguhnya sesudah kesulitan itu ada kemudahan”*

(QS. Al-Insyirah, 94: 5-6)

*“Lamun sira sekti, ojo mateni. Lamun sira banter, ojo ndisiki. Lamun sira pinter,
ojo minteri”*

(Pitutur jawa)

*“Orang lain ga akan bisa paham struggle dan masa sulitnya kita, yang mereka
ingin tahu hanya bagian success storiesnya. Berjuanglah untuk diri sendiri
walaupun gaada yang tepuk tangan. Kelak diri kita di masa depan akan sangat
bangga dengan apa yang kita perjuangkan hari ini. Jadi tetap berjuang ya.”*

(Fardiyandi)

*“Semantap-mantapnya kita merencanakan masa depan, tetap sisakan ruang untuk
ridha bahwa hari esok memang diluar kehendak kita. Cause, the future’s not ours
to see. Dan isi ruang itu dengan tawakal bahwa yang terjadi diluar perencanaan
kita, adalah yang terbaik dari Allah.”*

(Ariel Mulyandi)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "THE EFFECTIVENESS OF CLUSTERING TECHNIQUE TOWARD STUDENT'S WRITING DESCRIPTIVE TEXT (An Experimental Study at The Tenth Grade Student of the Second Semester of SMK N 1 Pracimantoro in The Academic Year of 2022/2023)" 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.

Surakarta, June 7th 2023

Stated by,



Ganang Alif Syahroni

SRN. 196121269

ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “THE EFFECTIVENESS OF CLUSTERING TECHNIQUE TOWARD STUDENT’S WRITING DESCRIPTIVE TEXT (An Experimental Study at The Tenth Grade Student of The Second Semester of SMK N 1 Pracimantoro in The Academic Year of 2022/2023)” Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

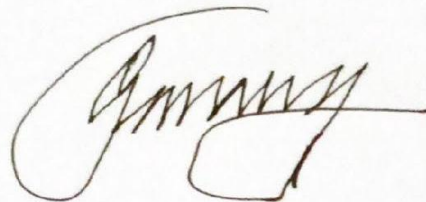
The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, June 7th 2023
The researcher

A handwritten signature in black ink, appearing to read 'Ganang Alif Syahroni', with a large, sweeping initial 'G' and a horizontal line extending to the right.

Ganang Alif Syahroni
SRN. 196121269

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ABSTRACT

Ganang Alif Syahroni. 2023. *“THE EFFECTIVENESS OF CLUSTERING TECHNIQUE TOWARD STUDENT’S WRITING DESCRIPTIVE TEXT (An Experimental Study at The Tenth Grade Student of The Second Semester of SMK N 1 Pracimantoro in The Academic Year of 2022/2023)”*. Thesis. English Education Department, Cultures and Languages Faculty.

Advisor : Dr. Hj. Woro Retnaningsih, M. Pd.

Keywords : Writing Descriptive Text, Clustering Technique.

In this study, the researcher found students’ problems in writing descriptive texts were: 1. Students have limited vocabulary skills and their impact on the quality of their writing. 2. Students experience difficulties combining each word and building good sentences into paragraphs. Often, the arrangement of sentences and paragraphs is also not systematic and not correctly. 3. Students have difficulties to develop ideas, topics, and ideas in writing paragraphs in descriptive text. The aim of this study is to examine the ability of students in writing descriptive texts using the Clustering Technique that is much better than Genre based Learning that has been applied to teachers writing description text in class X SMK N 1 Pracimantoro academic year 2022/2023.

The approach used in this study is experimental research. The population in the study was 309 students and the sample of this study was 60 students. The researcher selected two classes as samples using normality, homogeneity and hypothesis test. They are X APH 1 as an experimental class that is treated with clustering technique is 30 students and XAPH 2 as a control class that in treatment with genre based approach is 30 student. In this study, the researcher provided pre-test and post-test in written descriptive text. Data is taken from pre test and post test.

After data has been analyzed experimental class using clustering techniques there is an average pre-test score of 60 and an average post test score of 83.10. In the control class using a genre-based approach, the average pre-test score was 51,17 and the average post-test average score was 66,03. (2 tailed) of $0,000 < 0.05$, it can be concluded that there is a mean difference in students' writing descriptive text results between the Clustering Technique and the Genre Based approach. This means H_0 rejected and H_a accepted so there is has significant effect of the Clustering Technique on the student's ability to write descriptive text in class X SMK N 1 Pracimantoro in academic year 2022/2023.

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching writing involves the dynamic exchange between students and an instructor within the classroom, leading to the creation of written work. Writing serves as a form of interaction that is manifested in written form and can be comprehended by a reader (Chan, 1986). Teaching involves demonstrating or providing assistance to someone in the process of learning how to perform a task. It encompasses giving instructions, guiding individuals in the study of a particular subject, imparting knowledge, and facilitating comprehension and understanding (Brown & Others, 2000). This implies that the process of teaching aids students in acquiring knowledge and comprehending the subject matter more effectively.

According to Nunan (2003) Writing is the mental process of coming up with ideas, considering how to convey them, and putting them into sentences and paragraphs that the reader will understand. According to this definition, writing entails the cognitive process of developing ideas, thinking about the best methods to communicate them, and shaping those ideas into comprehensible sentences and paragraphs. It emphasises the mental work needed to conceptualise and articulate ideas in a way that is comprehensible to the reader.

Basically, writing is part of a very important skill that students must master. When someone writes, his creativity is tested by pouring his ideas, thoughts, and emotions on to paper. Writing is part of communication, where in a written result the writer conveys a feeling, plan, experience, and thought to the reader of the writing. Therefore, since writing is not an easy thing, it is necessary to have sufficient habituation and practice to improve this skill. In a writing skill, it is necessary to have a sentence arrangement that contains various vocabulary, formats, punctuation, information, spelling, and structure. Thus the sentences are arranged systematically and well integrated.

White (1986) defines "writing" as "the process of expressing ideas, information, knowledge, or experiences and understanding writing to gain knowledge or some information to be shared and learned." Writing can also be interpreted as a way for students to exchange ideas, knowledge, and thoughts. The main focus in composing a piece of writing is how students try to express their ideas and visuals as creatively as possible so as to make it easier for readers to understand. A good understanding of structure, style of language, and punctuation will improve writing skills so that writing can be well organized and have a clear flow.

According to Halliday & Hasan (2014), text is viewed as a language unit that is employed in communication and can encompass passages, whether spoken or written, of varying lengths, as long as they constitute a cohesive and integrated entity. In general, are many types of text in the world. The main types of text types are narrative, descriptive, directing, and argumentative.

Descriptive text is basically a type of text that generally describes and defines a place, person, atmosphere, situation, object, or event. Descriptive text is also a text that has the goal of providing a visualization or picture to the reader through explanations and descriptions in clear and detailed writing. In another definition, Anderson & Anderson (2003) explain the definition of descriptive text as "text that describes certain objects, people, places, or things, which means that descriptive texts are specifically designed about that person, place, or thing.

Tompkins (1994) also argues that descriptive text is a visual painting or an image with words arranged definitively and systematically. Then the text can describe something, such as pictures, people, objects, animals, and places. Descriptive texts are arranged systematically and definitively in various languages and with a language style that is as unique as possible by the author so that a text has an appeal to define an object that is able to attract the attention of its readers. In this case, the writer is given freedom in creating designs and certain details that aim to captivate and provide visualization of certain aspects that are considered important of the thing or object being defined. So that the reader is expected to be able to create a visual image and imagine the object being described as reality in his or her mind.

Two classes were used as research samples in this study. One class is designated as an experimental class, and throughout the data collection procedure, a clustering methodology introduction method for teaching writing will be used to carry out a treatment. As opposed to the control class, which received therapy in accordance with the school's adopted teaching modules and

curriculum employing a genre-based approach method. where the school also implemented the Kurikulum Merdeka learning.

Clustering technique is a method of writing that, in its application, divides information, ideas, and concepts into several groups or parts that are related to each other so that these pieces or groups of information are organized clearly and systematically. Furthermore, according to Pharr & Buscemi (2005), the Clustering technique involves having students write a central topic on a piece of paper and then brainstorm ideas related to the topic, connecting them with lines. This process is repeated for subtopics as well. This technique aids students in generating their ideas before further developing them into a cohesive piece of writing.

This clustering technique was first introduced by Gabriele Lusser Rico, professor of English and creativity at San Jose State University in California, in the 1980s. This method aims to assist students in writing to organize their ideas by collecting certain ideas and then organizing them in such a way with good writing systems. This technique is also able to provide an alternative for every writer who wants to write but sometimes seems confused and thinks a lot before writing. Clustering techniques are often found and used in various essays, reports, articles, etc. This technique is also suitable for use in writing descriptive texts that require good organization of ideas. The process of applying this technique is by placing vocabulary, ideas, and information in several columns or boxes containing sub-themes in the writing to be designed. Where these sub-

themes relate to each other and are grouped and organized into a unified whole so as to form good writing.

Clustering techniques are often illustrated with diagrams or maps. This is a strategy used to produce a paper. This technique is compatible with writers who have the characteristic of thinking visually and then applying the visualization to a piece of writing. In mapping and grouping ideas and information, we can use columns, boxes, circles, arrows, etc. that provide clear instructions about the relationship between ideas or between ideas that then form a unified whole (Langan, 2008).

Writing a text, especially descriptive text, using clustering techniques makes it easy for writers to convey ideas and ideas that are appropriate to the theme so that time is more efficient and understanding of writing is deeper, as well as these ideas will be more organized and more focused. With this technique, determining the order of ideas will be very easy, which will help the writer in compiling his writing. In general, writers can connect each idea and create a network or connecting lines between these ideas. This technique also functions to create a written work that is systematic, organized, and easy to understand, and of course, has a neat writing flow.

The genre-based approach gives significant importance to the correlation between text genres and their specific contexts (Hyon, 1996). By doing so, its objective is to assist students in becoming proficient contributors within their academic, professional, and wider social spheres (Nunan & Carter, 2001).

Presented below are several characteristics associated with the genre-based approach.

The study of Restika (2022) addresses a problem aimed at knowing the impact of the use of clustering techniques on improving the ability to write descriptive texts. The results of the study showed that there was an improvement in student learning performance after given treatment using clustering techniques in writing descriptive texts. The impact of clustering techniques was to improve the student's ability to write descriptive text that can be seen from the average difference in student test results where pre-test and post-test scores increased by 22.96. Means there is significant differences in the learning performance of pre-test and post-test students. It can be concluded that there is a significant influence on clustering techniques in improving the ability of students to write descriptive texts.

According the study of Gufron (2020), described the improvement of students' ability to write recount texts using clustering techniques. In this study involved 29 students in the class, in the pre test there were 3 students who passed KKM, then in the post test 1 there were 17 students that passed the KKM and in the Post test 2 there were 26 students who graduated KKM. From the results of research analysis, it was shown that the learning performance of students in writing recount texts increased by using clustering techniques.

According to a study conducted by Hayati (2017), discussing problems aimed at finding empirical evidence of student performance writing recount texts using clustering techniques. The impact of clustering techniques is to improve

the ability to write student recount text that can be seen from differences in outcomes from pre-test to post-test 2, where there are differences of 11%, 60%, and 90% of students who pass KKM. That is, student performance in writing recount texts increased significantly. Based on the findings, the researcher concluded that the use of clustering techniques to improve student performance in writing recount texts.

Based on study by Sari (2017), researcher found students ability in writing descriptive text were: students had lack of vocabulary, bored of writing descriptive text using conventional technique (three phases technique), and difficult distinguish between identification and description of the generic structure in descriptive text. After the data have been analyzed the researcher found the effect of clustering technique on students ability in writing descriptive text was 0.642 with t_t is higher than t_0 ($0.642 < 2.00758$). it means H_a was rejected and H_0 was accepted so there was no significant.

The results of the study show that the concept of clustering techniques can enhance students' skills in writing. Therefore, the researcher wanted to conduct research to find out there is an influence of clustering techniques on the student's descriptive ability to write text. Clustering techniques should be an interesting alternative to techniques that will help students to organize their ideas about the text they have read with their own schemes, so that they can understand the text easily. It also helps students become more active and critical. After that, they know how fun it is to learn English, as teachers teach them different techniques and give feedback in the organization, language usage,

writing content, and vocabulary. The researcher assumed that this technique would improve the student's descriptive text writing skills. In addition, the researcher are interested in conducting research entitled the influence of clustering technique techniques on the writing of student descriptive texts capabilities in the second semester of tenth grade SMK N 1 Pracimantoro academic year 2022/2023.

B. Identification Problem

Based on the background of study, the author identifies the following issues students face when writing descriptive texts:

1. Students have limited vocabulary skills and their impact on the quality of their writing.
2. Students experience difficulties combining each word and constructing good sentences into paragraph. Often, the arrangement of sentences and paragraphs is also not systematic and not correctly.
3. Students have difficulties to developing ideas, topics, and ideas in writing paragraphs in descriptive text.

C. Limitation of Study

Based on the research focus above, the author limits this research as follows:

1. The research only focusing in writing descriptive text as the type of text being tested.

2. The research only focusing at tenth grade of SMK N 1 Pracimantoro to do academic research.
3. The research only using class X APH 1 as the experimental group of the research and X APH 2 as the control group. This is due to limited research time and the process learning English in class must be carried out.
4. The research only takes place in second semester of the 2022/2023 academic year.

D. Research Problem

Based on the research focus above, the research question is formulated as follows: Is there any significant difference between the control class using genre-based approach and the experimental class using the clustering technique on the descriptive text writing skills at the tenth grade in second semester of SMK N 1 Pracimantoro in the academic year of 2022/2023?

E. Objectives of Study

Based on the research focus above, the objective of study as follows to find out any significant difference between the control class using genre-based approach and the experimental class using the clustering technique on the descriptive text writing skills at the tenth grade in second semester of SMK N 1 Pracimantoro in the academic year of 2022/2023.

F. Benefits of Study

The benefits of the research on the effectiveness of using clustering techniques at SMK N 1 Pracimantoro 2022/2023 in class X include theoretical and practical benefits, including the following:

1. Theoretical Benefits

This research is expected to be a reference for educators in carrying out learning so that the learning process is not monotonous and is able to provide a pleasant learning process and is able to improve students' mastery of writing skills, especially in descriptive text using clustering techniques.

2. Practical benefits

a. For Teachers

Expanding teachers' knowledge about the application of new methods in English And can be used as an alternative teaching method by teachers so that it can improve the professional quality of teachers in carrying out learning in the classroom in accordance with the applicable curriculum..

b. For the researcher

Adding experience with an experimental study as a reference to be implemented in other subjects so that it can become a professional teacher.

G. Definition of Key Terms

1. Writing

Nunan (2003) states writing is the mental process of coming up with ideas, considering how to convey them, and putting them into sentences and paragraphs that the reader will understand.

2. Descriptive text

In another definition, Anderson & Anderson (2003) explain the definition of descriptive text as "text that describes certain objects, people, places, or things, which means that descriptive texts are specifically designed about that person, place, or thing.

3. Clustering Technique

Clustering techniques are often illustrated with diagrams or maps. This is a strategy used to produce a paper. This technique is compatible with writers who have the characteristic of thinking visually and then applying the visualization to a piece of writing. In mapping and grouping ideas and information, we can use columns, boxes, circles, arrows, etc. that provide clear instructions about the relationship between ideas or between ideas that then form a unified whole (Langan, 2008).

CHAPTER II

LITERATURE REVIEW

A. Theoretical background

1. Concept of writing

a. Definition of writing

Writing is a tool and means of communication between the writer and the reader that involves expressing ideas, topics, information, and knowledge through the use of written symbols such as letters, punctuation marks, and numbers. In another definition, Nunan (2003) states that the definition of writing is an attempt to find certain ideas, think about how to express them, and arrange them in such a way as to become clear and coherent statements and paragraphs for the reader, where this is mental work.

In addition, White (1986) defines that "writing is the process of expressing ideas, information, knowledge, or experiences and understanding writing to gain knowledge or some information to be shared and learned."

Writing is perhaps the most difficult skill for most people who study language and literature compared to other skills such as listening, reading, or speaking. This is not without reason because writing requires effective coordination of all processes involved, such as cognitive, linguistic, and different psychomotor processes (Westwood, 2008). Furthermore,

according to Abbas (2006), writing skills encompass the aptitude to effectively communicate ideas, opinions, and emotions to others using written language. It involves the competence to express thoughts and feelings in written form, enabling meaningful and impactful communication with different individuals or groups.

b. Process of Writing

During the writing process, writers need a series of activities that involve several phases that must be passed. This writing process approach, According to Tompkins (2010), has five phases, namely prewriting, drafting, revising, editing, and publishing. The phases will be described as follows:

1) Prewriting

Prewriting is a phase in writing that is carried out in preparation for obtaining ideas, problems, and concepts that are closely related to the theme and topic of an essay. In this phase, the writer carries out several activities, including determining a topic, selecting target readers, considering forms and goals, and compiling ideas that will be developed in a piece of writing. Through this prewriting phase or stage, students are able to describe, speak, read, and even write to develop the information needed in composing writing.

At this pre-writing stage, a writer is required to be able to think, brainstorm, and research topics, ideas, and opinions in order to gather all the information. This step is considered important because it is the basic

step to starting the entire writing process. When this information, ideas, and opinions are deemed sufficient, proceed with setting up a clear writing structure. This phase involves creating outlines, diagrams, mind maps, etc. to help writers have references so they stay on track as they write.

In general, the core and main activities in the prewriting phase include selecting topics, determining writing goals, identifying writing genres, and remembering ideas for writing. Carrying out, paying attention to, and carrying out this phase properly is one of the supports for forming good, effective, efficient, and systematic writing.

2) Drafting

At this stage of the approach, the writer must be able to arrange ideas in a piece of writing so that they are arranged in sequence. The task of a writer at this stage is to arrange ideas in the form of an outline. The function of this essay outline is to prepare you and the concept for writing. At this stage, the writer must also be able to organize ideas and ideas as well as determine a thesis, start to write According to the outline and draft, develop the main ideas of the writing, and be able to correct the mechanics According to the grammar.

This framework or conceptual framework consists of several parts, including the introduction (containing the reasons and objectives of the author in writing about a particular topic, as well as what the author wants to present through his essay), the contents of the writing (essentials or

important points in an essay), and the closing (containing conclusions). These three parts become the main pillars of a draft. The introduction section serves to introduce as well as lead the reader to be interested in the subject of the writing to be read. In the content section, convey the essence or main idea of a piece of writing. The final section, which is generally the conclusion of an essay, has the function of returning the reader to the main idea through a summary and emphasizing the important parts (Suparno & Yunus, 2003).

3) Revising

Revising is the phase when the writer has finished writing the draft until the end, where the writer has to edit the writing. Editing activities include improvements to content and mechanics. This is a fairly complex stage because it is closely related to contextual and textual editing. In this editing phase, the writer must re-read the writing that has been done, then make changes from the day of the discovery of errors and continue to consult those who have expertise in that field.

This editing is a process of checking and correcting mechanical elements such as diction, punctuation, sentence structure, paragraphing, spelling, punctuation, style, and other writing conventions. As for the revisions that are more directed to the improvement and examination of the contents of the writing (Tompkins & Hoskisson, 1995).

Based on this statement, it can be seen that editing focuses on mechanics in writing, which includes spelling, punctuation, and other

language errors. The purpose of this editing stage is to make it easier for readers to read our writing.

4) Editing

Editing is an improvement made to an essay by the author or other people with the aim of correcting all kinds of mistakes made in writing. This editing is more aimed at adding, subtracting, rearranging, and removing some parts of the content According to the reader's needs. Here, the editor corrects the draft, pays close attention to details, and ensures that this paper is free from all kinds of typographical errors.

5) Publishing

The final stage in the writing process is the publication stage. This phase is the one where the writer tries to provide information and messages to people. The publication of an article is done with certain media, which of course supports its being accessed by those who are the main target of the author. The media commonly used in the process of publishing an article are print media and electronic media.

c. Purpose of writing

The purpose of writing in general is to express ideas and convey the message contained in a piece of writing to the reader. So that the idea must be the most important aspect of a piece of writing (Ur, 1996). From the definition above, it can be said that when a writer writes a work, it must have a specific purpose. This writer must then pay attention to the purpose

of writing because the purpose of this writing influences the style of language used, the type of text chosen, and the information conveyed.

Basically, there are four general purposes of writing, namely: to inform, to explain, to persuade, and to entertain others.

1) To Inform

To inform is the act of sharing messages and facts with readers about a specific subject. It is the crucial essence of any piece of writing, as it lays the foundation for the writer's purpose. Conveying information requires skillful selection and effective organization of relevant details. The writer aims to provide necessary information about the subject or object to the reader. The information presented by the author is typically based on verifiable facts.

2) To Explain

Writing also has the aim of providing an explanation of a subject or object that was previously unclear. The writer must be able to understand a topic in a complex and detailed manner and be able to ensure that the reader is able to understand the writing. Given the different abilities and understandings of individuals, the writer must know the understanding abilities of his target readers. Thus, the author must use various appropriate methods and strategies to convey an explanation of certain terms or definitions in writing.

3) To Persuade

The purpose of writing can be persuasive or solicitation. We often do this in everyday life in the social community through efforts to invite and convince other people. This shows that writing must also be able to convince readers to accept our ideas, even if they seem controversial. With the right arrangement of words and sentences, a piece of writing can make the reader seem interested in an invitation or appeal from the author.

4) To Entertain

Writing is not a job that seems monotonous or serious. But writing can also aim to entertain readers. Because then the writer is not only focused on himself but also on other people who read his writings. Writing with the aim of entertaining is what then provides an opportunity to give pleasure to others. Actually, entertaining makes the reader enjoy the writing and not enjoy himself.

d. A Component of Writing

With writing skills that are often honed and follow good language guidelines, good writing results will be created. To get good writing that is in accordance with language guidelines is not easy because it requires good memory, language skills, and thinking. As a writer, of course, you must be able to always study writing guidelines, not just in one source.

To make good writing, it is necessary to pay attention to the provision of vocabulary, grammar, and an understanding of how to make correct sentences. The value of students' writing will be assessed by a

scoring system that pays attention to aspects such as organization, content, grammar, vocabulary, and mechanics (Nurgiyantoro, 2001). Each aspect will be explained more clearly.

1) Organization

Organization involves how students organize their ideas well in each paragraph, express ideas clearly, and have good organization, logical order, and cohesion.

2) Content

The contents include topics and explanations, discussions, evaluations, and conclusions that are clear, specific, and relevant to criteria such as having full, substantive information and making the thesis development clear and relevant to the problem.

3) Language

The language involves the effective use of complex sentence constructions and minimal errors in grammar.

4) Vocabulary

A good vocabulary requires choosing the right words according to their function and mastering the words that give information.

5) Mechanics

Mechanics requires the use of good spelling and punctuation in paragraphs consisting of several sentences so that paragraphs can be read properly. Therefore, students must master the art of writing good paragraphs.

e. The Process of Teaching Writing

Teaching writing involves the dynamic exchange between students and an instructor within the classroom, leading to the creation of written work. Writing serves as a form of interaction that is manifested in written form and can be comprehended by a reader (Chan, 1986).

According to Brown (2000), "teaching is an expression of showing, instructing, and helping someone learn to do certain things, giving knowledge to someone, guiding in carrying out certain activities, and giving instructions to others. Teaching writing means conveying certain information and then transforming it for the intended party who is interested in writing skills to train, know, understand, and carry out writing activities.

According to Brown (2001), teachers at the secondary school level are able to maintain self-esteem by:

- a) Make students confident and avoid embarrassment.
- b) Explain to students that each individual has special talents and skills that need to be developed.
- c) Provide opportunities for students to always try new things and tolerate student mistakes during the learning process so that students are able to correct their mistakes.
- d) Increasing the sense of solidarity and feedback between students and not emphasizing competition between individuals in class
- e) Provide more opportunities for students to work as often as possible in groups to form discussions and exchange ideas.

According to Nunan (2003), in teaching and writing learning situations, there are several principles, including the following:

a) Trying to understand students' reasons for writing

Sometimes the goals of teachers, students, and schools or institutions conflict or do not match. This becomes very important because the delivery of objectives to students with good, reasonable, and easy-to-understand explanations will create a good learning atmosphere.

b) Give more time and opportunity to write to students.

Writing is a physical activity that certainly requires a lot of skill and practice. Because with continuous practice, it will hone students' abilities. Teachers must also be able to equip their students with knowledge about various types of writing, such as writing letters, writing memos, making summaries, composing poetry, and all other types of writing that can be practiced directly in class.

c) Provide helpful suggestions, input, and feedback.

When practicing and learning to write takes place, students certainly need feedback on their work, whether in the form of grades, comments, or revisions. Thus, students are able to understand how far their abilities are and where the mistakes must be corrected. The feedback provided must be in the nature of building students' enthusiasm for writing and be useful for these students.

d) Explain how writing results are evaluated for students.

Sometimes students feel that the results of evaluations and assessments seem subjective. So as educators, we are obliged to discuss and ask questions so that students are open and feel valued. Thus, they can feel that they also have the opportunity to speak.

f. Micro and Macro Skill of Writing

Writing has micro and macro capabilities and is one of the fundamental abilities in language development. In order for learners to be able to perform such in writing, the writer needs take into account the issue of micro and macro skills in writing. Writing should maintain a balance between the micro and the macro, according to Ur (1996) The learners practise specific written forms at the word or sentence level (handwriting or typing, spelling, punctuation) in the micro aspect. On the other hand, the students placed more emphasis on the writing's organisation and content, which are its macro characteristics. Additionally, Brown (2000) emphasises that although macro skills are associated to responsive and extensive writing, micro skills are related to imitative and intensive writing tasks. These are the descriptions:

1) Micro-skills:

- a) Create English graphemes and orthographic patterns;
- b) Produce writing at a speed that is effective for the task;
- c) Create a workable word core and employ proper word placement;

- d) Employ a proper grammatical structure (including tenses, agreements, patterns, and rules);
 - e) Use several grammatical constructions to convey a specific meaning;
 - f) In written speech, use coordinating structures.
- 2) Macro-skills:
- a) Employ written discourse conventions and rhetorical devices;
 - b) Effectively fulfil the communicative role of written texts in accordance with their forms and purposes;
 - c) Explain the relationships between events, including those between the core idea, a supporting notion, fresh information, previously known information, generalisations, and exemplifications;
 - d) When writing, distinguish between explicit and inferred meaning;
 - e) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with influence in the first draught, using paraphrase and synonyms, and requesting peer and instructor feedback for revising and editing.

Therefore, a writer needs concentrate on both the micro and macro writing skills in order to be able to generate an effective written document. A variety of linguistic features of writing are also taken into account by the writer.

2. Concept of Text

a. Definition of Text

According to Halliday & Hasan (2014), text is viewed as a language unit that is employed in communication and can encompass passages, whether spoken or written, of varying lengths, as long as they constitute a cohesive and integrated entity.

According to Feez & Joyce (1998), Text is any length of language that is held together logically by meaning. It implies that when we write, we are using language. We are writing and putting together a text. In actual life, we interpret texts. Additionally, we create and analyse texts while we communicate and listen.

b. Genre of Text

There are numerous types of texts that are based on school curricula. Procedure, description, recount, story, report, news item, analytical exposition, hortatory exposition, discussion, review, and public speaking are some of them. According to (Gerot & Wignell, 1998), the following genre texts are explained:

1) Spoof

Spoof is a genre that serves the social purpose of retelling an event in a hilarious manner.

2) Recount

Recount genres are used in society to narrate events for educational or entertaining purposes.

3) Report

Reports are a type of text that describe how things are arranged in relation to social, natural, and man-made phenomena in our environment.

4) Analytical Exposure

The purpose of analytical exposition is to persuade the reader or listener that something is the case.

5) News

The purpose of a news item is to inform readers, listeners, or viewers about current events that are deemed newsworthy or significant.

6) Anecdote

Anecdotes are a genre that have a social purpose to share a narrative of an unusual or humorous experience with others.

7) Narrative

The purpose of the narrative genre in society is to amuse, entertain, and deal with troubling events that cause a crisis or significant turning point and then lead to a resolution.

8) Procedure

Procedure is a genre that has a social purpose to explain how something is done in a series of steps.

9) Descriptive

The descriptive genre serves a social purpose by describing a specific person, place, or item.

10) Hortatory Exposure

Hortatory exposition is a genre that serves a social purpose by persuading the audience that a certain situation should or shouldn't exist.

11) Explanation

An explanation is a genre that serves a societal purpose by outlining the steps used to create or explain a natural or social-cultural occurrence.

12) Discussion

A discussion genre's societal purpose is to give (at least) two opposing viewpoints on a subject.

13) Review

A review is a genre that serves a social purpose by offering a public audience a critique of a piece of art or an event. Films, TV shows, books, plays, operas, recordings, exhibitions, concerts, and ballet are examples of such works of art.

3. Concept of Descriptive Text

a. Definition of Descriptive Text

Anderson & Anderson (2003) explain the definition of descriptive text as "text that describes certain objects, people, places, or things, which means that descriptive texts are specifically designed about that person, place, or thing.

Tompkins (1994) also argues that descriptive text is a visual painting or an image with words arranged definitively and systematically. Then the

text can describe something, such as pictures, people, objects, animals, and places.

There are two types of descriptive writing: objective and subjective. In objective writing, the writer presents a factual and neutral description of the subject without any personal biases or feelings. On the other hand, in subjective writing, the writer includes their personal perspective and emotions in the description (Siahaan, 2008).

b. Kinds of Descriptive Text

Descriptive text is a form of writing that is employed to provide a detailed account of a particular object, which could be anything from a person to a place to an inanimate object. Typically, when authors utilize descriptive text to portray people, they tend to describe each individual in a specific manner. This can include their personality, characteristics, physical appearance, and other relevant details that help to paint a vivid picture of the subject in the reader's mind. In essence, descriptive text is a powerful tool that writers use to help readers visualize and understand the world around them by providing a rich, detailed account of different objects and phenomena. Therefore, there are three types of explanatory text, According to Lestari (2018):

1) Description of people

Every individual must have fundamental differences. Especially when you are describing the figure of another person, there will be a fundamental question about what that person looks like. So then in the

step of explaining the individual object, you can use identification, impressions, or sketches of characters, depending on the situation.

a) Identification

While it is possible to provide identification when describing a person, a more detailed approach is usually preferred. Identification typically involves providing basic information, such as age, height, weight, and physical features like hair and eye color. It may also include noticeable distinguishing marks like scars or birthmarks. Identification is typically used in official records and documents to establish a person's identity.

b) Impression

The impression of a person differs from identification because it does not necessarily provide specific information that can identify the person. Rather, it communicates an overall understanding of the individual, though it may lack certain details. Despite this, the writer is able to convey a general sense of the subject using broad strokes. Although an impression may not be as thorough or informative as identification, it can be more effective in highlighting the unique and memorable qualities of a person that make them stand out.

c) Character Sketch

Descriptions of people that are more detailed are often called character sketches, which may also be referred to as profiles,

literary portraits, or biographical sketches. As the name suggests, a character sketch aims to outline the character of a person, or at least their most prominent personality traits. While it may incorporate elements of identification and impression, a character sketch goes beyond simply describing a person's appearance or mannerisms. Instead, it seeks to provide a more in-depth understanding of what the person is like as an individual. A character sketch may focus on a specific person, or it may describe a certain type of individual, such as members of a particular group with shared characteristics, like athletes or art students.

2) Description of Place

When describing a place, such as a room, there is no specific order in which the various features need to be described. Unlike a narrative or chronological paragraph, a descriptive paragraph does not require a specific sequence for presenting information. However, the sentences should still be organized in a logical manner so that the reader can easily visualize the scene being described. To make the paragraph more engaging, it can be helpful to include a controlling idea that expresses a particular attitude or impression about the place. The arrangement of the details in a description should be determined by the subject matter and the intended purpose of the writing. Ultimately, the goal is to provide a vivid and interesting portrayal of the place being described.

3) Description of Things

In order to effectively describe something, a writer needs to possess a strong imagination to help them visualize the object or concept they are describing. Additionally, in order to make the subject of the writing engaging and vivid for the reader, it is important to use appropriate nouns and descriptive verbs. By selecting the right words to convey meaning and create mental images in the reader's mind, the writer can help the reader experience the object being described in a more immersive and memorable way. In this case, usually using effective verbs and proper nouns

a) Using Effective Verbs

While verbs are critical for effective storytelling, they can also play a significant role in descriptive writing. Skilled writers use verbs to provide descriptions that are more precise, detailed, and compelling. For example, consider the phrase "the wind had chiseled deep grooves into the sides of the cliffs" versus "the wind had made deep grooves." By selecting the more specific verb "chiseled," the writer provides a more accurate and vivid description of the wind's impact on the cliffs. This approach allows the reader to better imagine the scene and enhances the overall quality of the writing.

b) Using Proper Nouns

Along with incorporating specific details and figures of speech in our descriptive writing, it can also be valuable to include a variety of proper nouns, which refer to the names of specific people, places, and objects. By using proper nouns, writers can bring a greater sense of reality and specificity to their descriptions, helping readers to more fully understand and visualize the world being described. These names can serve as reference points for readers, helping them more easily connect with and remember the details of the description.

c. **Generic Structure of Descriptive Text**

The aim of descriptive writing is to depict a specific individual, location, or object using words. This type of writing is generally structured around two main elements: identification and description. The initial step involves identifying the subject being described, while the second step requires describing the subject in detail using sensory details, imagery, and other literary techniques. Through this process, the writer seeks to create a clearly and engagingly portrayed portrait of the subject that allows the reader to imagine and connect with it in a meaningful way.

According to Sartika & Nurdin (2019), descriptive writing typically follows a two-part generic structure that involves both identification and description.

1) Identification

During the identification phase, the writer introduces the person, place, or object that will be described.

2) Description

The description itself offers more in-depth information about the subject. This allows the writer to provide a fuller, more nuanced portrayal of the subject, using sensory details, metaphors, and other literary techniques to create a vivid and engaging image in the reader's mind. As a result, readers are better able to connect with and understand the subject being described.

d. Language Features of Descriptive Text

Zahara (2014) states that descriptive text typically contains certain language characteristics, such as the use of:

- 1) Present-tense verbs,
- 2) Adjectives to depict the subject's characteristics,
- 3) Topic sentences to effectively organize the description.

These linguistic features are crucial in producing a well-written descriptive text, as they help to paint a clear and vivid picture for the reader. By utilizing adjectives, students can provide the reader with a more detailed and engaging description of the person, object, or animal they are discussing. Therefore, it is important to incorporate these linguistic features to develop an effective and descriptive text.

e. Purpose of Descriptive Text

As humans are social creatures, they have a natural inclination to share their experiences with others, which is why they often write to describe things such as their childhood homes, vacations, and encounters with people. The examples presented in the chart below illustrate how writing descriptions can serve several purposes, such as entertainment, expressing feelings, relating experiences, conveying information, and convincing others (Fine, 2002).

Table. 2.1
Purpose of Descriptive Text

No	Purpose	Description
1	To entertain	An amusing description of a teenager's bedroom
2	To express feelings	A description of your favorite outdoor retreat so your reader understands why you enjoy it so much
3	To relate experience	A description of your childhood home to convey a sense of the poverty you grew up
4	To inform (for a reader which unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one
5	To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this simple fruit
6	To persuade (to convince the reader that some music videos degrade women)	A description of degrading music and video

4. Concept of Clustering Technique

a. Clustering Technique Definition

The clustering approach is a writing technique that, when used, separates information, concepts, and thoughts into a number of groups or parts that are related to one another, allowing for a clear and orderly organization of these parts or groups of information. Furthermore, according to Pharr & Buscemi (2005), the Clustering technique involves having students write a central topic on a piece of paper and then brainstorm ideas related to the topic, connecting them with lines. This process is repeated for subtopics as well. This technique aids students in generating their ideas before further developing them into a cohesive piece of writing.

Gabriele Loser Rico, a professor of English and creativity at San Jose State University in California, developed this clustering method in the 1980s. This approach seeks to help students organize their ideas and thoughts when they write by gathering specific concepts and then arranging them in a way that follows sound writing procedures.

According to Cooper & Axelord (2005), clustering can be seen as an innovative process that uncovers potential connections between facts and ideas. This implies that clustering involves a level of creativity, as individuals attempt to identify elements relevant to a given topic. Clustering necessitates a short period of initial preparation. From this definition, clustering refers to the act of making preliminary notes about one's ideas

and the pertinent facts that will be incorporated into a text, preceding the actual writing process.

Clustering can be described as an uninhibited brainstorming technique accompanied by doodling. By engaging in clustering, one obtains a broad overview of a particular subject, generates specific topics, and uncovers related details. The author concludes that clustering involves creating a visual map or forging new connections, enabling more imaginative thinking and initiating the writing process even in the absence of clear ideas. Clustering holds potential utility for various forms of writing (Mattix, 2003).

Clustering, According to Rico, is a brainstorming process that notably taps into the "design mind," the right hemisphere of the brain that Rico refers to as being in charge of producing non-linear patterns and visual imagery. Rico thinks that using this area of the brain, which is capable of creating images in a non-linear way, is very beneficial for clustering (Adriati, 2013).

Clustering is an effective method for focusing a wide topic and making it more manageable as a subject for a brief essay, According to Buscemi (1996) Clustering, commonly referred to as mapping or diagramming, is a useful technique for gathering data for essays. Many people are familiar with clustering techniques when they are used with maps or diagrams. When producing a paper, this tactic is employed. This method works best with writers who think primarily in pictures and then apply those

pictures to their writing. We can use columns, boxes, circles, arrows, and other visual aids to map and group concepts, ideas, and information. These visual aids give explicit instructions about the relationship between ideas, or between ideas that create an integrated whole (Langan, 2008).

The clustering approach is a strategy that can be used to inspire pupils to actively create new connections between their ideas while also helping to visually arrange their thoughts (Kalandadze, 2007). Basically, this method is quite helpful for pupils who wish to express their ideas before putting them in writing. By using clustering, students can more quickly recognize and understand the concepts they have created, which can help them carry out the given instructions. The clustering method is therefore a perfect instrument for encouraging the growth of fresh ideas.

b. Advantages and Disadvantages of Clustering Technique

According to Eramona & Al-Hafizh (2014), there are benefits and drawbacks to utilizing clustering as a technique for creating descriptive text.

1) Advantages of the Clustering Method

- a) It encourages pupils to think in English and express themselves in writing while also assisting them in methodically developing and organizing their ideas.
- b) As clustering is a fun method, students are inspired to create descriptive paragraphs more skillfully.
- c) By making the thoughts of pupils seem more distinct, clustering can aid in their clarification.

- d) The clustering method is simple to implement and requires little to no teaching materials, making it convenient for teachers to employ.

It is from the description that state the clustering method can encourage students to write while also assisting them in gathering the large number of words needed for their writing. Also, this approach can improve students' enjoyment of the learning process. Furthermore, pupils can conjure up a wide range of concepts about their subject by employing any forms or patterns. The Clustering Method is a useful technique for inspiring pupils to write and facilitating their learning process, as can be inferred from this.

2) Disadvantages of Clustering Technique

- a) In using this strategy, teachers should only provide pupils with brief texts; long paragraphs are not appropriate for it.
- b) Some students may find it difficult to follow the strategy since they may not know where to start their writing. Teachers can help students overcome this drawback by giving them detailed explanations and direction so they feel confident using the strategy.
- c) Students may occasionally use this strategy without paying attention to grammatical details. Teachers should keep an eye on pupils' use of proper grammar while they are writing in order to remedy this problem. As a result, during writing assignments, teachers must pay special attention to their students.

c. The Clustering Technique: Application and Procedure

It is clear from the previously mentioned concept that clustering can be used as a strategy to generate material for a literary work. This technique is useful for authors who want to visualize their ideas. Writers can show links between the many ideas and details that emerge during clustering by using lines, boxes, arrows, and circles .

The clustering technique, According to Blanchard & Root (2003), is a pre-writing strategy that entails using circles and lines to graphically represent the relationships between concepts. By drawing a diagram based on the student's prior knowledge, this is accomplished. The following procedures need to be taken in order to use clustering:

- 1) Write the topic and draw a circle around it on a piece of blank paper.

Figure 2.1

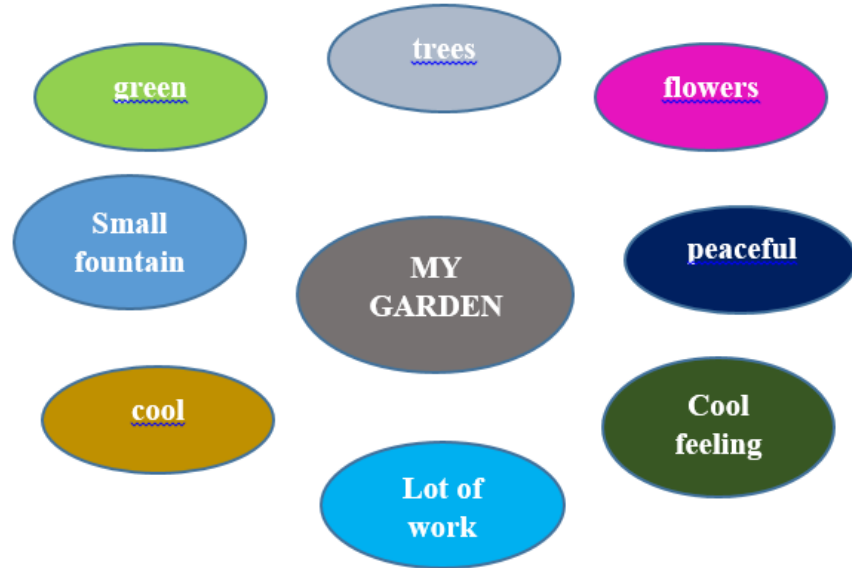
Draw topic



- 2) Write whatever ideas you have about the subject by writing them in circles surrounding the core circle.

Figure 2.2

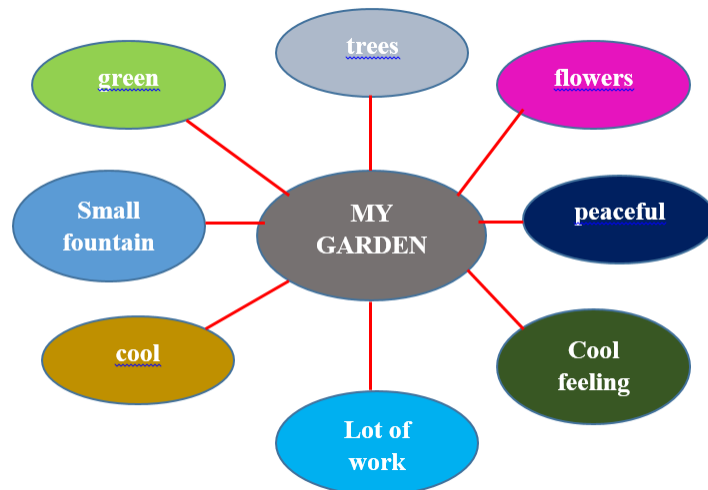
Write ideas



3) Draw a line connecting these ideas to the main idea.

Figure 2.3

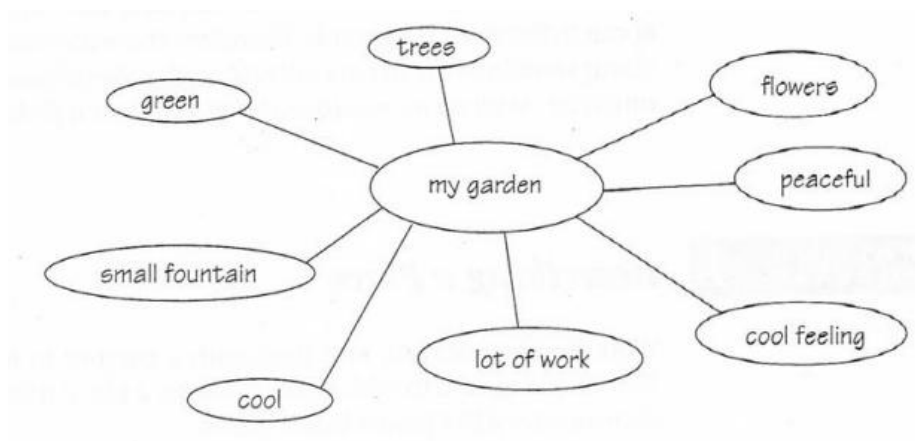
Draw line



- 4) Think about each new concept, write more thoughts that are related in concentric circles around the concepts, and then connect them.
- 5) Keep doing this process until you run out of ideas.

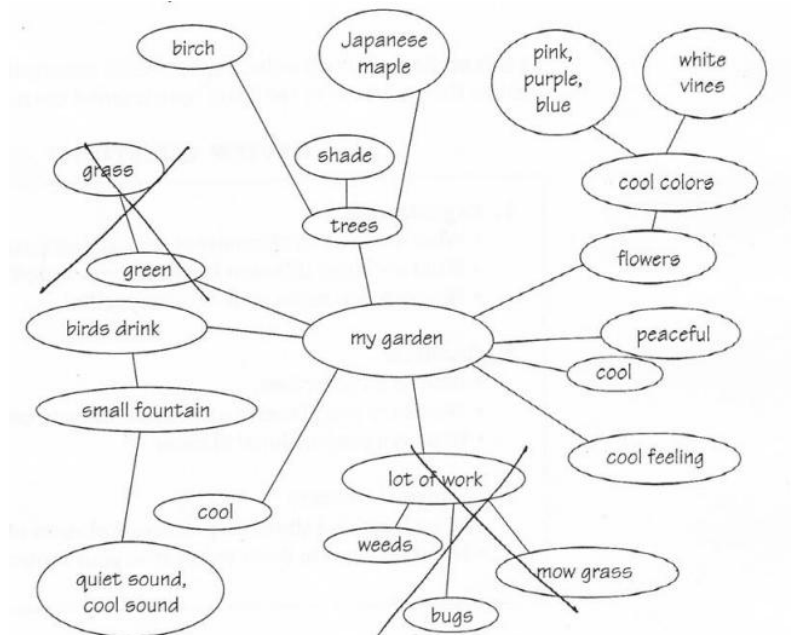
The use of clustering as a teaching technique, According to (Hogue, 1996), begins with the writing of a major idea or keyword in the middle of a page. The student then quickly writes whatever connections come to mind about the subject matter, using just words or brief sentences. In contrast to listening, where the ideas might not be written down, clustering entails writing the words or phrases on a piece of paper or a whiteboard in a pattern that develops as links between each new concept.

Figure 2.4
Clustering Technique



After that, think about the word or phrase in each bubble and write down any subordinate concepts that occur to you. Remove any bubbles that are judged unneeded as well.

Figure 2.5
Clustering Technique



It is possible to determine which ideas should be used and which ones should be eliminated from these clusters or groupings of bubbles. The clusters with the most bubbles should be utilized, whilst the clusters with few bubbles should be disregarded because they did not generate many ideas. The word "cool" appears in numerous bubbles, which is another observation that points to what might be the paragraph's main idea. The notions of cool and a lot of work are too different to be discussed in the same paragraph, despite the fact that the cluster "a lot of work" produced multiple bubbles. In order to concentrate on the concept of cool, the author removed the bubbles regarding labor. "My garden seems cool, even on a hot summer day," the topic phrase might say.

B. Previous Study

Table 2.2

Previous Study

No	Title	Result	Difference
1	Hayati (2017), "The Use of Clustering Technique to Improve Students Achievement in Writing Recount Text at MAS. PAB 1 Sampali"	The study discovered that in cycle 1, 17 students, or 60% of the class, passed the KKM (minimum competency level) with a mean test score of 68.96. In cycle 2, 29 students, or 90% of the class, passed the KKM with a mean score of 81.72, indicating significant improvement in the students' ability to write recount texts. Based on these findings, the researcher concludes that the use of clustering technique can effectively enhance students' achievement in writing recount text.	<ol style="list-style-type: none"> 1. The present study aims to describe the use of clustering technique to enhance students' writing ability in descriptive text, which is distinct from the previous research that aimed to determine the effect of clustering technique in recount text. 2. This research was use class action research as the methodology of the research, while this research use quantitaive experimental reseach as the methodology. 3. This research have different objectives, variable 'Y', object of study, and setting of study
2	Gufron (2020), "The Improving Students Ability in Writing Recount Tex by Using Clustering Technique at Eleventh Grade Student of SMA	The objective investigations of this research include determining the significant improvement between the dependent variable (clustering technique) and the independent variable (students' capacity to write recount texts). The researcher employs action research in the classroom. Data were gathered via tests (pre- and post-tests), documents (interviews and	<ol style="list-style-type: none"> 1. Methodology of this research is quantitative-qualitative method when we use quantitative method 2. The setting of research in senior high school level when this research using vocational high school as setting of the research.

	<p>Muhammadiyah 1 Klaten”.</p>	<p>field notes), and class observations (which focused on teaching and learning). The researcher conducted a pre-test to ascertain the students' writing capacities and a post-test to gauge those same students' abilities after teaching them how to employ clustering technique. The researcher collected field notes and interview data, and training on how to apply the clustering technique was given. 29 students who took Science 1 tests made up the study's sample. Microsoft Excel was employed as the method of data analysis. It is evident from the analysis of the research that employing the clustering technique boosted students' achievement in producing recount texts, particularly among the first students at SMA Muhammadiyah 1 Klaten</p>	
<p>3</p>	<p>Yesa Restika (2022), “The Effectiveness of Clustering Techniques on Students' Writing Ability of Descriptive Text (Quasi-experimental Research at the Tenth Grade of MAS PP Hidayatul Qomariyah Bengkulu)”.</p>	<p>This research using quantitative methodology with a quasi-experiment time series design was employed in this work. 25 pupils from class X MAS PP Hidayatul Qomariyah Bengkulu made up the study's sample. Writing tests and documentation are used as a data collection method. After receiving treatment using the clustering technique for writing descriptive prose, the results revealed an improvement in student achievement.</p>	<ol style="list-style-type: none"> 1. The setting of research in Islamic senior high school level when this research using vocational high school as setting of the research. 2. The research was giving the treatment in two times meeting, while the research will use treatment in three times meeting.

4	Jannah (2018), "The Effectiveness Of Using Clustering Technique Toward Students' Writing Ability In Narrative Text At The First Semester Of The Tenth Grade Of SMA Negeri 2 Pringsewu" in the academic year 2018/2019	The purpose of this research is to know the usefulness of applying clustering technique toward students' writing abilities in narrative text. The clustering approach (X) was the independent variable in this study, and the students' propensity for generating narrative texts was the dependent variable (Y). This study used a quantitative technique and a quasi-experimental research design. Whereas lecture was used to teach the control group, clustering was used to teach the experimental group. Tests that were administered during the pre-test and post-test were used to gather the data. Students of SMA Negeri 2 Pringsewu's tenth grade during the 2018–19 academic year made up the population of this study. 60 students from each of two classes—X MIPA 3 as the experimental class and X MIPA 6 as the control class—made up the sample for this study.	<ol style="list-style-type: none"> 1. The present study aims to describe the use of clustering technique to enhance students' writing ability in descriptive text, which is distinct from the previous research that aimed to determine the effect of clustering technique in narrative text. 2. This research have different objectives, variable 'Y', object of study, and setting of study
5	Sari (2017). The Effect Of Clustering Technique On Students Ability In Writing Descriptive Text At Grade Viii Of Smpn 6 Padangsidimpuan	The approach used in this research was experimental research. he researcher found mean score of experimental class before using clustering technique was 65.6 and mean score after using clustering technique was 76.01. The Effect of Clustering Technique on Students Ability in Writing Descriptive Text was 0.642 with tt is higher than t0	<ol style="list-style-type: none"> 1. The setting of research in junior high school level when this research using vocational high school as setting of the research. 2. number sample of the researche are 57 participan, the this research use are 60 participan for this research.

	(0.642 < 2.00758). It means H_a was rejected and H_0 was accepted so there was no significant The Effect of Clustering Technique on Students Ability in Writing Descriptive Text at grade VIII of SMPN 6 Padangsidempuan.	3. This research was conducted in the Three Phases Technique (conventional Technique) class and teaching model, while our research was carried out using the Genre based learning Kurikulum Merdeka model
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C. Rationale

According to the researcher's interpretation of the aforementioned theory, writing is an essential skill for students to acquire. Students at SMK N 1 Pracimantoro perceive writing to be the most difficult skill. Many students find English writing classes uninteresting and find writing to be difficult. Some students struggle with writing proficiency, resulting in English class tedium. The teaching methodology employed by instructors is a factor contributing to this problem. Teachers continue to use a genre-based approach without providing distinct steps or supportive media to guide and motivate students in their writing endeavours, resulting in a lack of instructional variety.

To address the aforementioned issues, English instructors can employ a variety of strategies and media to help students generate ideas. One such strategy for teaching writing is the use of the clustering technique. This technique can increase students' interest in classroom learning and facilitate the production of written content. By implementing clustering, students can increase their vocabulary, collect words related to main and sub ideas, and optimise the time they spend efficiently structuring content. This technique's activities help

students fathom how to construct paragraphs using sub-ideas depicted in clustering diagrams or maps, thereby aiding them during the writing phase.

Students find the clustering technique to be extremely beneficial to their learning process. This strategy encourages students to reason inductively based on their observations of clustering maps or diagrams. In addition, students' writing skills should improve as a result of the activities' contribution to vocabulary expansion. Once students become familiar with the labels affixed to the visuals, they are able to skillfully arrange the words into well-structured paragraphs.

Therefore, it is hypothesised that the use of clustering as a teaching strategy for writing descriptive texts effectively improves and nurtures students' writing abilities in the tenth grade during the second semester at SMK N 1 Pracimantoro in the academic year 2022/2023.

D. Hypothesis

The researcher uses two kinds of hypothesis formulated to be tested; they are Alternative Hypothesis (Ha) and Null hypothesis (Ho).

a. Alternative Hypothesis (Ha):

Is there any significant difference between the control class using genre-based approach and the experimental class using the clustering technique on the descriptive text writing skills at the tenth grade in second semester of SMK N 1 Pracimantoro in the academic year of 2022/2023.

b. Null hypothesis (Ho):

Is there no significant difference between the control class using genre-based approach and the experimental class using the clustering technique on the descriptive text writing skills at the tenth grade in second semester of SMK N 1 Pracimantoro in the academic year of 2022/2023.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the methodology employed to investigate the use of clustering technique in teaching writing descriptive text will be explicated. The chapter encompasses the research's time and location, population and sample, research design, instrument of research, technique of collecting data, technique of analyzing data, and hypothesis statistical.

A. Time and Place of Research

The research was conducted during the second semester of the tenth grade in the academic year 2022/2023. The research was carried out at SMK N 1 Pracimantoro located at Jl. Lintas Selatan, Sawahan, Gedong, Kec. Pracimantoro, Kabupaten Wonogiri, Jawa Tengah 57664. The rationale for selecting this location is two-fold: firstly, many students face difficulties when learning writing, particularly in writing descriptive text; and secondly, research has been conducted in this specific location on the same topic.

Table 3.1
Time Table

Month (2022-2023)	Activities				
	Title	Proposal	Collecting Data	Analysis Data	Research Report
November					
December					
January					
February					
March					
April					
May					
June					

B. Population and Sampel of Research

1. Population

(D. R. Sugiyono, 2015) defined population as a group of individuals or subjects who possess specific qualities and characteristics that a researcher can study and draw conclusions from. In this particular study, the population consisted of 309 tenth grade students from SMK N 1 Pracimantoro, divided into nine classes, with two classes majoring in hospitality accommodation (APH), two classes majoring in institutional financial accounting (AKL), two classes majoring in computer network engineering (TKJ), and three culinary classes

Table 3.2
The Population

No	Class	Population
1	X APH 1	30
2	X APH 2	30
3	X AKL 1	36
4	X AKL 2	35
5	X TKJ 1	35
6	X TKJ 2	36
7	X Kuliner 1	36
8	X Kuliner 2	36
9	X Kuliner 3	35
Total of the students		309

2. Sample

Sugiyono (2015), defined a sample is a component of the whole and represents the qualities of the population. The method of determining the sample in this study using random sampling in the implementation. For the current study, two classes were selected as a sample, with one designated as the experimental group and the other as the control group. The experimental group (Class X APH 1) comprised of 30 students, and the control group (Class X APH 2) had 30 students, making a total sample size of 60. The research also using random sampling to selected sampling for participance of the research.

Table 3.3
The Sample of the Research

No	Class	Group	Number of Students
1.	X APH 1	Experiment	30
2.	X APH 2	Control	30
Total			60

3. Sampling

According to Arifin (2012), sampling is a method used to select a sample, typically following a technique based on the type of sampling. In this research, cluster random sampling was employed due to the large

population. The researcher selected two classes as the sample, using the following procedure for cluster random sampling:

- 1) Firstly, the researcher listed the names of each class: X APH 1, X APH 2, X AKL 1, X AKL 2, X TKJ 1, X TKJ 2, X Kuliner 1, X Kuliner 2, X Kuliner 3.
- 2) Secondly, the researcher rolled up the names on pieces of paper and placed them into a bottle.
- 3) Thirdly, the researcher shook the bottle and randomly selected two rolled-up papers from it. The classes written on those papers, namely X APH 1 and X APH 2, were chosen as the samples.
- 4) Then a lottery was conducted to determine which class would be assigned as the control group and which would be the experimental group. As a result, class X APH 1 was assigned as the experimental group, while class X APH 2 became the control group.

C. Variable of Research

Arikunto (2010) defines variables as the subject matter of a research or the aspects that are given attention in a study. This research comprises of two types of variables: independent and dependent variables

1. Independent Variable

An independent variable is a feature or trait that affects or impacts the outcome or the dependent variable (Creswell, 2012). It is represented by

the symbol 'X'. In this research, the independent variable is the use of clustering technique in writing , represented by the symbol 'X'.

2. Dependent Variable

A dependent variable is commonly referred to as the output variable, criteria, or response. It is a feature or trait that depends on or is affected by the independent variable (Creswell, 2012). It is symbolized by 'Y'. In this research, the dependent variable is the writing ability of the students in descriptive text.

D. Research Design

The research will employ a quantitative method to investigate the impact of clustering technique on students' writing ability in descriptive text. To achieve this, the experimental group (X APH 1) will be selected and taught using the clustering technique. In other class that is X APH 2 will be using genre based approach as the method to teach writing, this method is like as the teacher method when learn the student in the class . The study will follow the design outlined below. In this study, the instrument used in testing students' writing skills was to use a written test instrument with 2 stages, namely the pre-test and post-test stages. According to Fraenkel et al. (2012), the design of experimental that applied in this study can be describes as follows

Table 3.4
Research Design

Group	Pre-test	Treatment	Post-test
Experimental Group	O ₁	X	O ₂
Control Group	O ₁	C	O ₂

Notes:

O₁ = Students' writing score in pre –test

O₂ = Students' writing score in post-test

X = Treatment using clustering technique

C = Treatment using genre based approach

In this section, there are three phases to follow, which are the pre-test, treatment, and post-test. The initial stage is the pre-test, where the experimental group will be assessed before the treatment. The pre-test aims to determine the impact of utilizing the clustering method in teaching descriptive writing. The next stage is the treatment, where the experimental group will receive instruction using the Clustering Technique. Then, the control group is using genre based approach as the method to giving the treatment.

The final step is the Post-Test, which is administered to students following the treatment. The post-test instrument is identical to the pre-test. The purpose of the post-test is to determine whether the treatment has had an impact on student learning, particularly in descriptive writing. In assessing the student test of writing, the writing scores were evaluated using a writing rubric score adapted from (Brown, 2007).

Table 3.5
Rubric Score For Students' Descriptive Text

ASPECT	SCORE	PERFORMANCE DESCRIPTION	WEIGHT
CONTENT (C) 30% Topic Detailed	4	The topic is complete and clear and the details are relating to the topic	3x
	3	the topic is complete and clear but the details are almost relating to the topic	
	2	the topic is complete and clear but the details are not relating to the topic	
	1	the topic is not clear and the details are not relating to the topic	
ORGANIZATION (O) 20% Identification Description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	

ASPECT	SCORE	PERFORMANCE DESCRIPTION	WEIGHT
GRAMMAR (G) 20% Use present tense agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
VOCABULARY (V) 15%	4	Effective choice and words and word forms	1,5x
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms and not understandable	
MECHANIC (M) 15% Spelling Punctuation Capitalization	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent of spelling, punctuation and capitalization	
	1	It is dominated by errores spelling, punctuation and capitalization	

$$\text{SCORE} = \frac{3C+2O+2G+1,5V+1,5M}{40} \times 100$$

The rubric score to evaluate the writing proficiency of students, specifically in terms of content, structure, grammar, vocabulary, and mechanics, involves administering pre-tests and post-tests to gauge their competence in English writing.

E. Instrument of Research

A research instrument refers to the various tools utilized by a researcher for data collection purposes. According to Arikunto (2010), research instrument refers to the specific instruments employed by a researcher during the research process. For this particular study, the researcher has chosen the essay test as the research instrument to determine the students' achievement and assess their writing skills, particularly in descriptive text. The test requires the students to compose paragraphs within a 90-minute time frame.

F. Technique of Collecting Data

To assess the effectiveness of the clustering technique in this study, the authors used two types of tests to obtain reliable and objective data. The test used in writing this essay uses free writing where students are given the freedom to determine the theme of writing. Tests were given to both experimental and control classes. The two tests are in the form of pre test and post test.

The pre-test, conducted during the initial meeting before the students underwent the treatment, provided a measure of certain attributes or characteristics assessed for participants in an experiment (Creswell, 2012). The researcher conducted a pre-test for both Class X APH 1 (experimental class) and Class X APH 2 (control class) to evaluate the students' writing ability through an essay test consisting of descriptive paragraphs. This allowed the assessment of their writing skills before receiving the treatment.

The post-test, conducted at the end of the research or after the students received the treatment, served as a measure of certain attributes or characteristics assessed for participants in an experiment (Creswell, 2012). By conducting the post-test, the researcher obtained the results of the research and determined whether there were any significant differences before and after administering the treatment using clustering. The procedure and scoring of the post-test were identical to the pre-test, except for a different topic.

G. Readability

Readability was employed to assess the comprehensibility of instructions provided to students, as it played a crucial role in ensuring that the students could effectively generate a text with specific details. To evaluate readability, several questions were used, based on the factors outlined by Hughes (2013) for creating clear and effective instructions. Firstly, the instructions needed to

be explicit and unambiguous. Secondly, they should not assume that students possess prior knowledge of the intended outcome. Thirdly, the test writer should not rely on the student's ability to perceive their desired behavior telepathically. In order for the instructions to be understood and easy to follow, a readability test was conducted on X APH 1 and X APH 2 students from SMK N 1 Pracimantoro.

The instructions for writing a descriptive text were as follows:

1. Pay attention to the teacher's description of an object.
2. Write the topic and encircle it on a blank piece of paper.
3. Write down any ideas you have about the subject in circles surrounding the central circle.
4. Connect these ideas to the main idea using lines.
5. For each new concept, write related thoughts in concentric circles around the concept and connect them.
6. Continue this process until you have exhausted all your ideas.
7. Organize the sentences and paragraphs based on the ideas presented in a picture, map, or diagram.
8. Individually write a descriptive text essay, following the generic structure of descriptive text, based on the cluster map. You have 90 minutes to complete the essay.

The readability of the writing text encompassed the following aspects:

1. Understandability of the instructions.
2. Clarity of the approach to answering the test.

3. Clear indication of the type of essay to be written.
4. Comprehensibility of the essay's organization.
5. Appeal of the topics.
6. Adequacy of the allotted time for the test.

Regarding the readability of the test items, the following questions were considered:

1. Do you understand the test instructions?
2. Is the approach to answering the test comprehensible?
3. Is the type of essay to be written in the test clearly stated?
4. Is the required organization of the essay understandable?
5. Are the topics interesting?
6. Is the allocated time for the test sufficient?

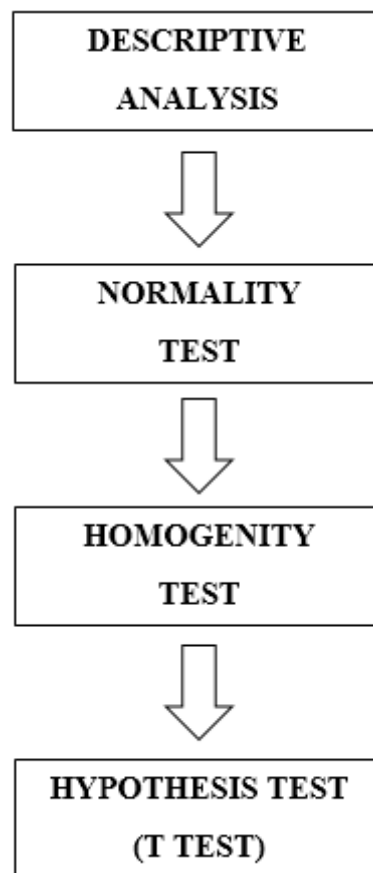
It is not possible to assess the readability of writing instructions using a formula since there is no specific formula available. Therefore, to evaluate the readability of the writing instructions, they were presented to students who were not part of the sample classes but were at the same level. By analyzing the students' responses, it was possible to determine whether the instructions were readable and understandable. If over 75% of the respondents answered "yes" to each item of the readability test, it could be concluded that the writing test items were readable

H. Technique of Analyzing Data

To analyze the research data, researcher apply appropriate and correct techniques to determine the effectiveness or not of teaching descriptive text writing using clustering in class X students of SMK N 1 Pracimantoro for the 2022/2023 academic year. The two kinds of techniques include descriptive analysis and central tendencies which will be described as follows :

Figure 3.1

Technique of Analyzing Data



1. Descriptive Analysis

(Sugiyono, 2015) state if descriptive statistics are statistics that function to describe or give an overview of the object under study through sample or population data as it is, without conducting analysis and making general conclusions. In this descriptive statistics, ways of presenting data will be presented, using regular tables or frequency distributions, group explanation via mode , median , mean , and group variation via range and standard deviation.

2. Central Tendency

a) Mode

According to Sugiyono (2015:47) the mode is a group explanation technique based on the values that are currently popular (which are in vogue) or values that frequently appear in the group.

The formula is :

$$Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

Where :

Mo : Mode

b : Interval class with the highest frequency

p : Length of class interval

b1 : The frequency of the mode class (frequency in the most interval class) is reduced from the frequencies of the previous closest interval class.

b2 : The frequency in the mode class is reduced to the frequencies in the nearest interval class.

b) Median

Sugiyono (2015) state median is a group explanation technique based on the middle value of a group of data that has been arranged in order from the smallest to the largest, or vice versa from the largest to the smallest.

The formula is :

$$\text{Md} = b + p \left[\frac{\frac{1}{2}n - F}{f} \right]$$

Where :

Md : Median

b : The lower limit on which the median will be located

p : lots of data or sample numbers

p : long of interval class

F : total of all frequency before median class

f : Frequency of median class

c) Mean

Mean is a group explanation technique based on the average value of the group. The mean (mean) is obtained by adding up the data of all individuals in the group , then dividing it by the number of individuals in the group. The Formula is :

$$Me = \frac{\sum x_i}{n}$$

Where :

Me : Median

Σ : Epsilon (Total Number)

X_i : Value x to i until to n

n : Total sample

(Sugiyono, 2015)

3. Measurement of variance

Sugiyono (2015) state to explain the condition of a group , it can also be based on the level of variation in data that occurs in that group . To find out the level of variation in data groups, you can look at the range of data and the standard deviation of known data groups.

1) Range

The range of data (range) can be known by reducing the largest data with the smallest data in that group . The formula is:

$$R = X_t - X_r$$

Where :

R : Range

X_t : highest data in the group

X_r : smallest data in the group

(Sugiyono, 2015)

2) Varians

Variance One of the statistical techniques used to explain group homogeneity is variance. The variance is the sum of the squares of all the deviations of the individual values to the group mean. The formula is :

$$S^2 = \frac{\sum (x_i - \bar{x})^2}{(n - 1)}$$

S^2 : sample variance

N : number of sample

$\sum (x_i - \bar{x})^2$: the square of each score subtracted by mean score

3) Standard deviation

The standard deviation is a measurement of how far scores deviate from the mean. The is formula of standard deviation:

$$SD = \sqrt{\frac{\sum (x_i - \bar{x})^2}{(n-1)}}$$

S : Standard deviation

x_i : Value x to i to n

\bar{x} : Average value

n : Number of samples

I. Statistical Hypothesis & Inferential analysis

The purpose of this study is to utilize inferential statistical analysis to examine the research hypothesis. The procedures involved in testing for normality and homogeneity and the hypothesis itself will be elaborated upon in the following discussion :

1. Normality Test

The purpose of this examination is to establish the range of the minimum and maximum values, as well as the level of variability within the research data. Typically, this assessment is conducted by utilizing the method Kolmogorov Smirnov and Shapiro Wilk to test for normality distribution. The formula for testing normality using will be follows :

1) Kolmogorov Smirnov

No	x_1	$Z = \frac{x_1 - \bar{x}}{SD}$	F_T	F_S	$F_T - F_S$
1					
2					
3					
4					
Etc					

Where :

X_i : The number in the data

Z : Transformation from number to notation at normal distribution

F_T : Normal Cumulative Probability

F_s : empirical probabilities

F_T : The cumulative proportion of the normal curve width based on Z_i notation, calculated from the width of the curve starting from the left end of a curve to the point Z .

The Conditions :

- a) Data scale interval or ratio (quantitative)
- b) Single/ungrouped data on the frequency distribution table
- c) Can be large or small.

Significantly :

Significance of the test, the value of the $F_T - F_s$ is the largest compared to the values of the Kolmogorov Smirnov table. If the value of the $F_T - F_s$ is smaller than that of the Kolmogorov Smirnov table, then H_0 is accepted; H_1 is rejected. If the value of the $F_T - F_s$ is greater than that of the Kolmogorov Smirnov table, then H_0 is rejected; H_1 is accepted. The Kolmogorov Quantum Statistical Distribution.

2) Shapiro Wilk

$$T_3 = \frac{I}{D} \left[\sum_{i=1}^k a_i (x_{n-i+1} - x_i) \right]^2$$

Information :

D : Based on the formula below

ai : Shapiro Wilk test coefficient

X D.l+1 : The nth number - i + I in the data

X t : Number i in the data

$$D = \sum_{i=1}^n (x_i - \bar{x})^2$$

Information:

Xi : Number i in the data

~X : Average data

$$G = b_n + C_n + In \left(\frac{T_3 - d_n}{1 - T_3} \right)$$

Where :

G : Identical to the Z value of the normal distribution

T3 : Based on the formula above

bn,cn,dn : Shapiro-Wilk Statistical Conversion Approach to Normal Distribution

Condition :

- a) Interval or ratio scale data (quantitative)
- b) Single / ungrouped data in the frequency distribution table
- c) Data from a random sample

Significance :

Significance compared to Shapiro Wilk's table. The significance of the T3 value test is compared to the Shapiro Wilk table value, to see the position of the probability value (p). If the p value is more than 0,05 , then Ho is accepted; H1 is rejected. If the p value is less than 0,05 then Ho is rejected; H1 is accepted. If the G formula is used, then the normal distribution table is used.

2. Hypothesis test

The study will employ a statistical hypothesis to determine whether the hypothesis is acceptable or not. The statistical hypothesis formula will be utilized in this research :

1) T-test

If the distribution of data is normal, the formula of T-test is :

Formula 1

$$T = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{(n_1 - 1) S_1^2 + (n_2 - 1) S_2^2 \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

Formula 1 uses if the data found by researcher is homogenous.

Formula 2

$$T = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Formula 2 uses if the data found by researcher is not homogenous.

Where :

T : t-score

\bar{x}^1 : mean of experimental group

\bar{x}^2 : mean of control group

S_1^2 : variance of experimental group

S_2^2 : variance of control group

n_1 : Total number of experimental group

n_2 : Total number of control group.

Interpretation:

To interpret the t-test, it must first be determined:

b) Significance value α

c) Df (degree of freedom) = $N - k$, especially for paired sample t-test

$$df = N - 1$$

- compare the values t_{hit} with $t_{tab=a:n-1}$
- if $t_{hit} > t_{tab}$:significantly different (Ho is rejected)
- $t_{hit} < t_{tab}$:not significantly different (Ho accepted)

3. Homogeneity Test

The following is a tutorial or how to test homogeneity in the SPSS program in general.

- 1) Open the SPSS program installed on the device.
- 2) Click the 'Variable View' menu in SPSS.

- 3) Type 'Variable' in the column 'Name' to be tested and the group to be tested.
- 4) Click 'View Data' and enter the value of the variable under test.
- 5) Select 'Analyze-Compare Means -Independent Sample T-Test'.
- 6) Tab the 'Independent Sample T Test' option and enter the variable to be studied and the group to be measured.
- 7) In the 'Grouping Variable' column, click 'Define Groups'. Then type group 1 for group 1 and groups 2 for group 2.
- 8) Then click 'Continue' and select 'OK' to end the command.
- 9) The output of the homogeneity test results will be displayed automatically on the computer screen.

the basis for making a homogeneity test decision is as follows:

- If the significance value is > 0.05 , it means that the data is homogeneous.
- If the significance value is <0.05 , it means that the data is not homogeneous.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter contains two main sections, namely findings and discussion. where these findings and discussions are the result of a research process that has been carried out in an experimental class that uses clustering techniques in writing descriptive texts and a control class that uses a genre-based approach that takes place in the pre-test to the post-test.

A. Findings

The researcher presents data analysis in this section. The researcher divided it into three analyses, namely descriptive analysis, normality test, and hypothesis testing. The description of data analysis will be described in detail

1. Central Tendency

a. Data Score Student

1) Experimental Class (clustering technique)

The following is a list of values for writing descriptive texts for experimental classes using clustering techniques in the treatment process, which are presented in the table below as follows :

Table 4.1
Score of Experimental Class

NO	Student Code	Pre Test	Post Test
1	E1	58	83
2	E2	61	80
3	E3	58	79
4	E4	48	84
5	E5	45	75

NO	Student Code	Pre Test	Post Test
6	E6	70	90
7	E7	63	88
8	E8	90	100
9	E9	50	74
10	E10	66	78
11	E11	75	100
12	E12	71	100
13	E13	66	84
14	E14	29	75
15	E15	60	91
16	E16	74	85
17	E17	54	74
18	E18	58	68
19	E19	63	75
20	E20	40	81
21	E21	50	100
22	E22	71	80
23	E23	74	95
24	E24	79	90
25	E25	41	95
26	E26	70	91
27	E27	51	75
28	E28	49	54
29	E29	46	60
30	E30	70	91

2) Control Class (genre based approach)

The following is a list of values for writing descriptive texts for experimental classes using genre based approach in the treatment process, which are presented in the table below as follows :

Table 4.2
Score Control Class

NO	Student Code	Pre Test	Post Test
1	C1	49	69
2	C2	55	69
3	C3	45	55
4	C4	43	50
5	C5	48	67
6	C6	66	70

NO	Student Code	Pre Test	Post Test
7	C7	50	71
8	C8	42	50
9	C9	74	83
10	C10	45	50
11	C11	61	74
12	C12	48	52
13	C13	58	72
14	C14	48	86
15	C15	66	68
16	C16	55	59
17	C17	59	93
18	C18	63	66
19	C19	59	78
20	C20	43	47
21	C21	46	51
22	C22	43	60
23	C23	43	48
24	C24	36	41
25	C25	66	96
26	C26	61	74
27	C27	50	79
28	C28	46	88
29	C29	42	59
30	C30	25	56

b. Experimental Group Pre Test Results

Based on data from the results of the pre-test carried out before the clustering technique method was carried out on the ability to write descriptive texts for the experimental group, a score was obtained with a maximum score of 90 and a minimum value of 29. The mean in the pre-test data showed a value of 60, median 60.5, and mode 58 with a standard deviation of 13.452. The distribution of data can be seen in the following table:

Table 4.3
Pre Test Experimental Class

Experimental Class	Pre Test
Max Score	90
Min Score	29
Means	60
Median	60.5
Mode	58
Standard Deviation	13,452

c. Control Group Pre Test Results

Based on data from the results of the pre-test that was carried out before the genre-based approach method was carried out on the ability to write descriptive text for the control group, a score was obtained with a maximum score of 74 and a minimum value of 25. The mean in the pre-test data showed a value of 51,17, median 48.5, and mode 43 with a standard deviation of 10,554. The distribution of data can be seen in the following table:

Table 4.4
Pretest Control Class

Control Class	Pre Test
Max Score	74
Min Score	25
Means	51,17
Median	48.5
Mode	43
Standard Deviation	10.554

d. Experimental Group Post Test Results

Based on data from the results of the post test which was carried out after the clustering technique method was carried out on the ability to write descriptive text for the experimental group, a score was obtained with a maximum value of 100 and a minimum value of 54. The mean in the post test data showed a value of 83.10, median 83, and mode 75 with a standard deviation of 11.445. The distribution of data can be seen in the following table:

Table 4.5
Post test Experimental Class

Experimental Class	Posttest
Max Score	100
Min Score	54
Means	83,10
Median	83
Mode	75
Standard Deviation	11.445

e. Control Group Post Test Results

Based on data from the results of the post test that was carried out before the genre-based approach method was carried out on the ability to write descriptive text for the control group, a score was obtained with a maximum score of 96 and a minimum score of 41. The mean in the pre-test data showed a value of 66.03, median 67.5 , as well as mode 50 with a standard deviation of 14.618. The distribution of data can be seen in the following table:

Table 4.6
Post Test Control Class

Control Class	Posttest
Max Score	96
Min Score	41
Means	66,03
Median	67,5
Mode	50
Standart Deviation	14,618

2. Normality Test

The normality test was carried out on two data, namely the pre-test and post-test data for the experimental group and the control group. In this study, the normality test was obtained by using the Kolmogorov-Smirnov or Shapiro-Wilk tests. The normality test is used to determine whether the data is normally distributed or not. In the normality test in this study there are criteria to determine whether the data meets the requirements or not. Data can be said to be normally distributed if it meets the sig value criteria > 0.05 . For more clarity the results of the normality test for the experimental group and the control group can be seen in the following table:

Table 4.7
Test Of Normality

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistics	df	Sig.	Statistic	df	Sig.
Result	Pre_Test_Experimental	,105	30	,200*	,986	30	,949
	Post_Test_Experimental	,113	30	,200*	,955	30	,228
	Pre_Test_Control	,144	30	,114	,962	30	,352
	Post_Test_Control	,098	30	,200*	,965	30	,418

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, for all experimental and control group data both in the pre test and post test it shows that the sig. *Kolmogorov-Smirnov or Shapiro-Wilk* > 0.05 . The detail score of normality test will be presented in the below as follows :

a. Kolmogorov Smirnov

- 1) In the normality test using the Kolmogorov Smirnov on the score data pre-test experimental group thought by using the clustering technique shows the value 0.200 which indicates that the t obtain value is > 0.05 . thus the value of the data in the pre-test experimental group using the clustering technique, the data can be said to be normally distributed.
- 2) In the normality test using the Kolmogorov Smirnov on the score data post-test experimental group thought by using the clustering technique shows the value 0.200 which indicates that the t obtain value is > 0.05 . thus the value of the data in the post-test experimental group using the clustering technique, the data can be said to be normally distributed.
- 3) In the normality test using the Kolmogorov Smirnov on the score data pre-test control group thought by using the genre based approach shows the value 0.114 which indicates that the t obtain value is > 0.05 . thus the value of the data in the pre-

test control group using the genre based approach, the data can be said to be normally distributed.

- 4) In the normality test using the Kolmogorov Smirnov on the score data post-test control group taught by using the genre based approach shows the value 0.200 which indicates that the t obtain value is > 0.05 . thus the value of the data in the ost-test control group using the genre based approach, the data can be said to be normally distributed.

b. Shapiro Wilk

- 1) In the normality test using the Shapiro Wilk on the score data pre-test experimental group taught by using the clustering technique shows the value 0.949 which indicates that the t obtain value is > 0.05 . thus the value of the data in the pre-test experimental group using the clustering technique, the data can be said to be normally distributed.
- 2) In the normality test using the Shapiro Wilk on the score data post-test experimental group taught by using the clustering technique shows the value 0.228 which indicates that the t obtain value is > 0.05 . thus the value of the data in the post-test experimental group using the clustering technique, the data can be said to be normally distributed.

- 3) In the normality test using the Shapiro Wilk on the score data pre-test control group taught by using the genre based approach shows the value 0,352 which indicates that the t obtain value is > 0.05 . thus the value of the data in the pre-test control group using the genre based approach, the data can be said to be normally distributed.
- 4) In the normality test using the Shapiro Wilk on the score data post-test control group taught by using the genre based approach shows the value 0.418 which indicates that the t obtain value is > 0.05 . thus the value of the data in the post-test control group using the genre based approach, the data can be said to be normally distributed.

So, the conclusion of this distribution is that it is normal and meets the requirements. Because the research is normally distributed, the research can be continued using parametric statistics, namely:

- a. Test paired sample t test
- b. Homogeneity test
- c. Independent test sample t test

3. Hypothesis Test (Parametric Statistics)

a. Paired Sample T test

The paired T test was conducted to see whether there were differences in the results of the pre-test and post-test in writing descriptive text from both the experimental and control groups. The results of the

calculation of the pre-test and post-test hypotheses can be seen in the following table:

Table 4.8
Paired Sample T Test

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Means	std. Deviati on	std. Error Mean s	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreExp - PostExp	-23,100	12,433	2,270	-27,743	-18,457	-10,177	29	,000
Pair 2	PreCtrl - PostCtrl	-14,867	11.413	2,084	-19,128	-10,605	-7.135	29	,000

- a. Based on the output of Pair 1, the sig value is obtained. (2 tailed) of $0.000 < 0.05$, it can be concluded that there is a mean difference in the results of students' descriptive writing abilities for the pre-test and post-test of the experimental class (Clustering Technique).
- b. Based on the output of Pair 2, the sig value is obtained. (2 tailed) of $0.000 < 0.05$, it can be concluded that there is a mean difference in the results of students' descriptive writing abilities for the pre-test and post-test control class (Genre Based approach)

Based on these data it can be concluded that there is a significant influence before it is done (pre test) the technique of writing descriptive text using the Clustering Technique and after it is done (post test) the technique is writing descriptive text using the Clustering Technique . To see more clearly the mean results of writing descriptive text before and

after treatment using the Clustering Technique can be seen in the following table:

Table 4.9
Paired Sample Statistics

Paired Samples Statistics					
		Means	N	std. Deviation	std. Error Means
Pair 1	PreExp	60.00	30	13,452	2,456
	PostExp	83,10	30	11.445	2,090
Pair 2	PreCtrl	51,17	30	10.554	1,927
	PostCtrl	66.03	30	14,618	2,669

4. Homogeneity Test

Before the independent sample t test was carried out in the two research groups, there was a requirement to be carried out, namely to find homogeneity values. In this study, the value of homogeneity by using the *Homogeneity of Variance test*. This sample is declared homogeneous if the sig *Basen on Mean value is* > 0.05 . If the data is not homogeneous (the conditions are not met), then the next test can be done with *the Mann White Test* . The homogeneity test results for the two groups can be seen in the following table:

Table 4.10
Test of Homogeneity of Variance

Test of Homogeneity of Variance					
		Levene Statistics	df1	df2	Sig.
Results	Based on Means	2,431	1	58	,124
	Based on Median	2,257	1	58	,138
	Based on Median and with adjusted df	2,257	1	56,075	,139
	Based on trimmed mean	2,469	1	58	,122

Based on the table above, the sig. *Based on Mean* $0.124 > 0.05$, so it can be concluded that the variance of the experimental post-test class data and the control post-test are the same or homogeneous, thus one of the conditions (not absolute) and the independent sample t-test have been fulfilled.

5. Independent Sample Test

The independent sample t test was conducted to see whether or not there was a difference in the results of the ability to write descriptive text in both the post-test experimental group and the control group. The results of the calculation of the hypothesis test can be seen in the following table:

**Table 4.11
Independent Sample Test**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Differences	std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Results	Equal variances assumed	2,431	,124	5.035	58	,000	17,067	3,390	10.282	23,852
	Equal variances not assumed			5.035	54,843	,000	17,067	3,390	10.273	23,860

Based on the table above, the sig value is obtained. (2 tailed) of $0.000 < 0.05$, it can be concluded that there is a mean significant difference in students' writing descriptive text results between the Clustering Technique model and the Genre Based approach Model. For more details about the mean post test experimental class and control class can be seen in the following statistical table:

**Table 4.12
Group Statistics**

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	PostExp	30	83,10	11,445	2,090
	PostCtrl	30	66,03	14,618	2,669

B. Discussion

The findings of this study show significant differences between grouping techniques and genre-based approaches in writing teaching. Students taught with

Classification Techniques perform better than those taught by a Genre-Based Approach, suggesting that the first is more effective in teaching writing. This is in line with The study of Restika (2022) which states that clustering techniques regain a significant influence on student writing skills.

This study states that the clustering technique has a significant effect on students' ability to write descriptive texts in class, it can be said to be inversely proportional to the results study by Sari (2017) which states that the clustering technique does not have a significant effect on students' writing abilities in types of descriptive text

Writing is a challenging skill to learn by students, including SMK students. According to Nunan (2003) Writing is the mental process of coming up with ideas, considering how to convey them, and putting them into sentences and paragraphs that the reader will understand. To facilitate the development of writing skills, the study introduced the Clustering Technique, which divides topics into sub-sub-topics, thus facilitating students in composing texts.

These techniques help students generate ideas and organize their thinking, producing texts that are coherent and readable. On the other hand, the Genre-Based Approach focuses on the oral and written cycles, which aim to develop language skills through imitation of text. The genre-based approach gives significant importance to the correlation between text genres and their specific contexts (Hyon, 1996). However, this approach has limitations, including student difficulties in understanding the materials taught and boredom

due to lack of active involvement. In addition, it limits the creativity of students and leads to a tendency to follow specified patterns.

As (Pharr & Buscemi, 2005), the Clustering technique involves having students write a central topic on a piece of paper and then brainstorm ideas related to the topic, connecting them with lines. This process is repeated for subtopics as well. This technique helps students in generating their ideas before further developing them into a cohesive piece of writing.

Students with high creativity show superior writing skills compared to students with low creativity. Creativity involves producing original and valuable work, and it significantly affects language education, especially in productive skills such as writing. Students with high creativity show characteristics such as fluency, imagination, problem-solving ability, independence, curiosity, and original thinking. They are flexible in their ideas and prefer the freedom to explore their thoughts, producing better writing skills and more original creations.

The interaction between teaching techniques and student creativity in teaching writing was observed in this study. Clustering techniques show significant differences when teaching students with high creativity, as they are aligned with their need for the development of ideas and freedom in thought. Instead, direct instruction restricts their freedom and emphasizes rapid acquisition of skills, resulting in similar writing patterns. Students with low creativity show a slower learning response, passivity in the classroom, and a tendency to follow instruction rather than think creatively. Grouping and

teaching techniques can be used to teach writing to students with low creativity, although the results may not be as expected, as they tend to produce similar and less diverse creations.

In conclusion, grouping techniques are more effective than gender-based approaches in writing teaching. In addition, students with high creativity showed better writing skills compared to students with low creativity. The interaction between teaching techniques and student creativity is evident, with Clustering Techniques benefiting students with high creativity, while both techniques can be used for students with low creativity though with limitations.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis presented in chapter IV, which discusses research findings and discussions, the researcher has the conclusion if teaching writing using the Clustering technique is more effective than the Genre Based Approach for tenth-grade students at SMK N 1 Pracimantoro during the academic year 2022/2023.

Students with high creativity demonstrate better writing skills compared to those with low creativity. There is an interaction between teaching technique and creativity on the writing skills of tenth-grade students at SMK N 1 Pracimantoro during the academic year 2022/2023.

The results of this research indicate that the Clustering technique is an effective method for teaching writing. The findings demonstrate that students taught using the Clustering technique exhibit better writing skills compared to those taught using the Genre Based Approach. This technique assists students in composing recount texts by organizing the text structure through clustering.

During the learning process with the Clustering technique, teachers can guide and support students. Students are given the freedom to create story patterns while adhering to the fixed structures of the text. This approach allows students to develop their ideas extensively and creatively. Furthermore, this technique encourages critical thinking, especially when students run out of

material to write. As a result, students become more insightful, enabling them to continue writing and produce high-quality work.

However, some challenges arise during the implementation of the Clustering technique. Firstly, some students struggle to explore their ideas and select appropriate vocabulary, which hinders their writing. To address these issues, it is recommended to provide students with more than two examples of the text and motivate and guide them to explore their ideas further. Additionally, the issue of time management arises, as the implementation of this technique can be time-consuming. Therefore, it is important to maintain classroom control and strive for efficiency.

B. Suggestions

Based on the research findings, the following suggestions are offered for English teachers, students, and other researcher:

1. For English teachers:
 - a. It is advisable to incorporate the Clustering technique in the classroom to enhance students' writing skills.
 - b. Teachers can combine this technique with other teaching materials to maximize its effectiveness in improving students' writing skills.

2. For students:
 - a. Students can independently enhance their writing skills through the Clustering technique, with or without the guidance of a teacher. This approach promotes autonomous learning.
 - b. It is recommended for students to extensively read various sources of information worldwide to gather ideas for their writing.
 - c. Active participation, collaboration, and enthusiasm in the classroom are crucial for achieving learning goals.
3. For other researchers:
 - a. Further research can be conducted to explore the implementation of the Clustering technique in teaching other English language skills by considering additional variables.
 - b. More research is needed to investigate the relationship between students' creativity and writing skills, as limited studies have been conducted in this area.
 - c. The findings of this research can serve as a supplementary reference for similar studies involving different variables and diverse populations.

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Appendix 1

Syllabus

CAPAIAN PEMBELAJARAN BAHASA INGGRIS

Umum	Pada akhir fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.
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Elemen	Capaian Pembelajaran	Konten
Menyimak- Berbicara	Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.	Opinion
		Degree of Comparison
		Introduction
		Announcement
		Offering Help & Services
Membaca-Memirsa	Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu -isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.	Suggestion
		Narrative Text
		Deskriptive Text
		Procedure Text
		Exposition Text
		Recount Text
Menulis-Mempresentasikan	Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.	Factual Report Text
		Narrative Text (Fiction)
		Deskriptive Text (Non Fiction)
		Procedure Text (Non Fiction)
		Exposition Text (Non Fiction)
		Recount Text (Non Fiction)
Factual Report Text (Non Fiction)		

PROGRAM SETAHUN PEMBELAJARAN
(PETA MATERI BAHASA INGGRIS KELAS X)

Jumlah Minggu Efektif

: 36

Jumlah Jam Pembelajaran Per Minggu

2

No	Materi	Semester	ELEMEN CP			PROFIL PELAJAR PANCASILA					Alokasi Pertemuan	Jumlah JP	
			Menyimak-Berbicara	Membaca-Memirsa	Menulis-Mempresentasikan	Beriman, Bertakwa pada TYME dan Berakhlak Mulia	Berkebinekaan Global	Gotong Royong	Mandiri	Bernalar Kritis			Kreatif
1	Introduction	Ganjil	v	V	v	v	v	v	v	v	v	2	4
2	Factual Report Text		v	V	V	v	v	V	V	V	v	4	8
3	Degree of Comparison		V	V	V	V	V	V	V	V	V	2	4
4	Descriptive Text		V	V	V	V	V	V	V	V	V	4	8
5	Announcement		V	V	V	V	V	V	V	V	V	2	4
6	Narrative Text		V	V	V	V	V	V	V	V	V	4	8
7	Opinion	Genap	V	V	V	V	V	V	V	V	V	2	4
8	Procedure Text		V	V	V	V	V	V	V	V	V	4	8
9	Offering Services		V	V	V	V	V	V	V	V	V	2	4
10	Exposition Text		V	V	V	V	V	V	V	V	V	4	8
11	Suggestion		V	V	V	V	V	V	V	V	V	2	4
12	Recount Text		V	V	V	V	V	V	V	V	V	4	8
									1UMLAH	36	72		

ALUR TUJUAN PEMBELAJARAN
BAHASA INGGRIS KELAS X SMK
NEGERI 1 PRACIMANTORO

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.1	Menyimak-Berbicara	Diperdengarkan beberapa monolog/dialog berisi perkenalan lisan , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Introduction	<ol style="list-style-type: none"> 1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT - penjelasan materi 3. JCoT - Menyusun teks secara terbimbing 4. ICoT - Menyusun teks secara mandiri 	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 1
10.2	Menyimak-Berbicara	Peserta didik mampu menyusun monolog/dialog berisi perkenalan lisan dengan bahasa sendiri sesuai konteks yang diberikan.						
10.3	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan monolog/dialog berisi perkenalan lisan di hadapan kelas dengan penuh tanggungjawab						
10.4	Membaca-Memirsa	Disediakan monolog/dialog berisi perkenalan tulis , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Introduction	<ol style="list-style-type: none"> 1. BKoF - Diperlihatkan contoh teks 2. MoT - Penjelasan materi 3. JCoT - Menulis teks secara terbimbing 4. ICoT - Menulis secara mandiri 	Genre Based Approach (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 1
10.5	Menulis-Mempresentasikan	Peserta didik mampu membuat monolog/dialog berisi perkenalan tulis dengan bahasa sendiri sesuai konteks yang diberikan.						

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.6	Menyimak-Berbicara	Diperdengarkan beberapa teks factual report , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Factual Report	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT - Penjelasan materi 3. JcoT - Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 2
10.7	Menulis-Mempresentasikan	Peserta didik mampu menyusun teks factual report lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT - Menyusun teks secara terbimbing 2. IcoT - Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 2
10.8	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan teks factual report di hadapan kelas dengan penuh tanggungjawab						
10.9	Membaca-Memirsa	Disediakan teks factual report tertulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Factual Report	1. BKoF - Diperlihatkan beberapa contoh teks 2. MoT - Penjelasan materi 3. JcoT - Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 2
10.10	Menulis-Mempresentasikan	Peserta didik mampu membuat teks factual report tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT - Menyusun teks secara terbimbing 2. IcoT - Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 2

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.11	Menyimak-Berbicara	Diperdengarkan beberapa monolog/ dialog yang berisi perbandingan peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Degree of Comparison	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT - penjelasan materi 3. JCoT - Menyusun teks secara terbimbing 4. ICoT - Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 3
10.12	Menyimak-Berbicara	Peserta didik mampu menyusun monolog/ dialog yang berisi perbandingan dengan bahasa sendiri sesuai konteks yang diberikan.						
10.13	Menulis-Mempresntasikan	Peserta didik mampu mempresentasikan monolog/ dialog yang berisi perbandingan di hadapan kelas dengan penuh tanggungjawab						
10.14	Membaca-Memirsa	Disediakan monolog/ dialog yang berisi perbandingan , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Degree of Comparison	1. BKoF - Diperlihatkan contoh teks 2. MoT - Penjelasan materi 3. JCoT - Menulis teks secara terbimbing 4. ICoT - Menulis secara mandiri	Genre Based Approach (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 3
10.15	Menulis-Mempresntasikan	Peserta didik mampu membuat monolog/ dialog yang berisi perbandingan dengan bahasa sendiri sesuai konteks yang diberikan.						

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.16	Menyimak-Berbicara	Diperdengarkan beberapa descriptive teks tentang orang/benda/tempat , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Descriptive Text	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT - Penjelasan materi 3. JcoT - Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 4
10.17	Menulis-Mempresentasikan	Peserta didik mampu menyusun descriptive teks tentang orang/benda/tempat lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT - Menyusun teks secara terbimbing 2. IcoT - Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 4
10.18	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan descriptive teks tentang orang/benda/tempat di hadapan kelas (dengan penuh tanggung jawab)						
10.19	Membaca-Memirsa	Disediakan descriptive teks tentang orang/benda/tempat tertulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Descriptive Text	1. BKoF - Diperlihatkan beberapa contoh teks 2. MoT - Penjelasan materi 3. JcoT - Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 4
10.20	Menulis-Mempresentasikan	Peserta didik mampu membuat descriptive teks tentang orang/benda/tempat tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT - Menyusun teks secara terbimbing 2. IcoT - Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 4

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.21	Menyimak-Berbicara	Diperdengarkan beberapa teks pengumuman lisan peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Announcement	<ol style="list-style-type: none"> 1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT - penjelasan materi 3. JCoT - Menyusun teks secara terbimbing 4. ICoT - Menyusun teks secara mandiri 	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 5
10.22	Menyimak-Berbicara	Peserta didik mampu menyusun teks pengumuman lisan dengan bahasa sendiri sesuai konteks yang diberikan.						
10.23	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan teks pengumuman lisan di hadapan kelas dengan penuh tanggung) awab						
10.24	Membaca-Memirsa	Disediakan teks pengumuman lisan , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Announcement	<ol style="list-style-type: none"> 1. BKoF - Diperlihatkan contoh teks 2. MoT - Penjelasan materi 3. JCoT - Menulis teks secara terbimbing 4. ICoT - Menulis secara mandiri 	Genre Based Approach (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 5
10.25	Menulis-Mempresentasikan	Peserta didik mampu membuat teks pengumuman lisan dengan bahasa sendiri sesuai konteks yang diberikan.						

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.26	Menyimak-Berbicara	Diperdengarkan beberapa narrative text lisan , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Narrative Text	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT - Penjelasan materi 3. JcoT - Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 6
10.27	Menulis-Mempresentasikan	Peserta didik mampu menyusun narrative text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT - Menyusun teks secara terbimbing 2. IcoT - Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 6
10.28	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan narrative text lisan di hadapan kelas dengan penuh tanggung jawab						
10.29	Membaca-Memirsa	Disediakan narrative text tulis , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Narrative Text	1. BKoF - Diperlihatkan beberapa contoh teks 2. MoT - Penjelasan materi 3. JcoT - Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 6
10.30	Menulis-Mempresentasikan	Peserta didik mampu membuat narrative text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT - Menyusun teks secara terbimbing 2. IcoT - Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 6

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.31	Menyimak-Berbicara	Diperdengarkan beberapa monolog/dialog berisi opini lisan peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Opinion	<ol style="list-style-type: none"> 1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT - penjelasan materi 3. JCoT - Menyusun teks secara terbimbing 4. ICoT - Menyusun teks secara mandiri 	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 7
10.32	Menyimak-Berbicara	Peserta didik mampu menyusun monolog/dialog berisi opini lisan dengan bahasa sendiri sesuai konteks yang diberikan.						
10.33	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan monolog/dialog berisi opini lisan di hadapan kelas (dengan penuh tanggung jawab)						
10.34	Membaca-Memirsa	Disediakan monolog/dialog berisi opini tulis , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Opinion	<ol style="list-style-type: none"> 1. BKoF - Diperlihatkan contoh teks 2. MoT - Penjelasan materi 3. JCoT - Menulis teks secara terbimbing 4. ICoT - Menulis secara mandiri 	Genre Based Approach (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 7
10.35	Menulis-Mempresentasikan	Peserta didik mampu membuat monolog/dialog berisi opini tulis dengan bahasa sendiri sesuai konteks yang diberikan.						

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.36	Menyimak-Berbicara	Diperdengarkan beberapa procedure text lisan , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Procedure Text	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT - Penjelasan materi 3. JcoT - Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 8
10.37	Menulis-Mempresentasikan	Peserta didik mampu menyusun procedure text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT - Menyusun teks secara terbimbing 2. IcoT - Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 8
10.38	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan procedure text lisan di hadapan kelas dengan penuh tanggung jawab						
10.39	Membaca-Memirsa	Disediakan procedure text tulis , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Procedure Text	1. BKoF - Diperlihatkan beberapa contoh teks 2. MoT - Penjelasan materi 3. JcoT - Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 8
10.40	Menulis-Mempresentasikan	Peserta didik mampu membuat procedure text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT - Menyusun teks secara terbimbing 2. IcoT - Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 8

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.41	Menyimak-Berbicara	Diperdengarkan beberapa dialog berisi penawaran bantuan lisan peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Offering Services	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT - penjelasan materi 3. JCoT - Menyusun teks secara terbimbing 4. ICoT - Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 9
10.42	Menyimak-Berbicara	Peserta didik mampu menyusun dialog berisi penawaran bantuan lisan dengan bahasa sendiri sesuai konteks yang diberikan.						
10.43	Menulis-Mempresntasikan	Peserta didik mampu mempresentasikan dialog berisi penawaran bantuan lisan di hadapan kelas dengan penuh tanggungj awab						
10.44	Membaca-Memirsa	Disediakan dialog berisi penawaran bantuan lisan , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Offering Services	1. BKoF - Diperlihatkan contoh teks 2. MoT - Penjelasan materi 3. JCoT - Menulis teks secara terbimbing 4. ICoT - Menulis secara mandiri	Genre Based Approach (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 9
10.45	Menulis-Mempresntasikan	Peserta didik mampu membuat dialog berisi penawaran bantuan lisan dengan bahasa sendiri sesuai konteks yang diberikan.						

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.46	Menyimak-Berbicara	Diperdengarkan beberapa exposition text lisan , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Exposition Text	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT - Penjelasan materi 3. JcoT - Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 10
10.47	Menulis-Mempresentasikan	Peserta didik mampu menyusun exposition text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT - Menyusun teks secara terbimbing 2. IcoT - Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 10
10.48	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan exposition text lisan di hadapan kelas dengan penuh tanggung jawab						
10.49	Membaca-Memirsa	Disediakan exposition text tulis , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Exposition Text	1. BKoF - Diperlihatkan beberapa contoh teks 2. MoT - Penjelasan materi 3. JcoT - Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 10
10.50	Menulis-Mempresentasikan	Peserta didik mampu membuat exposition text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT - Menyusun teks secara terbimbing 2. IcoT - Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 10

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.51	Menyimak-Berbicara	Diperdengarkan beberapa monolog/dialog berisi saran peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Suggestion	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT - penjelasan materi 3. JCoT - Menyusun teks secara terbimbing 4. ICoT - Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 11
10.52	Menyimak-Berbicara	Peserta didik mampu menyusun monolog/dialog berisi saran dengan bahasa sendiri sesuai konteks yang diberikan.						
10.53	Menulis-Mempresntasikan	Peserta didik mampu mempresentasikan monolog/dialog berisi saran di hadapan kelas dengan penuh tanggungj awab						
10.54	Membaca-Memirsa	Disediakan monolog/dialog berisi saran , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Suggestion	1. BKoF - Diperlihatkan contoh teks 2. MoT - Penjelasan materi 3. JCoT - Menulis teks secara terbimbing 4. ICoT - Menulis secara mandiri	Genre Based Approach (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 11
10.55	Menulis-Mempresntasikan	Peserta didik mampu membuat monolog/dialog berisi saran dengan bahasa sendiri sesuai konteks yang diberikan.						

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.56	Menyimak-Berbicara	Diperdengarkan beberapa recount text lisan , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Recount Text	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT - Penjelasan materi 3. JcoT - Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 12
10.57	Menulis-Mempresentasikan	Peserta didik mampu menyusun recount text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT - Menyusun teks secara terbimbing 2. IcoT - Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 12
10.58	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan recount text lisan di hadapan kelas dengan penuh tanggung jawab						
10.59	Membaca-Memirsa	Disediakan recount text tulis , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Recount Text	1. BKoF - Diperlihatkan beberapa contoh teks 2. MoT - Penjelasan materi 3. JcoT - Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 12
10.60	Menulis-Mempresentasikan	Peserta didik mampu membuat recount text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT - Menyusun teks secara terbimbing 2. IcoT - Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 12

Appendix 2
Lesson Plan of Experimental Class

MODUL AJAR
PEMBELAJARAN BAHASA INGGRIS
EXPERIMENTAL CLASS

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Institusi	SMK Negeri 1 Pracimantoro
Jenjang Sekolah	Sekolah Menengah Kejuruan (SMK)
Kompetensi	Akomodasi Perhotelan
Kelas	X
Fase	Pre Test
Elemen	Descriptive Text
Capaian Pembelajaran	Di akhir fase , peserta didik dapat menulis descriptive text.
Alokasi Waktu	2 x 45 Menit (2 jam pelajaran)
B. KOMPETENSI AWAL	
<ol style="list-style-type: none"> 1. Text Structure 2. Gramatical Features 3. Writing Skill 	
C. PROFIL PELAJAR PANCASILA	
• Gotong royong	Bekerja sama mencari informasi lebih tentang materi yang diberikan dan mendiskusikan dengan teman satu kelas.
• Mandiri	Melakukan proses brainstorming pada kegiatan awal pembelajaran dan menulis descriptive text secara ,mandiri.
• Kreatif	Membuat teks sederhana dengan menggunakan kalimat sendiri.
• Berfikir Kritis	Mengembangkan dan mengaitkan materi dalam kehidupan sehari-hari.
D. SARANA DAN PRASARANA	
Media	Lembar kerja peserta didik
Sumber Belajar	Lembar kerja peserta didik, laman e-learning, powerpoint, Youtube dsb.

E. TARGET PESERTA DIDIK	
<ol style="list-style-type: none"> 1. Peserta didik regular 2. Peserta didik dengan hambatan belajar 3. Peserta didik cerdas istimewa berbakat 	
F. MODEL PEMBELAJARAN	
Clustering Technique	
KOMPONEN INTI	
A. TUJUAN PEMBELAJARAN	
<ol style="list-style-type: none"> 1. Menganalisis & Mengevaluasi secara kontekstual social function , generic structure and language feature descriptive text. 2. Meningkatkan motivasi dan pembentukan karakter peserta didik 3. Menulis dan mengembangkan ide kedalam sebuah paragraf menggunakan teknik clustering. 4. Membuat teks descriptive dengan baik dan benar 	
B. PEMAHAMAN BERMAKNA	
<ol style="list-style-type: none"> 1. Cara mendeskripsikan seseorang, tempat dan benda sesuai dengan karakter 2. Langkah Menulis descriptive teks dengan menggunakan clustering technique. 	
C. PERTANYAAN PEMANTIK	
<ul style="list-style-type: none"> • Sejak kapan kalian sudah menyiapkan topic atau tema untuk dideskripsikan ? • Apakah kalian sudah pernah menulis dengan menggunakan Clustering technique ? 	
D. PERSIAPAN PEMBELAJARAN	
<ul style="list-style-type: none"> • Guru mempersiapkan lembar kerja siswa 	
E. KEGIATAN PEMBELAJARAN	
Pendahuluan	<ol style="list-style-type: none"> 1. Pendidik memberi salam (greeting). 2. Pendidik memeriksa kondisi dan kebersihan kelas (peduli lingkungan) 3. Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman,bertaqwa kepada Tuhan YME) 4. Pendidik memeriksa kehadiran peserta didik 5. Pendidik mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan kehidupan sehari harinya 6. Guru menyampaikan garis besar cakupan instruksi terkait test menulis deskriptive teks

	<p>7. Pendidik memberikan pertanyaan pemantik yang ada keterkaitannya dengan pelajaran yang akan dilakukan(bernalar kritis).</p> <p>8. Pendidik menyampaikan kompetensi yang akan dicapai dan menunjukkan manfaatnya di kehidupan sehari-hari</p> <p>9. Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan</p> <p>10. Pendidik menyampaikan lingkup penilaian, pengetahuan , keterampilan, profil pelajar Pancasila dan teknik penilaian yang akan digunakan</p>
Inti	<i>Orientasi pada masalah</i>
	<p>1. Guru bersama siswa mengamati atau menganalisa pola paragraf dan struktur paragraph descriptive.</p> <p>2. Guru membagikan lembar kerja untuk menulis teks deskriptif</p> <p>3. Siswa memperhatikan dan mulai menentukan tema teks tulis tentang teks deskripsi</p> <p>4. Siswa belajar menemukan gagasan pokok, informasi umum dan informasi tertentu dari teks.</p>
	<i>Mengorganisasi peserta didik dan penyelidikan individu</i>
	Peserta didik dipersilahkan untuk mulai menulis deskriptive selama waktu pembelajaran berlangsung
	<i>Menganalisis dan mengevaluasi proses pemecahan masalah</i>
	Peserta didik bersama dengan guru melakukan diskusi kelas untuk menganalisis kesulitan selama tes esai deskriptif teks dilakukan
Penutup	<p>1. Guru memfasilitasi peserta didik untuk mereview tes esai yang telah dilaksanakan;</p> <p>2. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.</p> <p>3. Guru dan peserta didik berdo'a bersama</p>
F. REFLEKSI PESERTA DIDIK DAN GURU	
<p>1. Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik peserta didik?</p> <p>2. Pada bagian mana dari materi ini peserta didik mudah memahami?</p> <p>3. Bagaimana kesesuaian durasi waktu dan tujuan belajar yang ingin dicapai pada pembelajaran ini?</p>	
LAMPIRAN	
A. LEMBAR KERJA PESERTA DIDIK	
Terlampir	
B. ASSESMENT DAN RUBRIK PENILAIAN	
Terlampir	

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Institusi	SMK Negeri 1 Pracimantoro
Jenjang Sekolah	Sekolah Menengah Kejuruan (SMK)
Kompetensi	Akomodasi Perhotelan
Kelas	X
Fase	Pertemuan 1
Elemen	Descriptive Text
Capaian Pembelajaran	Di akhir fase , peserta didik dapat membaca, menulis dan merespon descriptive text.
Alokasi Waktu	2 x 45 Menit (2 jam pelajaran)
B. KOMPETENSI AWAL	
<ol style="list-style-type: none"> 1. Text Structure 2. Gramatical Features 3. Topic 	
C. PROFIL PELAJAR PANCASILA	
• Gotong royong	Bekerja sama mencari informasi lebih tentang materi yang diberikan dan mendiskusikan dengan teman satu kelas.
• Mandiri	Melakukan proses brainstorming pada kegiatan awal pembelajaran dan menulis descriptive text secara ,mandiri.
• Kreatif	Membuat teks sederhana dengan menggunakan kalimat sendiri.
• Berfikir Kritis	Mengembangkan dan mengaitkan materi dalam kehidupan sehari-hari.
D. SARANA DAN PRASARANA	
Media	Lembar kerja peserta didik, laptop, handphone, LCD proyektor.
Sumber Belajar	Lembar kerja peserta didik, laman e-learning, powerpoint, Youtube dsb.
E. TARGET PESERTA DIDIK	
1. Peserta didik regular	

2. Peserta didik dengan hambatan belajar
3. Peserta didik cerdas istimewa berbakat

F. MODEL PEMBELAJARAN

Clustering Technique

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

1. Mengidentifikasi dan membandingkan characteristic/personality seseorang, benda, dan barang dari modul dan PPT yang disampaikan
2. Menganalisis & Mengevaluasi secara kontekstual social function , generic structure and language feature descriptive text.
3. Meningkatkan motivasi dan pembentukan karakter peserta didik
4. Menulis dan mengembangkan ide kedalam sebuah paragraf menggunakan teknik clustering.
5. Membuat teks descriptive dengan menggunakan cara clustering technique.

B. PEMAHAMAN BERMAKNA

Setelah mempelajari modul ini, peserta didik mengetahui :

1. Cara mendeskripsikan seseorang, tempat dan benda sesuai dengan karakter
2. Percakapan terkait menyebutkan sifat /kepribadian seseorang
3. Langkah Menulis descriptive teks dengan menggunakan clustering technique.

C. PERTANYAAN PEMANTIK

- Apakah kalian punya benda favorite, tempat favorit, atau sosok yang kalian idolakan?
- Apa yang menarik dari benda atau seseorang tersebut?
- Sejak kapan kalian menyukai hal tersebut?
- Apakah kalian sudah pernah menulis dengan menggunakan Clustering technique ?

D. PERSIAPAN PEMBELAJARAN

- Guru mempersiapkan materi dalam buku
- Guru mempersiapkan materi dalam bentuk PPT

E. KEGIATAN PEMBELAJARAN

Pendahuluan

1. Pendidik memberi salam (greeting).
2. Pendidik memeriksa kondisi dan kebersihan kelas (peduli lingkungan)
3. Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman, bertaqwa kepada Tuhan YME)
4. Pendidik memeriksa kehadiran peserta didik

	<p>5. Pendidik mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan kehidupan sehari-harinya</p> <p>6. Guru menyampaikan garis besar cakupan materi yang dipelajari</p> <p>7. Pendidik memberikan pertanyaan pemantik yang ada keterkaitannya dengan pelajaran yang akan dilakukan(bernalar kritis).</p> <p>8. Pendidik menyampaikan kompetensi yang akan dicapai dan menunjukkan manfaatnya di kehidupan sehari-hari</p> <p>9. Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan</p> <p>10. Pendidik menyampaikan lingkup penilaian, pengetahuan , keterampilan, profil pelajar Pancasila dan teknik penilaian yang akan digunakan</p>
Inti	<i>Orientasi pada masalah</i>
	<p>1. Guru bersama siswa mengamati atau menganalisa pola paragraf dan struktur paragraph descriptive secara keolompok sesuai dengan topik.</p> <p>2. Siswa memperhatikan contoh teks tulis tentang teks deskripsi</p> <p>3. Siswa belajar menemukan gagasan</p> <p>4. pokok, informasi umum dan informasi tertentu dari teks.</p>
	<i>Mengorganisasi peserta didik dan penyelidikan individu</i>
	<p>1. Peserta didik dipersilahkan untuk berdiskusi dengan teman sekelas mengenai materi dan topik pembahasan.</p> <p>2. Peserta didik dipersilahkan untuk menyampaikan pendapat tentang materi yang diberikan.</p>
	<i>Menganalisis dan mengevaluasi proses pemecahan masalah</i>
	<p>Peserta didik bersama dengan guru melakukan diskusi kelas untuk menganalisis kesulitan tentang materi yang dipelajari</p>
Penutup	<p>1. Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan;</p> <p>2. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.</p> <p>3. Guru dan peserta didik berdo'a bersama</p>
F. REFLEKSI PESERTA DIDIK DAN GURU	
<p>1. Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik peserta didik?</p> <p>2. Pada bagian mana dari materi ini peserta didik mudah memahami?</p>	

3. Bagaimana kesesuaian durasi waktu dan tujuan belajar yang ingin dicapai pada pembelajaran ini?

LAMPIRAN

A. LEMBAR KERJA PESERTA DIDIK

Terlampir

B. BAHAN BACAAN GURU DAN PESERTA DIDIK

- Video Youtube
- Materi ajar

C. ASSESMENT DAN RUBRIK PENILAIAN

Terlampir

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Institusi	SMK Negeri 1 Pracimantoro
Jenjang Sekolah	Sekolah Menengah Kejuruan (SMK)
Kompetensi	Akomodasi Perhotelan
Kelas	X
Fase	Pertemuan 2
Elemen	Descriptive Text
Capaian Pembelajaran	Di akhir fase , peserta didik dapat menulis dan merespon descriptive text. Peserta didik diharapkan mampu untuk menulis deskriptif text pada bagian identification
Alokasi Waktu	2 x 45 Menit (2 jam pelajaran)
B. KOMPETENSI AWAL	
<ol style="list-style-type: none"> 1. Text Structure 2. Gramatical Features 3. Topic 4. Clustering Technique 	
C. PROFIL PELAJAR PANCASILA	
• Gotong royong	Bekerja sama mencari informasi lebih tentang materi yang diberikan dan mendiskusikan dengan teman satu kelas.
• Mandiri	Melakukan proses brainstorming pada kegiatan awal pembelajaran dan menulis descriptive text secara ,mandiri.
• Kreatif	Membuat teks sederhana dengan menggunakan kalimat sendiri.
• Berfikir Kritis	Mengembangkan dan mengaitkan materi dalam kehidupan sehari-hari.
D. SARANA DAN PRASARANA	
Media	Lembar kerja peserta didik, laptop, handphone, LCD proyektor.
Sumber Belajar	Lembar kerja peserta didik, laman e-learning, powerpoint, Youtube dsb.
E. TARGET PESERTA DIDIK	
<ol style="list-style-type: none"> 1. Peserta didik regular 2. Peserta didik dengan hambatan belajar 	

3. Peserta didik cerdas istimewa berbakat	
F. MODEL PEMBALAJARAN	
Clustering Technique	
KOMPONEN INTI	
A. TUJUAN PEMBELAJARAN	
<ol style="list-style-type: none"> 1. Mengidentifikasi dan membandingkan characteristic/personality seseorang, benda, dan barang dari modul dan PPT yang disampaikan pada descriptive text. 2. Menganalisis & Mengevaluasi secara kontekstual stucture, grammar, style writing, dan characteristic descriptive text pada bagian identification. 3. Meningkatkan motivasi dan pembentukan karakter peserta didik 	
B. PEMAHAMAN BERMAKNA	
Setelah mempelajari modul ini, peserta didik mengetahui :	
<ol style="list-style-type: none"> 1. Cara mendeskripsikan seseorang, tempat dan benda sesuai dengan karakter yang sesuai pada bagian identification dan description 2. Percakapan terkait menyebutkan sifat /kepribadian seseorang 	
C. PERTANYAAN PEMANTIK	
<ul style="list-style-type: none"> • Apakah kalian punya benda favorite, tempat favorit, atau sosok yang kalian idolakan? • Mampukah kalian mendeskripsikan hal tersebut dalam bentuk tulisan? 	
D. PERSIAPAN PEMBELAJARAN	
<ul style="list-style-type: none"> • Guru mempersiapkan materi dalam buku • Guru mempersiapkan materi dalam bentuk PPT 	
E. KEGIATAN PEMBELAJARAN	
Pendahuluan	<ol style="list-style-type: none"> 1. Pendidik memberi salam (greeting). 2. Pendidik memeriksa kondisi dan kebersihan kelas (peduli lingkungan) 3. Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman,bertaqwa kepada Tuhan YME) 4. Pendidik memeriksa kehadiran peserta didik 5. Pendidik mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan kehidupan sehari harinya 6. Guru menyampaikan garis besar cakupan materi yang dipelajari 7. Pendidik memberikan pertanyaan pemantik yang ada keterkaitannya dengan pelajaran yang akan dilakukan(bernalar kritis).

	<p>8. Pendidik menyampaikan kompetensi yang akan dicapai dan menunjukkan manfaatnya di kehidupan sehari-hari</p> <p>9. Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan</p> <p>10. Pendidik menyampaikan lingkup penilaian, pengetahuan, keterampilan, profil pelajar Pancasila dan teknik penilaian yang akan digunakan</p>
Inti	<i>Orientasi pada masalah</i>
	<ol style="list-style-type: none"> 1. Peserta didik mengidentifikasi informasi dari gambar terkait describing people, place & thing pada bagian identification dan description. 2. Guru menjelaskan tujuan pembelajaran dan memotivasi peserta didik 3. Guru menjelaskan logistik yang dibutuhkan selama proses pembelajaran 4. Guru memberikan stimulasi permasalahan / topik terkait topic melalui materi yang disampaikan melalui proyektor.
	<i>Mengorganisasi peserta didik dan penyelidikan individu</i>
	<ol style="list-style-type: none"> 1. Pendidik menampilkan contoh bagian identification dan description pada descriptive text. 2. Peserta didik dipersilahkan untuk berdiskusi dengan teman sekelas mengenai materi dan topik pembahasan. 3. Peserta didik dipersilahkan untuk menyampaikan pendapat tentang materi yang diberikan.
Penutup	<i>Menganalisis dan mengevaluasi proses pemecahan masalah</i>
	<ol style="list-style-type: none"> 1. Peserta didik dipersilahkan untuk menulis bagian descriptive text pada bagian identification dan description. 2. Peserta dipersilahkan untuk berdiskusi dan bertanya tentang kesulitan yang dihadapi kepada guru atau teman sekelas
	<ol style="list-style-type: none"> 1. Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan; 2. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. 3. Guru dan peserta didik berdo'a bersama
F. REFLEKSI PESERTA DIDIK DAN GURU	
<ol style="list-style-type: none"> 1. Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik peserta didik? 2. Pada bagian mana dari materi ini peserta didik mudah memahami? 3. Bagaimana kesesuaian durasi waktu dan tujuan belajar yang ingin dicapai pada pembelajaran ini? 	

LAMPIRAN
A. LEMBAR KERJA PESERTA DIDIK Terlampir
B. BAHAN BACAAN GURU DAN PESERTA DIDIK <ul style="list-style-type: none">• Video Youtube• Materi ajar
C. ASSESMENT DAN RUBRIK PENILAIAN Terlampir

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Institusi	SMK Negeri 1 Pracimantoro
Jenjang Sekolah	Sekolah Menengah Kejuruan (SMK)
Kompetensi	Akomodasi Perhotelan
Kelas	X
Fase	Pertemuan 3
Elemen	Descriptive Text
Capaian Pembelajaran	Di akhir fase , peserta didik dapat menulis dan merespon descriptive text yang ditulis dengan menggunakan clustering technique.
Alokasi Waktu	2 x 45 Menit (2 jam pelajaran)
B. KOMPETENSI AWAL	
<ol style="list-style-type: none"> 1. Text Structure 2. Gramatical Features 3. Topic 4. Clustering technique. 	
C. PROFIL PELAJAR PANCASILA	
• Gotong royong	Bekerja sama mencari informasi lebih tentang materi yang diberikan dan mendiskusikan dengan teman satu kelas.
• Mandiri	Melakukan proses brainstorming pada kegiatan awal pembelajaran dan menulis descriptive text secara ,mandiri.
• Kreatif	Membuat teks sederhana dengan menggunakan kalimat sendiri.
• Berfikir Kritis	Mengembangkan dan mengaitkan materi dalam kehidupan sehari-hari.
D. SARANA DAN PRASARANA	
Media	Lembar kerja peserta didik, laptop, handphone, LCD proyektor.
Sumber Belajar	Lembar kerja peserta didik, laman e-learning, powerpoint, Youtube dsb.
E. TARGET PESERTA DIDIK	
<ol style="list-style-type: none"> 1. Peserta didik regular 2. Peserta didik dengan hambatan belajar 	

3. Peserta didik cerdas istimewa berbakat	
F. MODEL PEMBELAJARAN	
Clustering Technique	
KOMPONEN INTI	
A. TUJUAN PEMBELAJARAN	
<ol style="list-style-type: none"> 1. Mengidentifikasi dan membandingkan characteristic/personality seseorang, benda, dan barang dari modul dan PPT yang disampaikan khususnya pada bagian description pada descriptive text. 2. Menganalisis & Mengevaluasi secara kontekstual stucture, grammar, style writing, dan characteristic descriptive text pada bagian description. 3. Meningkatkan motivasi dan pembentukan karakter peserta didik 	
B. PEMAHAMAN BERMAKNA	
Setelah mempelajari modul ini, peserta didik mengetahui :	
<ol style="list-style-type: none"> 1. Cara mendeskripsikan seseorang, tempat dan benda sesuai dengan karakter yang sesuai pada bagian identification. 2. Percakapan terkait menyebutkan sifat /kepribadian seseorang 	
C. PERTANYAAN PEMANTIK	
<ul style="list-style-type: none"> • Apakah kalian punya benda favorite, tempat favorit, atau sosok yang kalian idolakan? • Mampukah kalian mendeskripsikan hal tersebut dalam bentuk tulisan? 	
D. PERSIAPAN PEMBELAJARAN	
<ul style="list-style-type: none"> • Guru mempersiapkan materi dalam buku • Guru mempersiapkan materi dalam bentuk PPT 	
E. KEGIATAN PEMBELAJARAN	
Pendahuluan	<ol style="list-style-type: none"> 1. Pendidik memberi salam (greeting). 2. Pendidik memeriksa kondisi dan kebersihan kelas (peduli lingkungan) 3. Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman, bertaqwa kepada Tuhan YME) 4. Pendidik memeriksa kehadiran peserta didik 5. Pendidik mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan kehidupan sehari harinya 6. Guru menyampaikan garis besar cakupan materi yang dipelajari

	<p>7. Pendidik memberikan pertanyaan pemantik yang ada keterkaitannya dengan pelajaran yang akan dilakukan(bernalar kritis).</p> <p>8. Pendidik menyampaikan kompetensi yang akan dicapai dan menunjukkan manfaatnya di kehidupan sehari-hari</p> <p>9. Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan</p> <p>10. Pendidik menyampaikan lingkup penilaian, pengetahuan , keterampilan, profil pelajar Pancasila dan teknik penilaian yang akan digunakan</p>
Inti	<p><i>Orientasi pada masalah</i></p> <ol style="list-style-type: none"> 1. Peserta didik mengidentifikasi informasi dari gambar terkait describing people, place & thing pada bagian description. 2. Guru menjelaskan tujuan pembelajaran dan memotivasi peserta didik 3. Guru menjelaskan clustering technique yang diaplikasikan dalam menulis descriptive text. 4. Guru memberikan stimulasi permasalahan / topik terkait topic melalui materi menulis descriptive text yang ditulis dengan menggunakan clustering technique yang disampaikan melalui proyektor.
	<p><i>Mengorganisasi peserta didik dan penyelidikan individu</i></p> <ol style="list-style-type: none"> 1. Pendidik menampilkan contoh clustering technique pada descriptive text. 2. Peserta didik dipersilahkan untuk berdiskusi dengan teman sekelas mengenai materi dan topik pembahasan serta metode clustering technique dalam menulis descriptive text. 3. Peserta didik diberikan kesempatan untuk mengamati dan menyebutkan karakter, ciri-ciri, tingkah laku aktifitas dari hewan, seseorang maupun benda yang menjadi topik. 4. Peserta didik diberikan kesempatan untuk membuat clustering technique dalam asosiasi ide dan gagasan sebelum menulis descriptive text.
	<p><i>Menganalisis dan mengevaluasi proses pemecahan masalah</i></p> <ol style="list-style-type: none"> 1. Peserta didik dipersilahkan untuk menggambar pola clustering technique. 2. Peserta dipersilahkan untuk berdiskusi dan bertanya tentang kesulitan yang dihadapi kepada guru atau teman sekelas
Penutup	<ol style="list-style-type: none"> 1. Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan; 2. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.

3. Guru dan peserta didik berdo'a bersama

F. REFLEKSI PESERTA DIDIK DAN GURU

1. Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik peserta didik?
2. Pada bagian mana dari materi ini peserta didik mudah memahami?
3. Bagaimana kesesuaian durasi waktu dan tujuan belajar yang ingin dicapai pada pembelajaran ini?

LAMPIRAN

A. LEMBAR KERJA PESERTA DIDIK

Terlampir

B. BAHAN BACAAN GURU DAN PESERTA DIDIK

- Video Youtube
- Materi ajar

C. ASSESMENT DAN RUBRIK PENILAIAN

Terlampir

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Institusi	SMK Negeri 1 Pracimantoro
Jenjang Sekolah	Sekolah Menengah Kejuruan (SMK)
Kompetensi	Akomodasi Perhotelan
Kelas	X
Fase	Pertemuan 4
Elemen	Descriptive Text
Capaian Pembelajaran	Di akhir fase , peserta didik dapat menulis dan merespon descriptive text. Peserta didik diharapkan mampu untuk menulis deskriptif text secara utuh
Alokasi Waktu	2 x 45 Menit (2 jam pelajaran)
B. KOMPETENSI AWAL	
<ol style="list-style-type: none"> 1. Text Structure 2. Gramatical Features 3. Topic 4. Clustering Technique 	
C. PROFIL PELAJAR PANCASILA	
• Gotong royong	Bekerja sama mencari informasi lebih tentang materi yang diberikan dan mendiskusikan dengan teman satu kelas.
• Mandiri	Melakukan proses brainstorming pada kegiatan awal pembelajaran dan menulis descriptive text secara ,mandiri.
• Kreatif	Membuat teks sederhana dengan menggunakan kalimat sendiri.
• Berfikir Kritis	Mengembangkan dan mengaitkan materi dalam kehidupan sehari-hari.
D. SARANA DAN PRASARANA	
Media	Lembar kerja peserta didik, laptop, handphone, LCD proyektor.
Sumber Belajar	Lembar kerja peserta didik, laman e-learning, powerpoint, Youtube dsb.
E. TARGET PESERTA DIDIK	
<ol style="list-style-type: none"> 1. Peserta didik regular 2. Peserta didik dengan hambatan belajar 	

3. Peserta didik cerdas istimewa berbakat	
F. MODEL PEMBALAJARAN	
Clustering Technique	
KOMPONEN INTI	
A. TUJUAN PEMBELAJARAN	
<ol style="list-style-type: none"> 1. Mengidentifikasi dan membandingkan characteristic/personality seseorang, benda, dan barang. 2. Menganalisis & Mengevaluasi secara kontekstual stucture, grammar, style writing, dan characteristic descriptive text pada bagian description. 3. Meningkatkan motivasi dan pembentukan karakter peserta didik 4. Mampu menulis descriptive text dengan baik dan sesuai dengan struktur penulisan yang baik. 	
B. PEMAHAMAN BERMAKNA	
Setelah mempelajari modul ini, peserta didik mengetahui Cara mendeskripsikan seseorang, tempat dan benda sesuai dengan karakter yang sesuai.	
C. PERTANYAAN PEMANTIK	
<ul style="list-style-type: none"> • Apakah kalian punya benda favorite, tempat favorit, atau sosok yang kalian idolakan? • Mampukah kalian mendeskripsikan hal tersebut dalam bentuk tulisan? 	
D. PERSIAPAN PEMBELAJARAN	
<ul style="list-style-type: none"> • Guru mempersiapkan materi dalam buku • Guru mempersiapkan lembar kerja 	
E. KEGIATAN PEMBELAJARAN	
Pendahuluan	<ol style="list-style-type: none"> 1. Pendidik memberi salam (greeting). 2. Pendidik memeriksa kondisi dan kebersihan kelas (peduli lingkungan) 3. Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman, bertaqwa kepada Tuhan YME) 4. Pendidik memeriksa kehadiran peserta didik 5. Pendidik mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan kehidupan sehari harinya 6. Guru menyampaikan garis besar cakupan materi yang dipelajari

	<p>7. Pendidik memberikan pertanyaan pemantik yang ada keterkaitannya dengan pelajaran yang akan dilakukan(bernalar kritis).</p> <p>8. Pendidik menyampaikan kompetensi yang akan dicapai dan menunjukkan manfaatnya di kehidupan sehari-hari</p> <p>9. Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan</p> <p>10. Pendidik menyampaikan lingkup penilaian, pengetahuan , keterampilan, profil pelajar Pancasila dan teknik penilaian yang akan digunakan</p>
Inti	<i>Orientasi pada masalah</i>
	<ol style="list-style-type: none"> 1. Peserta didik mengidentifikasi informasi terkait describing people, place & thing. 2. Peserta didik menulis descriptive text melalui gambar maupun pola clustering technique yang telah dibuat pada pertemuan sebelumnya 3. Guru menjelaskan tujuan pembelajaran dan memotivasi peserta didik. 4. Guru menjelaskan tentang waktu yang diberikan dan peraturan selama proses menulis teks deskriptif berlangsung.
	<i>Mengorganisasi peserta didik dan penyelidikan individu</i>
	<ol style="list-style-type: none"> 1. Peserta didik dipersilahkan untuk menulis teks deskriptif dan menyelesaikan sesuai dengan waktu yang diberikan. 2. Peserta didik diberikan instruksi untuk menulis descriptive text sesuai dengan gambar clustering technique yang dibuat pada pertemuan sebelumnya. 3. Peserta didik dipersilahkan untuk menyampaikan pendapat atau bertanya tentang ketidakjelasan atas instruksi yang diberikan
Inti	<i>Menganalisis dan mengevaluasi proses pemecahan masalah</i>
	<ol style="list-style-type: none"> 1. Peserta didik dipersilahkan untuk menulis descriptive text dengan menggunakan clustering technique. 2. Peserta dipersilahkan untuk berdiskusi dan bertanya tentang kesulitan yang dihadapi kepada guru.
Penutup	<ol style="list-style-type: none"> 1. Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan; 2. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. 3. Guru dan peserta didik berdo'a bersama
F. REFLEKSI PESERTA DIDIK DAN GURU	

1. Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik peserta didik?
2. Pada bagian mana dari materi ini peserta didik mudah memahami?
3. Bagaimana kesesuaian durasi waktu dan tujuan belajar yang ingin dicapai pada pembelajaran ini?

LAMPIRAN

A. LEMBAR KERJA PESERTA DIDIK

Terlampir

B. BAHAN BACAAN GURU DAN PESERTA DIDIK

- Video Youtube
- Materi ajar

C. ASSESMENT DAN RUBRIK PENILAIAN

Terlampir

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Institusi	SMK Negeri 1 Pracimantoro
Jenjang Sekolah	Sekolah Menengah Kejuruan (SMK)
Kompetensi	Akomodasi Perhotelan
Kelas	X
Fase	Post Test
Elemen	Descriptive Text
Capaian Pembelajaran	Di akhir fase , peserta didik dapat menulis descriptive text.
Alokasi Waktu	2 x 45 Menit (2 jam pelajaran)
B. KOMPETENSI AWAL	
<ol style="list-style-type: none"> 1. Text Structure 2. Gramatical Features 3. Writing Skill 	
C. PROFIL PELAJAR PANCASILA	
• Gotong royong	Bekerja sama mencari informasi lebih tentang materi yang diberikan dan mendiskusikan dengan teman satu kelas.
• Mandiri	Melakukan proses brainstorming pada kegiatan awal pembelajaran dan menulis descriptive text secara ,mandiri.
• Kreatif	Membuat teks sederhana dengan menggunakan kalimat sendiri.
• Berfikir Kritis	Mengembangkan dan mengaitkan materi dalam kehidupan sehari-hari.
D. SARANA DAN PRASARANA	
Media	Lembar kerja peserta didik
Sumber Belajar	Lembar kerja peserta didik, laman e-learning, powerpoint, Youtube dsb.
E. TARGET PESERTA DIDIK	
<ol style="list-style-type: none"> 1. Peserta didik regular 2. Peserta didik dengan hambatan belajar 3. Peserta didik cerdas istimewa berbakat 	

F. MODEL PEMBELAJARAN	
Clustering Technique	
KOMPONEN INTI	
A. TUJUAN PEMBELAJARAN	
<ol style="list-style-type: none"> 1. Menganalisis & Mengevaluasi secara kontekstual social function , generic structure and language feature descriptive text. 2. Meningkatkan motivasi dan pembentukan karakter peserta didik 3. Menulis dan mengembangkan ide kedalam sebuah paragraf menggunakan teknik clustering. 4. Membuat teks descriptive dengan baik dan benar 	
B. PEMAHAMAN BERMAKNA	
<ol style="list-style-type: none"> 1. Cara mendeskripsikan seseorang, tempat dan benda sesuai dengan karakter 2. Langkah Menulis descriptive teks dengan menggunakan clustering technique. 	
C. PERTANYAAN PEMANTIK	
<ul style="list-style-type: none"> • Sejak kapan kalian sudah menyiapkan topic atau tema untuk dideskripsikan ? • Apakah kalian sudah pernah menulis dengan menggunakan Clustering technique ? 	
D. PERSIAPAN PEMBELAJARAN	
<ul style="list-style-type: none"> • Guru mempersiapkan lembar kerja siswa 	
E. KEGIATAN PEMBELAJARAN	
Pendahuluan	<ol style="list-style-type: none"> 1. Pendidik memberi salam (greeting). 2. Pendidik memeriksa kondisi dan kebersihan kelas (peduli lingkungan) 3. Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman, bertaqwa kepada Tuhan YME) 4. Pendidik memeriksa kehadiran peserta didik 5. Pendidik mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan kehidupan sehari harinya 6. Guru menyampaikan garis besar cakupan instruksi terkait test menulis deskriptive teks 7. Pendidik memberikan pertanyaan pemantik yang ada keterkaitannya dengan pelajaran yang akan dilakukan(bernalar kritis). 8. Pendidik menyampaikan kompetensi yang akan dicapai dan menunjukkan manfaatnya di kehidupan sehari-hari 9. Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan

	10. Pendidik menyampaikan lingkup penilaian, pengetahuan , keterampilan, profil pelajar Pancasila dan teknik penilaian yang akan digunakan
Inti	<i>Orientasi pada masalah</i>
	1. Guru bersama siswa mengamati atau menganalisa pola paragraf dan struktur paragraph descriptive. 2. Guru membagikan lembar kerja untuk menulis teks deskriptif 3. Siswa memperhatikan dan mulai menentukan tema teks tulis tentang teks deskripsi 4. Siswa belajar menemukan gagasan pokok, informasi umum dan informasi tertentu dari teks.
	<i>Mengorganisasi peserta didik dan penyelidikan individu</i>
	Peserta didik dipersilahkan untuk mulai menulis deskriptive selama waktu pembelajaran berlangsung
	<i>Menganalisis dan mengevaluasi proses pemecahan masalah</i>
Peserta didik bersama dengan guru melakukan diskusi kelas untuk menganalisis kesulitan selama tes esai deskriptif teks dilakukan	
Penutup	1. Guru memfasilitasi peserta didik untuk mereview tes esai yang telah dilaksanakan; 2. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. 3. Guru dan peserta didik berdo'a bersama
F. REFLEKSI PESERTA DIDIK DAN GURU	
1. Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik peserta didik? 2. Pada bagian mana dari materi ini peserta didik mudah memahami? 3. Bagaimana kesesuaian durasi waktu dan tujuan belajar yang ingin dicapai pada pembelajaran ini?	
LAMPIRAN	
A. LEMBAR KERJA PESERTA DIDIK Terlampir	
B. ASSESMENT DAN RUBRIK PENILAIAN Terlampir	

MATERI

A. Definition Descriptive text is a text used to give a detailed information (description) about a particular object. It describes particular object like things, animals, persons or places, for instance: pets or persons we know well. In this learning activity, we will focus more on describing historical or famous places near us, for example: Tondano Lake, Sumaru Endo, etc. You can find many examples of descriptive text in form of texts or videos in the internet or in the books.

B. Social Function Generally, the main function of a descriptive text is to describe an object. Specifically, a descriptive text has these following functions:

1. Giving information about a particular object by describing its features and special characteristics;
2. Giving information about a particular object by describing its physical attributes, behavior, functions, etc.

C. Struktur Descriptive Text (generic structure) adalah :

1. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
2. Description (deskripsi) adalah berisiciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive Text :

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut.

Unsur kebahasaan

- 1) Kata benda yang terkait dengan orang/benda/tempat/binatang
- 2) Kata sifat yang terkait dengan sifat orang/binatang/benda
- 3) Kata kerja bentuk pertama (present tense)
- 4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

- 5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
- 6) Rujukan kata

To make your understanding about the social functions and generic structure of a descriptive text better, now look at the examples of descriptive text bellow:

TEXT 1

TELAGA BIRU CICEREM



Nowadays many vacation places are visited by tourists to relax themselves from the pressures of work or just for family vacation. There are many places in Kuningan city, West Java, one of all is “Telaga Biru Cicerem” which is located in Kaduela village, Pasawahan sub-district, Kuningan city.

Identification

This place is suitable for family tours because the entrance ticket is affordable, its only Rp. 5,000,- /person and has a large parking area which also has a very cool atmosphere, because it is located at the foot of Mount Ciremai. This tourist spot offers a very clean lake view so that the fish can be seen very clearly. Not only that, this tour has several rides that you can try such as water bikes, duck boats, diving with fish, relaxing while feeding fish in the lake, even taking pictures with amazing results because here provides photo spots and special photographers for tourists.

Description 1

All rides at this place are paid separately from the price of admission. Here are some cheap ticket prices that are quite affordable:

1. Rowing Boat (maximum 4 people) @ Rp. 35,000
2. Double Swing @ Rp. 5,000, / person
3. Swing Cito @ Rp. 10,000, / person
4. Application Dock @ Rp. 2,000, / person, and
5. Custom Paddles @ Rp. 10,000, / person

On the other hand, for those who want to try Kuningan food specialties, there are many vendors providing varied food. Meanwhile, we can see the beautiful colors of the colorful KOI fish swimming here and there. So, are you interested in visiting this place?

Description 2

Description 3



MY LOVELY CAT

This is my lovely cat, his name is Tom. I took care of him since he was a kitten when I bought it at the pet shop. Tom is currently 5 months old. My cat belongs to the American Shorthair breed so it has short and soft fur. Tom has a petite body and a very cute face..

Identification

Tom grew into a very healthy cat because he always eats regularly so that his body continues to grow. He has a very beautiful long brown fur, the fur is also very soft and very comfortable to touch. Tom has black eyes with sharp pupils when outdoors.

Description 1

His eyes will look very cute when he is in the room because his pupils will turn big so he will look like a spoiled and obedient cat..

Description 2

Just like any other texts, descriptive text also has its own language features. Here are the language features used in a descriptive text:

- a. Specific participant: has a certain object, is not common and unique (only one character).
- b. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- c. Use linking verbs or relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of phenomena.
- d. Use action verbs or material process and behavioral process in giving additional description regarding and behavior done by the participants in text.
- e. Use mental verb or mental process when describing feelings.

- f. Use nominal group frequently to describe
- g. Using words explaining characteristics features (size, shape, location, color, etc.)
- h. Use adjective and adverbs to add information to nouns and add information to verbs to provide more detailed description about the topic.
- i. Use adverbial phrases to add more information about manner, place, or time and sometimes realized in embedded clause which functions as circumstances.

SIMPLE PRESENT TENSE

Simple present tense is one of tenses in English. Simple present tense is used for following functions:

a. Describing habits, general truth and unchanging situations

I *live* in gunungjati (unchanging situation)

He *likes* volleyball (habits)

Jakarta *is* the capital of Indonesia

b. Giving directions

You walk for 200 meters and then *you turn* left at the end of the road

c. To express fixed arrangement

The class *starts* at 09.00 A.M.

The meeting *finishes* at 01.00 P.M

In constructing a sentence with simple present tense, you have to know the formula of simple present tense:

Formula : Subject + V1+ O

<p>Subject (I, You, We, They) + VI</p> <p>Examples:</p> <p>a) I go to school</p> <p>b) You write a letter</p> <p>c) We eat banana</p> <p>d) You visit the museum</p> <p>e) They learn English</p>	<p>Subject (He, She, It) + VI S</p> <p>Examples:</p> <p>a) He goes to school</p> <p>b) He writes a letter</p> <p>c) It eats banana</p> <p>d) The dog bites him</p> <p>e) Andrew visits the museum</p>
<p><i>The examples above are in form of affirmative sentences. To change the sentences in negative form you can use auxiliary verb "do not" or "does not".</i></p>	
<p>a) I do not go to school</p> <p>b) You do not write a letter</p> <p>c) We do not eat banana</p> <p>d) You do not visit the museum</p>	<p>a) He does not go to school</p> <p>b) He does not write a letter</p> <p>c) It does not eat banana</p> <p>d) The dog does not bite him</p>

Formula: Subject + Tobe (is,am,are) + O

Subject (I) + am + O	Subject (You, We, They) + are	Subject (He, She, It) + is
a) I am a teacher	a) You are beautiful	a) He is my friend
b) I am handsome	b) We are family	b) She is smart
c) I am tall	c) They are smart people	c) It is a big wall

The examples above are in form of affirmative sentences. To change the sentences in negative form you , just put not after tobe; "am not", "are not" or "is not ".

CLUSTERING TECHNIQUE

BY. GANANG ALIF SYAHRONI

Here is where your presentation begins

WHAT IS CLUSTERING TECHNIQUE ???

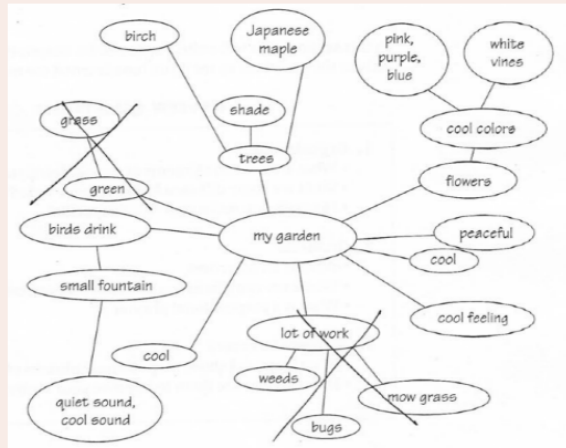
The clustering approach is a writing technique that, when used, separates information, concepts, and thoughts into a number of groups or parts that are related to one another, allowing for a clear and orderly organization of these parts or groups of information. Gabriele Loser Rico, a professor of English and creativity at San Jose State University in California, developed this clustering method in the 1980s.





MY GARDEN

THE EXAMPLE OF CLUSTERING TECHNIQUE



CLUSTERING TECHNIQUE

My Garden

My garden is a beautiful sanctuary filled with a variety of trees that add a sense of depth and character to the space. Among the trees, I have some stunning birch trees that stand tall and proud, providing shade and shelter for many of the other plants in the garden. There's also a gorgeous shade tree that spreads its branches wide, offering a peaceful retreat from the sun's harsh rays. And, last but not least, there's a stunning Japanese maple tree that adds a pop of color with its vibrant leaves.

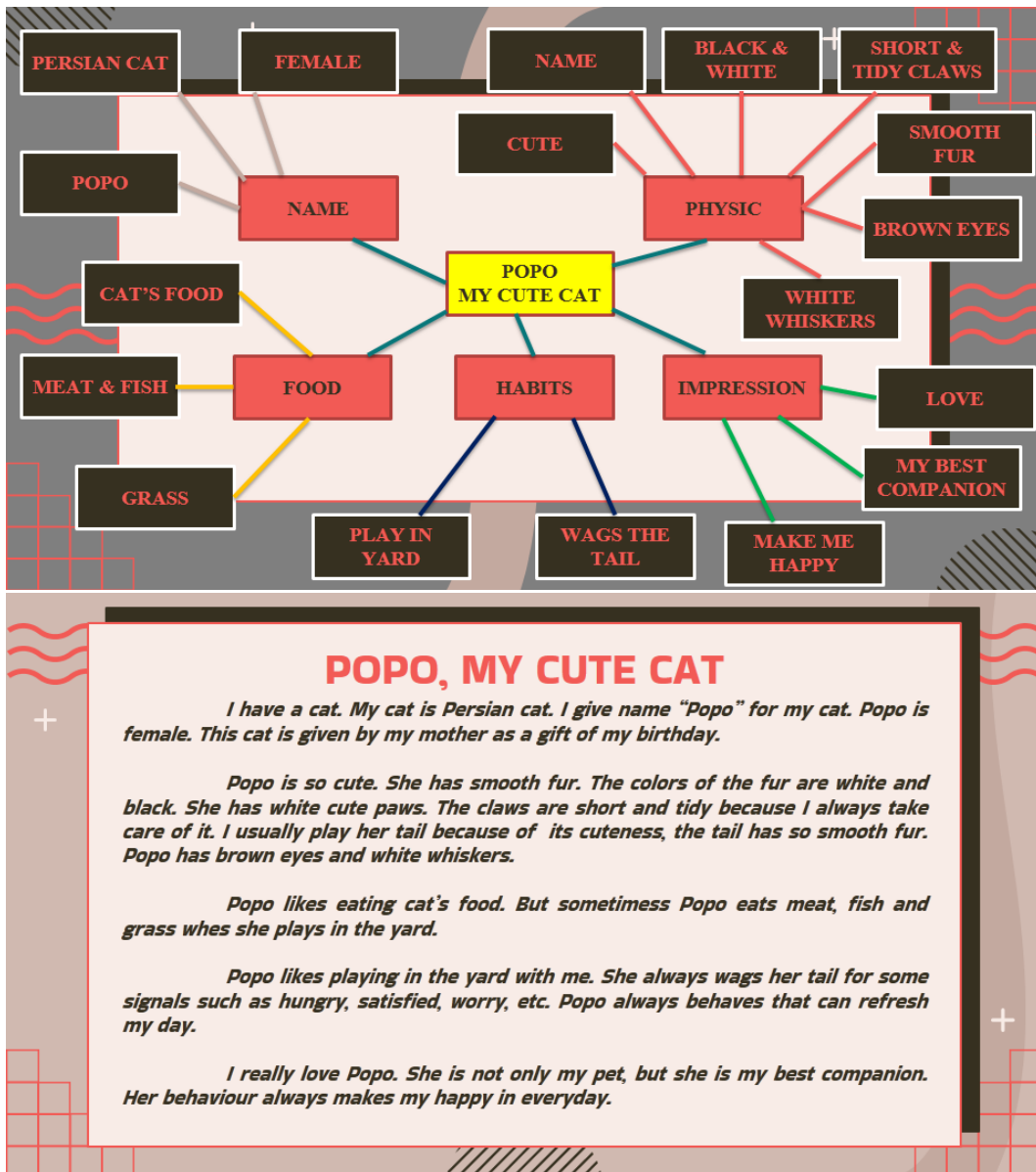
As I wander through my garden, I am greeted by a plethora of flowers that bloom in a rainbow of colors. Pink, purple, blue, and white vines climb up trellises and fences, adding a touch of whimsy and charm to the space. The flowers not only look beautiful, but they also attract many butterflies and bees, creating a vibrant ecosystem in my garden.

One of my favorite things about my garden is the peaceful, cool atmosphere it exudes. The trees and flowers create a calming environment that is perfect for relaxation and reflection. I love to sit on the bench under the shade tree and soak in the peacefulness of the space.

As I sit quietly, I am often visited by birds that come to drink from the small fountain I installed in the center of the garden. The sound of the water trickling into the fountain creates a peaceful and cool ambiance, adding to the tranquil atmosphere. The quiet sound of the fountain and the gentle chirping of the birds make my garden feel like a true paradise, and I am grateful for this peaceful retreat every day.



MY CUTE CAT



POPO, MY CUTE CAT

I have a cat. My cat is Persian cat. I give name "Popo" for my cat. Popo is female. This cat is given by my mother as a gift of my birthday.

Popo is so cute. She has smooth fur. The colors of the fur are white and black. She has white cute paws. The claws are short and tidy because I always take care of it. I usually play her tail because of its cuteness, the tail has so smooth fur. Popo has brown eyes and white whiskers.

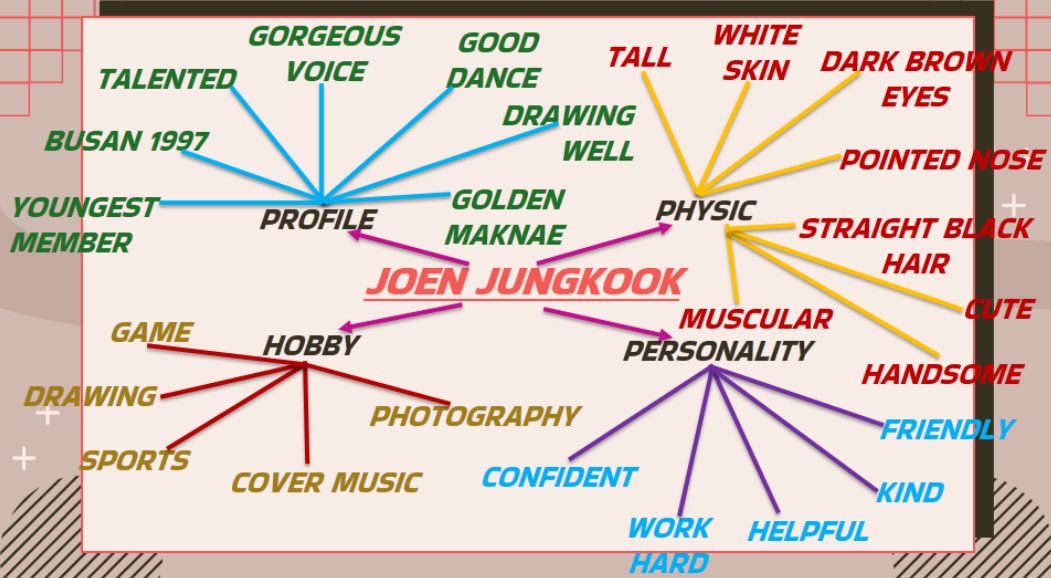
Popo likes eating cat's food. But sometimes Popo eats meat, fish and grass whes she plays in the yard.

Popo likes playing in the yard with me. She always wags her tail for some signals such as hungry, satisfied, worry, etc. Popo always behaves that can refresh my day.

I really love Popo. She is not only my pet, but she is my best companion. Her behaviour always makes my happy in everyday.



JOEN JUNGKOOK BTS



JOEN JUNGKOOK

Joen Jungkook is the youngest member of BTS. He was born in Busan, 1st September 1997. Jungkook is very talented boy. His voice is gorgeous. The way he dances is good. He also can drawing well. He is good in sport. He's often contributed to BTS lyrics and compositions. He is great in everything. So, he called the "Golden Maknae".

JK has tall body. His height is about 1,78 meters. He has white and clean skin. Accordingly, JK ranked 1st as the Celebrity with the clearest skin. He has beautiful dark brown eyes, pointed nose and straight black hair. His face is to cute and pretty for a man. He looks beautiful and handsome. In the same time he has muscular body. No wonder, he is crowned as the sexiest man in the world.

Jungkook is friendly to his fans. He is so kind and helpful. He always works hard for the best possible result. He likes competition. He is confident about his skill and talent.

Jungkook loves playing game. Drawing, and sport. His hobby include video editing, Photography, discovering new music and making covers.

Appendix 3
Lesson Plan of Control Class

MODUL AJAR
PEMBELAJARAN BAHASA INGGRIS
CONTROL CLASS

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Institusi	SMK Negeri 1 Pracimantoro
Jenjang Sekolah	Sekolah Menengah Kejuruan (SMK)
Kompetensi	Akomodasi Perhotelan
Kelas	X
Fase	Pre Test
Elemen	Descriptive Text
Capaian Pembelajaran	Di akhir fase , peserta didik dapat menulis descriptive text.
Alokasi Waktu	2 x 45 Menit (2 jam pelajaran)
B. KOMPETENSI AWAL	
<ol style="list-style-type: none"> 1. Text Structure 2. Gramatical Features 3. Writing Skill 	
C. PROFIL PELAJAR PANCASILA	
• Gotong royong	Bekerja sama mencari informasi lebih tentang materi yang diberikan dan mendiskusikan dengan teman satu kelas.
• Mandiri	Melakukan proses brainstorming pada kegiatan awal pembelajaran dan menulis descriptive text secara ,mandiri.
• Kreatif	Membuat teks sederhana dengan menggunakan kalimat sendiri.
• Berfikir Kritis	Mengembangkan dan mengaitkan materi dalam kehidupan sehari-hari.
D. SARANA DAN PRASARANA	
Media	Lembar kerja peserta didik
Sumber Belajar	Lembar kerja peserta didik, laman e-learning, powerpoint, Youtube dsb.

E. TARGET PESERTA DIDIK	
<ol style="list-style-type: none"> 1. Peserta didik regular 2. Peserta didik dengan hambatan belajar 3. Peserta didik cerdas istimewa berbakat 	
F. MODEL PEMBELAJARAN	
Genre Based Approach	
KOMPONEN INTI	
A. TUJUAN PEMBELAJARAN	
<ol style="list-style-type: none"> 1. Menganalisis & Mengevaluasi secara kontekstual social function , generic structure and language feature descriptive text. 2. Meningkatkan motivasi dan pembentukan karakter peserta didik 3. Menulis dan mengembangkan ide kedalam sebuah paragraf menggunakan teknik clustering. 4. Membuat teks descriptive dengan baik dan benar 	
B. PEMAHAMAN BERMAKNA	
<ol style="list-style-type: none"> 1. Cara mendeskripsikan seseorang, tempat dan benda sesuai dengan karakter 2. Langkah Menulis descriptive teks dengan baik dan benar 	
C. PERTANYAAN PEMANTIK	
<ul style="list-style-type: none"> • Sejak kapan kalian sudah menyiapkan topic atau tema untuk dideskripsikan ? • Apakah kalian sudah pernah menulis deskriptive dengan structure yang benar ? 	
D. PERSIAPAN PEMBELAJARAN	
<ul style="list-style-type: none"> • Guru mempersiapkan lembar kerja siswa 	
E. KEGIATAN PEMBELAJARAN	
Pendahuluan	<ol style="list-style-type: none"> 1. Pendidik memberi salam (greeting). 2. Pendidik memeriksa kondisi dan kebersihan kelas (peduli lingkungan) 3. Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman, bertaqwa kepada Tuhan YME) 4. Pendidik memeriksa kehadiran peserta didik 5. Pendidik mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan kehidupan sehari harinya 6. Guru menyampaikan garis besar cakupan instruksi terkait test menulis deskriptive teks

	<p>7. Pendidik memberikan pertanyaan pemantik yang ada keterkaitannya dengan pelajaran yang akan dilakukan(bernalar kritis).</p> <p>8. Pendidik menyampaikan kompetensi yang akan dicapai dan menunjukkan manfaatnya di kehidupan sehari-hari</p> <p>9. Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan</p> <p>10. Pendidik menyampaikan lingkup penilaian, pengetahuan , keterampilan, profil pelajar Pancasila dan teknik penilaian yang akan digunakan</p>
Inti	<i>Orientasi pada masalah</i>
	<p>1. Guru bersama siswa mengamati atau menganalisa pola paragraf dan struktur paragraph descriptive.</p> <p>2. Guru membagikan lembar kerja untuk menulis teks deskriptif</p> <p>3. Siswa memperhatikan dan mulai menentukan tema teks tulis tentang teks deskripsi</p> <p>4. Siswa belajar menemukan gagasan pokok, informasi umum dan informasi tertentu dari teks.</p>
	<i>Mengorganisasi peserta didik dan penyelidikan individu</i>
	Peserta didik dipersilahkan untuk mulai menulis deskriptive selama waktu pembelajaran berlangsung
	<i>Menganalisis dan mengevaluasi proses pemecahan masalah</i>
Peserta didik bersama dengan guru melakukan diskusi kelas untuk menganalisis kesulitan selama tes esai deskriptif teks dilakukan	
Penutup	<p>1. Guru memfasilitasi peserta didik untuk mereview tes esai yang telah dilaksanakan;</p> <p>2. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.</p> <p>3. Guru dan peserta didik berdo'a bersama</p>
F. REFLEKSI PESERTA DIDIK DAN GURU	
<p>1. Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik peserta didik?</p> <p>2. Pada bagian mana dari materi ini peserta didik mudah memahami?</p> <p>3. Bagaimana kesesuaian durasi waktu dan tujuan belajar yang ingin dicapai pada pembelajaran ini?</p>	
LAMPIRAN	
A. LEMBAR KERJA PESERTA DIDIK	
Terlampir	
B. ASSESMENT DAN RUBRIK PENILAIAN	
Terlampir	

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Institusi	SMK Negeri 1 Pracimantoro
Jenjang Sekolah	Sekolah Menengah Kejuruan (SMK)
Kompetensi	Akomodasi Perhotelan
Kelas	X
Fase	Pertemuan 1
Elemen	Descriptive Text
Capaian Pembelajaran	Di akhir fase , peserta didik dapat membaca, menulis dan merespon descriptive text.
Alokasi Waktu	2 x 45 Menit (2 jam pelajaran)
B. KOMPETENSI AWAL	
<ol style="list-style-type: none"> 1. Text Structure 2. Gramatical Features 3. Topic 	
C. PROFIL PELAJAR PANCASILA	
• Gotong royong	Bekerja sama mencari informasi lebih tentang materi yang diberikan dan mendiskusikan dengan teman satu kelas.
• Mandiri	Melakukan proses brainstorming pada kegiatan awal pembelajaran dan menulis descriptive text secara ,mandiri.
• Kreatif	Membuat teks sederhana dengan menggunakan kalimat sendiri.
• Berfikir Kritis	Mengembangkan dan mengaitkan materi dalam kehidupan sehari-hari.
D. SARANA DAN PRASARANA	
Media	Lembar kerja peserta didik, laptop, handphone, LCD proyektor.
Sumber Belajar	Lembar kerja peserta didik, laman e-learning, powerpoint, Youtube dsb.
E. TARGET PESERTA DIDIK	
<ol style="list-style-type: none"> 1. Peserta didik regular 2. Peserta didik dengan hambatan belajar 3. Peserta didik cerdas istimewa berbakat 	

F. MODEL PEMBALAJARAN	
Genre Based approach	
KOMPONEN INTI	
A. TUJUAN PEMBELAJARAN	
<ol style="list-style-type: none"> 1. Mengidentifikasi dan membandingkan characteristic/personality seseorang, benda, dan barang dari modul dan PPT yang disampaikan 2. Menganalisis & Mengevaluasi secara kontekstual social function , generic structure and language feature descriptive text. 3. Meningkatkan motivasi dan pembentukan karakter peserta didik 	
B. PEMAHAMAN BERMAKNA	
Setelah mempelajari modul ini, peserta didik mengetahui :	
<ol style="list-style-type: none"> 1. Cara mendeskripsikan seseorang, tempat dan benda sesuai dengan karakter 2. Percakapan terkait menyebutkan sifat /kepribadian seseorang 	
C. PERTANYAAN PEMANTIK	
<ul style="list-style-type: none"> • Apakah kalian punya benda favorite, tempat favorit, atau sosok yang kalian idolakan? • Apa yang menarik dari benda atau seseorang tersebut? • Sejak kapan kalian menyukai hal tersebut? 	
D. PERSIAPAN PEMBELAJARAN	
<ul style="list-style-type: none"> • Guru mempersiapkan materi dalam buku • Guru mempersiapkan materi dalam bentuk PPT 	
E. KEGIATAN PEMBELAJARAN	
Pendahuluan	<ol style="list-style-type: none"> 1. Pendidik memberi salam (greeting). 2. Pendidik memeriksa kondisi dan kebersihan kelas (peduli lingkungan) 3. Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman, bertaqwa kepada Tuhan YME) 4. Pendidik memeriksa kehadiran peserta didik 5. Pendidik mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan kehidupan sehari harinya 6. Guru menyampaikan garis besar cakupan materi yang dipelajari 7. Pendidik memberikan pertanyaan pemantik yang ada keterkaitannya dengan pelajaran yang akan dilakukan(bernalar kritis).

	<p>8. Pendidik menyampaikan kompetensi yang akan dicapai dan menunjukkan manfaatnya di kehidupan sehari-hari</p> <p>9. Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan</p> <p>10. Pendidik menyampaikan lingkup penilaian, pengetahuan, keterampilan, profil pelajar Pancasila dan teknik penilaian yang akan digunakan</p>
Inti	<i>Orientasi pada masalah</i>
	<ol style="list-style-type: none"> 1. Peserta didik mengidentifikasi informasi dari gambar terkait describing people, place & thing. 2. Guru menjelaskan tujuan pembelajaran dan memotivasi peserta didik 3. Guru menjelaskan logistik yang dibutuhkan selama proses pembelajaran 4. Guru memberikan stimulasi permasalahan / topik terkait topic melalui materi yang disampaikan melalui proyektor.
	<i>Mengorganisasi peserta didik dan penyelidikan individu</i>
	<ol style="list-style-type: none"> 1. Peserta didik dipersilahkan untuk berdiskusi dengan teman sekelas mengenai materi dan topik pembahasan. 2. Peserta didik dipersilahkan untuk menyampaikan pendapat tentang materi yang diberikan.
	<i>Menganalisis dan mengevaluasi proses pemecahan masalah</i>
	<p>Peserta didik bersama dengan guru melakukan diskusi kelas untuk menganalisis kesulitan tentang materi yang dipelajari</p>
Penutup	<ol style="list-style-type: none"> 1. Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan; 2. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. 3. Guru dan peserta didik berdo'a bersama
F. REFLEKSI PESERTA DIDIK DAN GURU	
<ol style="list-style-type: none"> 1. Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik peserta didik? 2. Pada bagian mana dari materi ini peserta didik mudah memahami? 3. Bagaimana kesesuaian durasi waktu dan tujuan belajar yang ingin dicapai pada pembelajaran ini? 	
LAMPIRAN	
A. LEMBAR KERJA PESERTA DIDIK	
Terlampir	
B. BAHAN BACAAN GURU DAN PESERTA DIDIK	

- Video Youtube
- Materi ajar

C. ASSESMENT DAN RUBRIK PENILAIAN

Terlampir

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Institusi	SMK Negeri 1 Pracimantoro
Jenjang Sekolah	Sekolah Menengah Kejuruan (SMK)
Kompetensi	Akomodasi Perhotelan
Kelas	X
Fase	Pertemuan 2
Elemen	Descriptive Text
Capaian Pembelajaran	Di akhir fase , peserta didik dapat menulis dan merespon descriptive text. Peserta didik diharapkan mampu untuk menulis deskriptif text pada bagian identification
Alokasi Waktu	2 x 45 Menit (2 jam pelajaran)
B. KOMPETENSI AWAL	
<ol style="list-style-type: none"> 1. Text Structure 2. Gramatical Features 3. Topic 4. Part identification of descriptive text. 	
C. PROFIL PELAJAR PANCASILA	
• Gotong royong	Bekerja sama mencari informasi lebih tentang materi yang diberikan dan mendiskusikan dengan teman satu kelas.
• Mandiri	Melakukan proses brainstorming pada kegiatan awal pembelajaran dan menulis descriptive text secara ,mandiri.
• Kreatif	Membuat teks sederhana dengan menggunakan kalimat sendiri.
• Berfikir Kritis	Mengembangkan dan mengaitkan materi dalam kehidupan sehari-hari.
D. SARANA DAN PRASARANA	
Media	Lembar kerja peserta didik, laptop, handphone, LCD proyektor.
Sumber Belajar	Lembar kerja peserta didik, laman e-learning, powerpoint, Youtube dsb.
E. TARGET PESERTA DIDIK	
<ol style="list-style-type: none"> 1. Peserta didik regular 2. Peserta didik dengan hambatan belajar 3. Peserta didik cerdas istimewa berbakat 	

F. MODEL PEMBALAJARAN	
Genre Based approach	
KOMPONEN INTI	
A. TUJUAN PEMBELAJARAN	
<ol style="list-style-type: none"> 1. Mengidentifikasi dan membandingkan characteristic/personality seseorang, benda, dan barang dari modul dan PPT yang disampaikan khususnya pada bagian identification pada descriptive text. 2. Menganalisis & Mengevaluasi secara kontekstual structure, grammar, style writing, dan characteristic descriptive text pada bagian identification. 3. Meningkatkan motivasi dan pembentukan karakter peserta didik 	
B. PEMAHAMAN BERMAKNA	
Setelah mempelajari modul ini, peserta didik mengetahui :	
<ol style="list-style-type: none"> 1. Cara mendeskripsikan seseorang, tempat dan benda sesuai dengan karakter yang sesuai pada bagian identification. 2. Percakapan terkait menyebutkan sifat /kepribadian seseorang 	
C. PERTANYAAN PEMANTIK	
<ul style="list-style-type: none"> • Apakah kalian punya benda favorite, tempat favorit, atau sosok yang kalian idolakan? • Mampukah kalian mendeskripsikan hal tersebut dalam bentuk tulisan? 	
D. PERSIAPAN PEMBELAJARAN	
<ul style="list-style-type: none"> • Guru mempersiapkan materi dalam buku • Guru mempersiapkan materi dalam bentuk PPT 	
E. KEGIATAN PEMBELAJARAN	
Pendahuluan	<ol style="list-style-type: none"> 1. Pendidik memberi salam (greeting). 2. Pendidik memeriksa kondisi dan kebersihan kelas (peduli lingkungan) 3. Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman, bertaqwa kepada Tuhan YME) 4. Pendidik memeriksa kehadiran peserta didik 5. Pendidik mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan kehidupan sehari harinya 6. Guru menyampaikan garis besar cakupan materi yang dipelajari 7. Pendidik memberikan pertanyaan pemantik yang ada keterkaitannya dengan pelajaran yang akan dilakukan(bernalar kritis).

	<p>8. Pendidik menyampaikan kompetensi yang akan dicapai dan menunjukkan manfaatnya di kehidupan sehari-hari</p> <p>9. Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan</p> <p>10. Pendidik menyampaikan lingkup penilaian, pengetahuan, keterampilan, profil pelajar Pancasila dan teknik penilaian yang akan digunakan</p>
Inti	<i>Orientasi pada masalah</i>
	<p>5. Peserta didik mengidentifikasi informasi dari gambar terkait describing people, place & thing pada bagian identification.</p> <p>6. Guru menjelaskan tujuan pembelajaran dan memotivasi peserta didik</p> <p>7. Guru menjelaskan logistik yang dibutuhkan selama proses pembelajaran</p> <p>8. Guru memberikan stimulasi permasalahan / topik terkait topic melalui materi yang disampaikan melalui proyektor.</p>
	<i>Mengorganisasi peserta didik dan penyelidikan individu</i>
	<p>4. Pendidik menampilkan contoh bagian identification pada descriptive text.</p> <p>5. Peserta didik dipersilahkan untuk berdiskusi dengan teman sekelas mengenai materi dan topik pembahasan.</p> <p>6. Peserta didik dipersilahkan untuk menyampaikan pendapat tentang materi yang diberikan.</p>
	<i>Menganalisis dan mengevaluasi proses pemecahan masalah</i>
	<p>5. Peserta didik dipersilahkan untuk menulis bagian descriptive text pada bagian identification.</p> <p>6. Peserta dipersilahkan untuk berdiskusi dan bertanya tentang kesulitan yang dihadapi kepada guru atau teman sekelas</p>
Penutup	<p>1. Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan;</p> <p>2. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.</p> <p>3. Guru dan peserta didik berdoa bersama</p>
F. REFLEKSI PESERTA DIDIK DAN GURU	
<p>1. Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik peserta didik?</p> <p>2. Pada bagian mana dari materi ini peserta didik mudah memahami?</p> <p>3. Bagaimana kesesuaian durasi waktu dan tujuan belajar yang ingin dicapai pada pembelajaran ini?</p>	

LAMPIRAN
A. LEMBAR KERJA PESERTA DIDIK Terlampir
B. BAHAN BACAAN GURU DAN PESERTA DIDIK <ul style="list-style-type: none">• Video Youtube• Materi ajar
C. ASSESMENT DAN RUBRIK PENILAIAN Terlampir

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Institusi	SMK Negeri 1 Pracimantoro
Jenjang Sekolah	Sekolah Menengah Kejuruan (SMK)
Kompetensi	Akomodasi Perhotelan
Kelas	X
Fase	Pertemuan 3
Elemen	Descriptive Text
Capaian Pembelajaran	Di akhir fase , peserta didik dapat menulis dan merespon descriptive text. Peserta didik diharapkan mampu untuk menulis deskriptif text pada bagian description
Alokasi Waktu	2 x 45 Menit (2 jam pelajaran)
B. KOMPETENSI AWAL	
<ol style="list-style-type: none"> 1. Text Structure 2. Gramatical Features 3. Topic 4. Part description of descriptive text. 	
C. PROFIL PELAJAR PANCASILA	
• Gotong royong	Bekerja sama mencari informasi lebih tentang materi yang diberikan dan mendiskusikan dengan teman satu kelas.
• Mandiri	Melakukan proses brainstorming pada kegiatan awal pembelajaran dan menulis descriptive text secara ,mandiri.
• Kreatif	Membuat teks sederhana dengan menggunakan kalimat sendiri.
• Berfikir Kritis	Mengembangkan dan mengaitkan materi dalam kehidupan sehari-hari.
D. SARANA DAN PRASARANA	
Media	Lembar kerja peserta didik, laptop, handphone, LCD proyektor.
Sumber Belajar	Lembar kerja peserta didik, laman e-learning, powerpoint, Youtube dsb.
E. TARGET PESERTA DIDIK	
<ol style="list-style-type: none"> 1. Peserta didik regular 2. Peserta didik dengan hambatan belajar 3. Peserta didik cerdas istimewa berbakat 	

F. MODEL PEMBELAJARAN	
Genre Based approach	
KOMPONEN INTI	
A. TUJUAN PEMBELAJARAN	
<ol style="list-style-type: none"> 1. Mengidentifikasi dan membandingkan characteristic/personality seseorang, benda, dan barang dari modul dan PPT yang disampaikan khususnya pada bagian description pada descriptive text. 2. Menganalisis & Mengevaluasi secara kontekstual structure, grammar, style writing, dan characteristic descriptive text pada bagian description. 3. Meningkatkan motivasi dan pembentukan karakter peserta didik 	
B. PEMAHAMAN BERMAKNA	
Setelah mempelajari modul ini, peserta didik mengetahui :	
<ol style="list-style-type: none"> 1. Cara mendeskripsikan seseorang, tempat dan benda sesuai dengan karakter yang sesuai pada bagian identification. 2. Percakapan terkait menyebutkan sifat /kepribadian seseorang 	
C. PERTANYAAN PEMANTIK	
<ul style="list-style-type: none"> • Apakah kalian punya benda favorite, tempat favorit, atau sosok yang kalian idolakan? • Mampukah kalian mendeskripsikan hal tersebut dalam bentuk tulisan? 	
D. PERSIAPAN PEMBELAJARAN	
<ul style="list-style-type: none"> • Guru mempersiapkan materi dalam buku • Guru mempersiapkan materi dalam bentuk PPT 	
E. KEGIATAN PEMBELAJARAN	
Pendahuluan	<ol style="list-style-type: none"> 1. Pendidik memberi salam (greeting). 2. Pendidik memeriksa kondisi dan kebersihan kelas (peduli lingkungan) 3. Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman, bertaqwa kepada Tuhan YME) 4. Pendidik memeriksa kehadiran peserta didik

	<ol style="list-style-type: none"> 5. Pendidik mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan kehidupan sehari-harinya 6. Guru menyampaikan garis besar cakupan materi yang dipelajari 7. Pendidik memberikan pertanyaan pemantik yang ada keterkaitannya dengan pelajaran yang akan dilakukan(bernalar kritis). 8. Pendidik menyampaikan kompetensi yang akan dicapai dan menunjukkan manfaatnya di kehidupan sehari-hari 9. Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan 10. Pendidik menyampaikan lingkup penilaian, pengetahuan , keterampilan, profil pelajar Pancasila dan teknik penilaian yang akan digunakan
Inti	<i>Orientasi pada masalah</i>
	<ol style="list-style-type: none"> 1. Peserta didik mengidentifikasi informasi dari gambar terkait describing people, place & thing pada bagian description. 2. Guru menjelaskan tujuan pembelajaran dan memotivasi peserta didik 3. Guru menjelaskan logistik yang dibutuhkan selama proses pembelajaran 4. Guru memberikan stimulasi permasalahan / topik terkait topic melalui materi yang disampaikan melalui proyektor.
	<i>Mengorganisasi peserta didik dan penyelidikan individu</i>
	<ol style="list-style-type: none"> 1. Pendidik menampillkan contoh bagian description pada descriptive text. 2. Peserta didik dipersilahkan untuk berdiskusi dengan teman sekelas mengenai materi dan topik pembahasan. 3. Peserta didik dipersilahkan untuk menyampaikan pendapat tentang materi yang diberikan.
Penutup	<i>Menganalisis dan mengevaluasi proses pemecahan masalah</i>
	<ol style="list-style-type: none"> 1. Peserta didik dipersilahkan untuk menulis bagian descriptive text pada bagian description. 2. Peserta dipersilahkan untuk berdiskusi dan bertanya tentang kesulitan yang dihadapi kepada guru atau teman sekelas <ol style="list-style-type: none"> 1. Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan; 2. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. 3. Guru dan peserta didik berdo'a bersama

F. REFLEKSI PESERTA DIDIK DAN GURU
1. Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik peserta didik? 2. Pada bagian mana dari materi ini peserta didik mudah memahami? 3. Bagaimana kesesuaian durasi waktu dan tujuan belajar yang ingin dicapai pada pembelajaran ini?
LAMPIRAN
A. LEMBAR KERJA PESERTA DIDIK Terlampir
B. BAHAN BACAAN GURU DAN PESERTA DIDIK <ul style="list-style-type: none">• Video Youtube• Materi ajar
C. ASSESMENT DAN RUBRIK PENILAIAN Terlampir

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Institusi	SMK Negeri 1 Pracimantoro
Jenjang Sekolah	Sekolah Menengah Kejuruan (SMK)
Kompetensi	Akomodasi Perhotelan
Kelas	X
Fase	Pertemuan 4
Elemen	Descriptive Text
Capaian Pembelajaran	Di akhir fase , peserta didik dapat menulis dan merespon descriptive text. Peserta didik diharapkan mampu untuk menulis deskriptif text secara utuh
Alokasi Waktu	2 x 45 Menit (2 jam pelajaran)
B. KOMPETENSI AWAL	
<ol style="list-style-type: none"> 1. Text Structure 2. Gramatical Features 3. Topic 	
C. PROFIL PELAJAR PANCASILA	
• Gotong royong	Bekerja sama mencari informasi lebih tentang materi yang diberikan dan mendiskusikan dengan teman satu kelas.
• Mandiri	Melakukan proses brainstorming pada kegiatan awal pembelajaran dan menulis descriptive text secara ,mandiri.
• Kreatif	Membuat teks sederhana dengan menggunakan kalimat sendiri.
• Berfikir Kritis	Mengembangkan dan mengaitkan materi dalam kehidupan sehari-hari.
D. SARANA DAN PRASARANA	
Media	Lembar kerja peserta didik, laptop, handphone, LCD proyektor.
Sumber Belajar	Lembar kerja peserta didik, laman e-learning, powerpoint, Youtube dsb.
E. TARGET PESERTA DIDIK	
<ol style="list-style-type: none"> 1. Peserta didik regular 2. Peserta didik dengan hambatan belajar 3. Peserta didik cerdas istimewa berbakat 	

F. MODEL PEMBALAJARAN	
Genre Based approach	
KOMPONEN INTI	
A. TUJUAN PEMBELAJARAN	
<ol style="list-style-type: none"> 1. Mengidentifikasi dan membandingkan characteristic/personality seseorang, benda, dan barang. 2. Menganalisis & Mengevaluasi secara kontekstual stucture, grammar, style writing, dan characteristic descriptive text pada bagian description. 3. Meningkatkan motivasi dan pembentukan karakter peserta didik 4. Mampu menulis descriptive text dengan baik dan sesuai dengan struktur penulisan yang baik. 	
B. PEMAHAMAN BERMAKNA	
Setelah mempelajari modul ini, peserta didik mengetahui Cara mendeskripsikan seseorang, tempat dan benda sesuai dengan karakter yang sesuai.	
C. PERTANYAAN PEMANTIK	
<ul style="list-style-type: none"> • Apakah kalian punya benda favorite, tempat favorit, atau sosok yang kalian idolakan? • Mampukah kalian mendeskripsikan hal tersebut dalam bentuk tulisan? 	
D. PERSIAPAN PEMBELAJARAN	
<ul style="list-style-type: none"> • Guru mempersiapkan materi dalam buku • Guru mempersiapkan lembar kerja 	
E. KEGIATAN PEMBELAJARAN	
Pendahuluan	<ol style="list-style-type: none"> 1. Pendidik memberi salam (greeting). 2. Pendidik memeriksa kondisi dan kebersihan kelas (peduli lingkungan) 3. Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman, bertaqwa kepada Tuhan YME) 4. Pendidik memeriksa kehadiran peserta didik 5. Pendidik mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan kehidupan sehari harinya 6. Guru menyampaikan garis besar cakupan materi yang dipelajari 7. Pendidik memberikan pertanyaan pemantik yang ada keterkaitannya dengan pelajaran yang akan dilakukan(bernalar kritis).

	<p>8. Pendidik menyampaikan kompetensi yang akan dicapai dan menunjukkan manfaatnya di kehidupan sehari-hari</p> <p>9. Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan</p> <p>10. Pendidik menyampaikan lingkup penilaian, pengetahuan, keterampilan, profil pelajar Pancasila dan teknik penilaian yang akan digunakan</p>
Inti	<i>Orientasi pada masalah</i>
	<ol style="list-style-type: none"> 1. Peserta didik mengidentifikasi informasi terkait describing people, place & thing. 2. Guru menjelaskan tujuan pembelajaran dan memotivasi peserta didik. 3. Guru menjelaskan tentang waktu yang diberikan dan peraturan selama proses menulis teks deskriptif berlangsung.
	<i>Mengorganisasi peserta didik dan penyelidikan individu</i>
	<ol style="list-style-type: none"> 1. Peserta didik dipersilahkan untuk menulis teks deskriptif dan menyelesaikan sesuai dengan waktu yang diberikan. 2. Peserta didik dipersilahkan untuk menyampaikan pendapat atau bertanya tentang ketidakjelasan atas instruksi yang diberikan
	<i>Menganalisis dan mengevaluasi proses pemecahan masalah</i>
	<ol style="list-style-type: none"> 1. Peserta didik dipersilahkan untuk menulis descriptive text. 2. Peserta dipersilahkan untuk berdiskusi dan bertanya tentang kesulitan yang dihadapi kepada
Penutup	<ol style="list-style-type: none"> 1. Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan; 2. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. 3. Guru dan peserta didik berdo'a bersama
F. REFLEKSI PESERTA DIDIK DAN GURU	
<ol style="list-style-type: none"> 1. Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik peserta didik? 2. Pada bagian mana dari materi ini peserta didik mudah memahami? 3. Bagaimana kesesuaian durasi waktu dan tujuan belajar yang ingin dicapai pada pembelajaran ini? 	
LAMPIRAN	
A. LEMBAR KERJA PESERTA DIDIK	
Terlampir	

B. BAHAN BACAAN GURU DAN PESERTA DIDIK

- Video Youtube
- Materi ajar

C. ASSESMENT DAN RUBRIK PENILAIAN

Terlampir

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Institusi	SMK Negeri 1 Pracimantoro
Jenjang Sekolah	Sekolah Menengah Kejuruan (SMK)
Kompetensi	Akomodasi Perhotelan
Kelas	X
Fase	Post Test
Elemen	Descriptive Text
Capaian Pembelajaran	Di akhir fase , peserta didik dapat menulis descriptive text.
Alokasi Waktu	2 x 45 Menit (2 jam pelajaran)
B. KOMPETENSI AWAL	
<ol style="list-style-type: none"> 1. Text Structure 2. Gramatical Features 3. Writing Skill 	
C. PROFIL PELAJAR PANCASILA	
• Gotong royong	Bekerja sama mencari informasi lebih tentang materi yang diberikan dan mendiskusikan dengan teman satu kelas.
• Mandiri	Melakukan proses brainstorming pada kegiatan awal pembelajaran dan menulis descriptive text secara ,mandiri.
• Kreatif	Membuat teks sederhana dengan menggunakan kalimat sendiri.
• Berfikir Kritis	Mengembangkan dan mengaitkan materi dalam kehidupan sehari-hari.
D. SARANA DAN PRASARANA	
Media	Lembar kerja peserta didik
Sumber Belajar	Lembar kerja peserta didik, laman e-learning, powerpoint, Youtube dsb.
E. TARGET PESERTA DIDIK	
<ol style="list-style-type: none"> 1. Peserta didik regular 2. Peserta didik dengan hambatan belajar 3. Peserta didik cerdas istimewa berbakat 	

F. MODEL PEMBELAJARAN	
Genre Based Approach	
KOMPONEN INTI	
A. TUJUAN PEMBELAJARAN	
<ol style="list-style-type: none"> 1. Menganalisis & Mengevaluasi secara kontekstual social function , generic structure and language feature descriptive text. 2. Meningkatkan motivasi dan pembentukan karakter peserta didik 3. Menulis dan mengembangkan ide kedalam sebuah paragraf menggunakan teknik clustering. 4. Membuat teks descriptive dengan baik dan benar 	
B. PEMAHAMAN BERMAKNA	
<ol style="list-style-type: none"> 1. Cara mendeskripsikan seseorang, tempat dan benda sesuai dengan karakter 2. Langkah Menulis descriptive teks dengan baik dan benar 	
C. PERTANYAAN PEMANTIK	
<ul style="list-style-type: none"> • Sejak kapan kalian sudah menyiapkan topic atau tema untuk dideskripsikan ? • Apakah kalian sudah pernah menulis deskriptive dengan structure yang benar ? 	
D. PERSIAPAN PEMBELAJARAN	
<ul style="list-style-type: none"> • Guru mempersiapkan lembar kerja siswa 	
E. KEGIATAN PEMBELAJARAN	
Pendahuluan	<ol style="list-style-type: none"> 1. Pendidik memberi salam (greeting). 2. Pendidik memeriksa kondisi dan kebersihan kelas (peduli lingkungan) 3. Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman, bertaqwa kepada Tuhan YME) 4. Pendidik memeriksa kehadiran peserta didik 5. Pendidik mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan kehidupan sehari harinya 6. Guru menyampaikan garis besar cakupan instruksi terkait test menulis deskriptive teks 7. Pendidik memberikan pertanyaan pemantik yang ada keterkaitannya dengan pelajaran yang akan dilakukan(bernalar kritis). 8. Pendidik menyampaikan kompetensi yang akan dicapai dan menunjukkan manfaatnya di kehidupan sehari-hari 9. Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan

	10. Pendidik menyampaikan lingkup penilaian, pengetahuan , keterampilan, profil pelajar Pancasila dan teknik penilaian yang akan digunakan
Inti	<i>Orientasi pada masalah</i>
	1. Guru bersama siswa mengamati atau menganalisa pola paragraf dan struktur paragraph descriptive. 2. Guru membagikan lembar kerja untuk menulis teks deskriptif 3. Siswa memperhatikan dan mulai menentukan tema teks tulis tentang teks deskripsi 4. Siswa belajar menemukan gagasan pokok, informasi umum dan informasi tertentu dari teks.
	<i>Mengorganisasi peserta didik dan penyelidikan individu</i>
	Peserta didik dipersilahkan untuk mulai menulis deskriptive selama waktu pembelajaran berlangsung
	<i>Menganalisis dan mengevaluasi proses pemecahan masalah</i>
Peserta didik bersama dengan guru melakukan diskusi kelas untuk menganalisis kesulitan selama tes esai deskriptif teks dilakukan	
Penutup	1. Guru memfasilitasi peserta didik untuk mereview tes esai yang telah dilaksanakan; 2. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. 3. Guru dan peserta didik berdo'a bersama
F. REFLEKSI PESERTA DIDIK DAN GURU	
1. Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik peserta didik? 2. Pada bagian mana dari materi ini peserta didik mudah memahami? 3. Bagaimana kesesuaian durasi waktu dan tujuan belajar yang ingin dicapai pada pembelajaran ini?	
LAMPIRAN	
A. LEMBAR KERJA PESERTA DIDIK Terlampir	
B. ASSESMENT DAN RUBRIK PENILAIAN Terlampir	

MATERI

A. Definition Descriptive text is a text used to give a detailed information (description) about a particular object. It describes particular object like things, animals, persons or places, for instance: pets or persons we know well. In this learning activity, we will focus more on describing historical or famous places near us, for example: Tondano Lake, Sumaru Endo, etc. You can find many examples of descriptive text in form of texts or videos in the internet or in the books.

B. Social Function Generally, the main function of a descriptive text is to describe an object. Specifically, a descriptive text has these following functions:

1. Giving information about a particular object by describing its features and special characteristics;
2. Giving information about a particular object by describing its physical attributes, behavior, functions, etc.

C. Struktur Descriptive Text (generic structure) adalah :

3. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
4. Description (deskripsi) adalah berisikan ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive Text :

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut.

Unsur kebahasaan

- 7) Kata benda yang terkait dengan orang/benda/tempat/binatang
- 8) Kata sifat yang terkait dengan sifat orang/binatang/benda
- 9) Kata kerja bentuk pertama (present tense)
- 10) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

- 11) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
- 12) Rujukan kata

To make your understanding about the social functions and generic structure of a descriptive text better, now look at the examples of descriptive text bellow:

TEXT 1

TELAGA BIRU CICEREM



Nowadays many vacation places are visited by tourists to relax themselves from the pressures of work or just for family vacation. There are many places in Kuningan city, West Java, one of all is “Telaga Biru Cicerem” which is located in Kaduela village, Pasawahan sub-district, Kuningan city.

Identification

This place is suitable for family tours because the entrance ticket is affordable, its only Rp. 5,000,- /person and has a large parking area which also has a very cool atmosphere, because it is located at the foot of Mount Ciremai. This tourist spot offers a very clean lake view so that the fish can be seen very clearly. Not only that, this tour has several rides that you can try such as water bikes, duck boats, diving with fish, relaxing while feeding fish in the lake, even taking pictures with amazing results because here provides photo spots and special photographers for tourists.

Description 1

All rides at this place are paid separately from the price of admission. Here are some cheap ticket prices that are quite affordable:

6. Rowing Boat (maximum 4 people) @ Rp. 35,000
7. Double Swing @ Rp. 5,000, / person
8. Swing Cito @ Rp. 10,000, / person
9. Application Dock @ Rp. 2,000, / person, and
10. Custom Paddles @ Rp. 10,000, / person

On the other hand, for those who want to try Kuningan food specialties, there are many vendors providing varied food. Meanwhile, we can see the beautiful colors of the colorful KOI fish swimming here and there. So, are you interested in visiting this place?

Description 2

Description 3



MY LOVELY CAT

This is my lovely cat, his name is Tom. I took care of him since he was a kitten when I bought it at the pet shop. Tom is currently 5 months old. My cat belongs to the American Shorthair breed so it has short and soft fur. Tom has a petite body and a very cute face..

Identification

Tom grew into a very healthy cat because he always eats regularly so that his body continues to grow. He has a very beautiful long brown fur, the fur is also very soft and very comfortable to touch. Tom has black eyes with sharp pupils when outdoors.

Description 1

His eyes will look very cute when he is in the room because his pupils will turn big so he will look like a spoiled and obedient cat..

Description 2

Just like any other texts, descriptive text also has its own language features. Here are the language features used in a descriptive text:

- a. Specific participant: has a certain object, is not common and unique (only one character).
- b. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- c. Use linking verbs or relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of phenomena.
- d. Use action verbs or material process and behavioral process in giving additional description regarding and behavior done by the participants in text.
- e. Use mental verb or mental process when describing feelings.

- f. Use nominal group frequently to describe
- g. Using words explaining characteristics features (size, shape, location, color, etc.)
- h. Use adjective and adverbs to add information to nouns and add information to verbs to provide more detailed description about the topic.
- i. Use adverbial phrases to add more information about manner, place, or time and sometimes realized in embedded clause which functions as circumstances.

SIMPLE PRESENT TENSE

Simple present tense is one of tenses in English. Simple present tense is used for **following functions:**

a. Describing habits, general truth and unchanging situations

I *live* in gunungjati (unchanging situation)

He *likes* volleyball (habits)

Jakarta *is* the capital of Indonesia

b. Giving directions

You walk for 200 meters and then *you turn* left at the end of the road

c. To express fixed arrangement

The class *starts* at 09.00 A.M.

The meeting *finishes* at 01.00 P.M

In constructing a sentence with simple present tense, you have to know the formula of simple present tense:

Formula : Subject + V1+ O

<p>Subject (I, You, We, They) + VI</p> <p>Examples:</p> <p>f) I go to school</p> <p>g) You write a letter</p> <p>h) We eat banana</p> <p>i) You visit the museum</p> <p>j) They learn English</p>	<p>Subject (He, She, It) + VI S</p> <p>Examples:</p> <p>f) He goes to school</p> <p>g) He writes a letter</p> <p>h) It eats banana</p> <p>i) The dog bites him</p> <p>j) Andrew visits the museum</p>
<p><i>The examples above are in form of affirmative sentences. To change the sentences in negative form you can use auxiliary verb "do not" or "does not".</i></p>	
<p>e) I do not go to school</p> <p>f) You do not write a letter</p> <p>g) We do not eat banana</p> <p>h) You do not visit the museum</p>	<p>e) He does not go to school</p> <p>f) He does not write a letter</p> <p>g) It does not eat banana</p> <p>h) The dog does not bite him</p>

Formula: Subject + Tobe (is,am,are) + O

Subject (I) + am + O	Subject (You, We, They) + are	Subject (He, She, It) + is
a) I am a teacher	a) You are beautiful	a) He is my friend
d) I am handsome	d) We are family	d) She is smart
e) I am tall	e) They are smart people	e) It is a big wall

The examples above are in form of affirmative sentences. To change the sentences in negative form you , just put not after tobe; "am not", "are not" or "is not ".

Appendix 4
List of Student Code

**LIST OF STUDENTS CODE
EXPERIMENTAL GROUP**

NO	NAME	STUDENT CODE
1	Aliza Fitria Meysanti	E1
2	Amelisa Putri Anggraeni	E2
3	Andika Perdana Saputra	E3
4	Auraniya Candra Mukti	E4
5	Azys Ridho Adhitama	E5
6	Cahya Febrina Azillarosa Zainal	E6
7	Clara Salsabila Anggraini	E7
8	Dela Alfiani	E8
9	Fahri Ramadhan Putra	E9
10	Fentika Apriliana Putri	E10
11	Ika Yulianingsih	E11
12	Khariska Fitri Oktaviani	E12
13	Miscyel Novita Anjani	E13
14	Muhammad Rasshya Bima Marchelatheia	E14
15	Nadia Ira Safitri	E15
16	Nafisa Rahimatul Afsa	E16
17	Novita Rahayu	E17
18	Oki Kharisma Ardana	E18
19	Peni Purwaningsih	E19
20	Renanda Regita Putri	E20
21	Revalina Rahmadhani	E21
22	Risa Windi Ardani	E22
23	Saskia Tria Ningrum	E23
24	Saskia Wulandari	E24
25	Shafa Diyan Pramiswari	E25
26	Syahwa Winda Syah Putri	E26
27	Syifa Nabilah	E27
28	Tristan	E28
29	Yogi Mega Arifin	E29
30	Yusuf Priyanto	E30

**LIST OF STUDENTS CODE
CONTROL GROUP**

No	Name	Student Code
1	Aditiya Saputra	C1
2	Aldiva Satria	C2
3	Andika Saputra	C3
4	Anggraini Dini Andarani	C4
5	Aulia Maharani	C5
6	Ayu Tri Habsari	C6
7	Bina Asmorowati	C7
8	David Rivaldo	C8
9	Elsa Ayu Rohmadani	C9
10	Farel Ardiansyah	C10
11	Febriansa Elsa Wijaya	C11
12	Jessika Maya Anggraini	C12
13	Khaila Raizza Nur Hikmah	C13
14	Martza Suci Aryanti	C14
15	Meysi Vio Ramadanis	C15
16	Muhammad Ridho Sila Pratama	C16
17	Nandita Diah Susanti	C17
18	Nia Febriani	C18
19	Nurul Eka Pratiwi	C19
20	Pradibta Ilham Arilano	C20
21	Ragev Eko Setyanto	C21
22	Rahmad Revaldi	C22
23	Regi Alfando	C23
24	Rini Nadia Astuti	C24
25	Risma Medikasanti	C25
26	Shehira Adhama Fajarianti	C26
27	Valencia Rizky Grahani	C27
28	Venny Nurlita	C28
29	Vina Noviasi	C29
30	Wahyuning Pangesti	C30

Appendix 5
List of Student Score

LIST OF STUDENT'S SCORE
EXPERIMENTAL GROUP

No	Students Code	Pre Test	Post Test
1	E1	58	83
2	E2	61	80
3	E3	58	79
4	E4	48	84
5	E5	45	75
6	E6	70	90
7	E7	63	88
8	E8	90	100
9	E9	50	74
10	E10	66	78
11	E11	75	100
12	E12	71	100
13	E13	66	84
14	E14	29	75
15	E15	60	91
16	E16	74	85
17	E17	54	74
18	E18	58	68
19	E19	63	75
20	E20	40	81
21	E21	50	100
22	E22	71	80
23	E23	74	95
24	E24	79	90
25	E25	41	95
26	E26	70	91
27	E27	51	75
28	E28	49	54
29	E29	46	60
30	E30	70	91

LIST OF STUDENT'S SCORE

CONTROL GROUP

No	Students Code	Pre Test	Post Test
1	C1	49	69
2	C2	55	69
3	C3	45	55
4	C4	43	50
5	C5	48	67
6	C6	66	70
7	C7	50	71
8	C8	42	50
9	C9	74	83
10	C10	45	50
11	C11	61	74
12	C12	48	52
13	C13	58	72
14	C14	48	86
15	C15	66	68
16	C16	55	59
17	C17	59	93
18	C18	63	66
19	C19	59	78
20	C20	43	47
21	C21	46	51
22	C22	43	60
23	C23	43	48
24	C24	36	41
25	C25	66	96
26	C26	61	74
27	C27	50	79
28	C28	46	88
29	C29	42	59
30	C30	25	56

Appendix 6
Student Worksheet of Experimental Class

LEMBAR JAWAB SISWA
TEST WRITING DESCRIPTIVE TEXT

Nama Siswa : Dela Alfiani Nilai
Kelas : x PH 1

"PRE-TEST"

My Kitten

I keep a kitten in my house. I named it ciko. he is a male kitten my friend gave him when he was two weeks old because he still has five other kitten. Ciko now one month old, its fur is dominated by white fur and one part orange, its four legs are white as snow, its body has very fine and soft fur, that's why I like to stroke it.

My kitten, ciko likes to eat meat and fish, i feed him two or three times a ~~day~~ day. He always eats his food so voraciously that nothing is left in his bowl. I also give him a bowl of water to drink. Spending most of his time tidying up on the couch or in front of the house, sometimes he goes outside to climb trees to sleep on top of them and he usually walks around in the neighborhood.

Ciko is an active and adorable kitten. He always plays ~~with~~ with my neighbor's kitten. Ciko and the kitten were always running and jumping together every day in the front yard and also at my neighbour's house.

RUBRIC SCORE FOR WRITING DESCRIPTIVE TEXT

NAME : *Dela Alifiani .*

CLASS : *X Apm 1 Pre-Test*

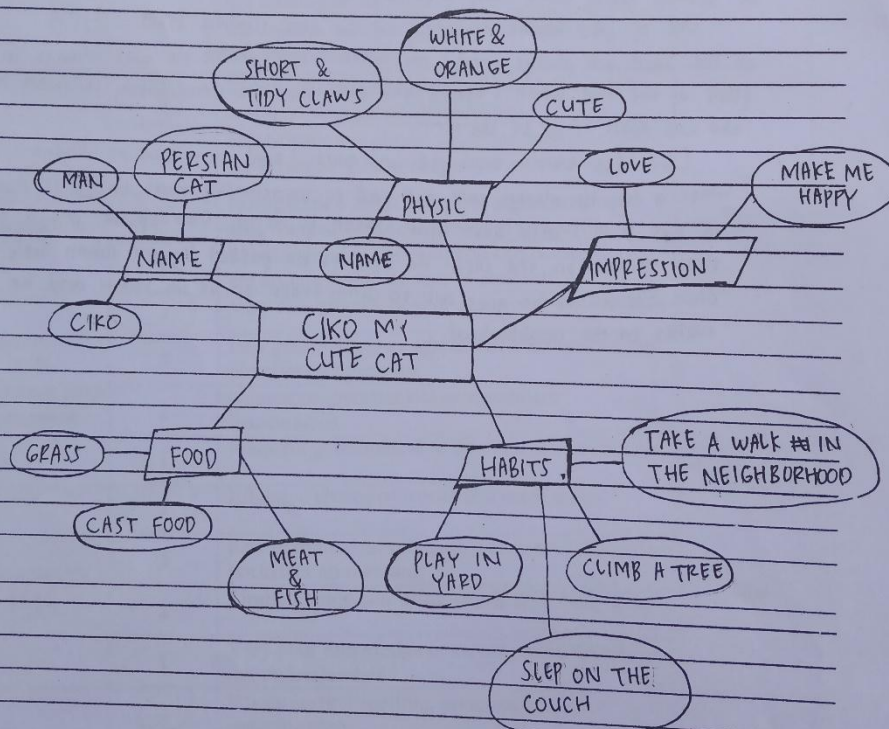
ASPECT	SCORE	PERFORMANCE DESCRIPTIVE	WEIGHT
Content (C) 30 % - topic - detail	<u>4</u>	The topic is complete and clear and the details are relating to the topic	3x
	3	the topic is complete and clear but the details are almost relating to the topic	
	2	the topic is complete and clear but the details are not relating to the topic	
	1	the topic is not clear and the details are not relating to the topic	
Organization (O) 20 % -identification - description	<u>4</u>	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connective	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20 % Use present tense agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	<u>2</u>	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15 %	<u>4</u>	Effective choice of words and word forms	1,5x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge or words, word forms, and not understandable	
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	<u>4</u>	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors spelling, punctuation and capitalization	

$$\text{SCORE} = \frac{12 + 8 + 4 + 6 + 6}{3C + 2O + 2G + 1,5V + 1,5M} \times 100 = 90$$

LEMBAR JAWAB SISWA
TEST WRITING DESCRIPTIVE TEXT

Nama Siswa : Dela Alfiani Nilai
Kelas : X PH 1

POST-TEST



CIKO MY CUTE CAT

At home there is a kind of persian cat named ciko. Ciko is my one and only favorite cat. Ciko has a pretty spoiled character. He really likes to be touched gently while sleeping on my lap.

One of Ciko habit's is playing in the yard, climbing trees, sleeping on the couch, and always greets me when I come home. He was always in front of the door when I opened the door. Then he immediately followed me who was about to go to the room.

Ciko likes to eat meat, fish and grass. I feed him two or three times a day. He always eats his food so voraciously that there is nothing left in his bowl. I also gave him water to drink. Ciko spends most of his time sleeping on the sofa. He likes to be patted by me when he's lying down sometimes he goes out to climb trees to lie on them and he usually walks in the neighborhood.

RUBRIC SCORE FOR WRITING DESCRIPTIVE TEXT

NAME : *Dela Akiani*
 CLASS : *X Aph 1* *Post Test.*

ASPECT	SCORE	PERFORMANCE DESCRIPTIVE	WEIGHT
Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic	3x
	3	the topic is complete and clear but the details are almost relating to the topic	
	2	the topic is complete and clear but the details are not relating to the topic	
	1	the topic is not clear and the details are not relating to the topic	
Organization (O) 20 % -identification - description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connective	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20 % Use present tense agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15 %	4	Effective choice of words and word forms	1,5x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge or words, word forms, and not understandable	
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors spelling, punctuation and capitalization	

$$\text{SCORE} = \frac{3C + 2O + 2G + 1,5V + 1,5M}{40} \times 100$$

100

LEMBAR JAWAB SISWA
TEST WRITING DESCRIPTIVE TEXT

Nama Siswa : Aliza Fieria Meysanti Nilai
Kelas : x - Periode 1

Pre-Test

Milo; My lovely cat

I have a cat. My cat is name Milo. My cat's color is gray and white. The fur is very fine and very soft, he has a long tail and he has a beautiful tail. When someone grabs his tail. ~~when someone~~ he might bite or scratch it.

RUBRIC SCORE FOR WRITING DESCRIPTIVE TEXT

NAME : Alisa Fritia Meyeantri

CLASS : X APh 1 Pre-Test

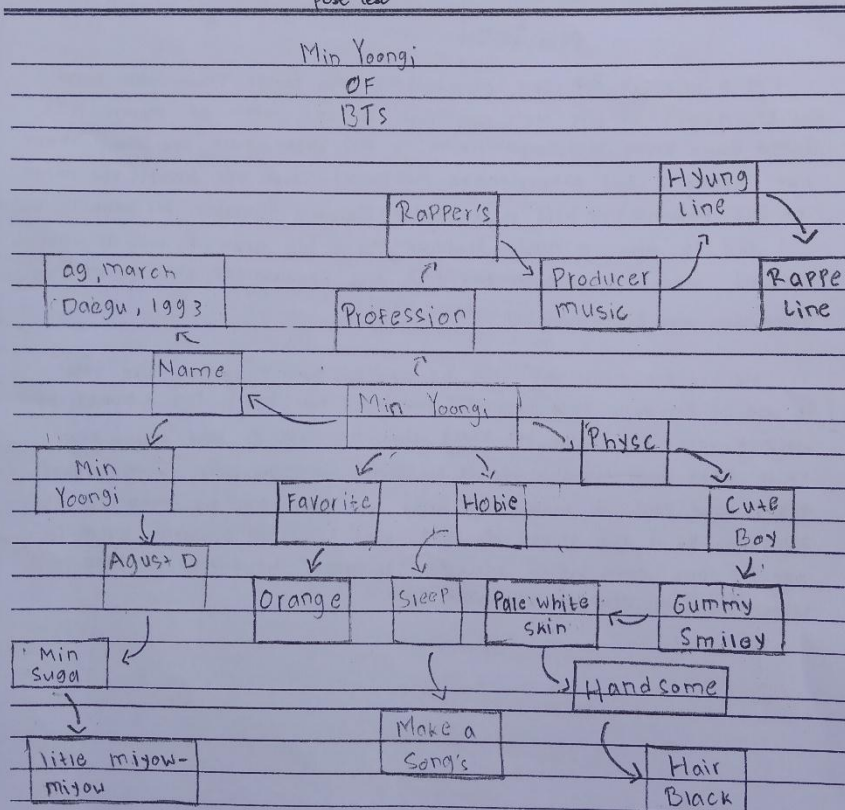
ASPECT	SCORE	PERFORMANCE DESCRIPTIVE	WEIGHT
Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic	3x
	3	the topic is complete and clear but the details are almost relating to the topic	
	2	the topic is complete and clear but the details are not relating to the topic	
	1	the topic is not clear and the details are not relating to the topic	
Organization (O) 20 % -identification - description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connective	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20 % Use present tense agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15 %	4	Effective choice of words and word forms	1,5x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors spelling, punctuation and capitalization	

$$\text{SCORE} = \frac{3 \times 9 + 20 + 2 \times 4 + 1,5 \times 3 + 1,5 \times 3}{40} \times 100 = 58$$

LEMBAR JAWAB SISWA
TEST WRITING DESCRIPTIVE TEXT

Nama Siswa : Aliza Fitria Meysanti Nilai
Kelas : X-Perhotelan 1

Post Test



Min Yoongi

I'm a lover of K Pop. One of them is Min Yoongi from South Korea and a member of BTS. He was born on the ninth of March 1993 Daegu South Korea. His stage name is Min Suga, there are also others like Agust D. And affectionate nicknames from the Army (the name of BTS Fandoms) is little mijou-mijou. Because sometimes his behavior is like a cat. He is also a music Producer, rapper in his group, as well as the second oldest member in the group. And because of that he entered hyung line and rappe line.

He has fair white skin color, he also has gummy smiley like sugar. As well as her very face handsome and black hair, Yoongi has a hobby of sleeping, it's really weird but that's what he said at one event even their fans know. He also spends his time composing songs. Yoongi really likes hawal food, it makes the Army who hear him be amazed at him. One of the things he likes fried rice and oranges. Even in one of the music videos entitled "haegeum" he enters a clique *restaurant* where he eats oranges. Very-very cute.

RUBRIC SCORE FOR WRITING DESCRIPTIVE TEXT

NAME : *Alisa Fidia Meyanti*
 CLASS : *X Aph 2 Post Test.*

ASPECT	SCORE	PERFORMANCE DESCRIPTIVE	WEIGHT
Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic	3x
	3	the topic is complete and clear but the details are almost relating to the topic	
	2	the topic is complete and clear but the details are not relating to the topic	
	1	the topic is not clear and the details are not relating to the topic	
Organization (O) 20 % -identification - description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connective	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20 % Use present tense agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15 %	4	Effective choice of words and word forms	1,5x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge or words, word forms, and not understandable	
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors spelling, punctuation and capitalization	

$$\text{SCORE} = \frac{12 + 8 + 4 + 4,5 + 4,5}{40} \times 100 = 83$$

LEMBAR JAWAB SISWA
TEST WRITING DESCRIPTIVE TEXT

Nama Siswa : Auraniya Candra M. Nilai
Kelas : X Ph 1

PRE TEST

My Lovely Father

I love my father. He is a handsome man in the World. He has short straight hair in black color. He have ^{has} pointed nose. Her ^{his} skin is white. He always hard work everyday. He always protect me from dangerous when I ^{was} child.

RUBRIC SCORE FOR WRITING DESCRIPTIVE TEXT

NAME : Auraniya Candra Mukti.

CLASS : X APh 1 Pre-Test.

ASPECT	SCORE	PERFORMANCE DESCRIPTIVE	WEIGHT
Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic	3x
	3	the topic is complete and clear but the details are almost relating to the topic	
	2	the topic is complete and clear but the details are not relating to the topic	
	1	the topic is not clear and the details are not relating to the topic	
Organization (O) 20 % -identification - description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connective	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20 % Use present tense agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15 %	4	Effective choice of words and word forms	1,5x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge or words, word forms, and not understandable	
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors spelling, punctuation and capitalization	

$$\text{SCORE} = \frac{6 + 2 + 4 + 4,5 + 3}{40} \times 100 = 48$$

Lia My Rabbit

I have a rabbit, my rabbit is Himalayan. I named it Lia. My rabbit is a girl. This rabbit was given to me by my sister when I graduated from junior high school.

Lia is very cute, she has fluffy fur. The color of her fur is black and white. Lia has brown eyes.

Lia likes to play in the garden with me and my mother, she also likes to jump and move her house, she also likes to eat a carrot.

I love Lia so much, she is not only my pet but she is my friend.

RUBRIC SCORE FOR WRITING DESCRIPTIVE TEXT

NAME : *Auraniya Andra Mukti*
 CLASS : *X Aph 1* *Post Test*

ASPECT	SCORE	PERFORMANCE DESCRIPTIVE	WEIGHT
Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic	3x
	3	the topic is complete and clear but the details are almost relating to the topic	
	2	the topic is complete and clear but the details are not relating to the topic	
	1	the topic is not clear and the details are not relating to the topic	
Organization (O) 20 % -identification - description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connective	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20 % Use present tense agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15 %	4	Effective choice of words and word forms	1,5x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge or words, word forms, and not understandable	
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors spelling, punctuation and capitalization	

$$\text{SCORE} = \frac{3 \times 3 + 2 \times 0 + 2 \times 3 + 1,5 \times 3 + 1,5 \times 3}{40} \times 100 = 84$$

LEMBAR JAWAB SISWA
TEST WRITING DESCRIPTIVE TEXT

Nama Siswa : Cahya Febrina A. ? Nilai
Kelas : X - PH 1

"PRE-TEST"

"Alfin Daniel Pratama
is a volleyball player
and a police officer"

He was born on 2 Mei 2002 in Situbondo, Jawa Timur.
On Tuesday it was his birthday. Besides being a volleyball player
he also works as a police officer.

Volleyball player from Indonesia who currently plays a
setter in ~~Jakarta~~ Indomaret Sialoarjo, Ragunan Jakarta, Jakarta
Garuda and Surabaya Bhayangkaya Samator.

His mother and father were also volleyball players. And it is
known that his mother is also a police officer.

RUBRIC SCORE FOR WRITING DESCRIPTIVE TEXT

NAME : Cahya Febriana Asillarota Jainal.

CLASS : X APh 1 Pre-Test

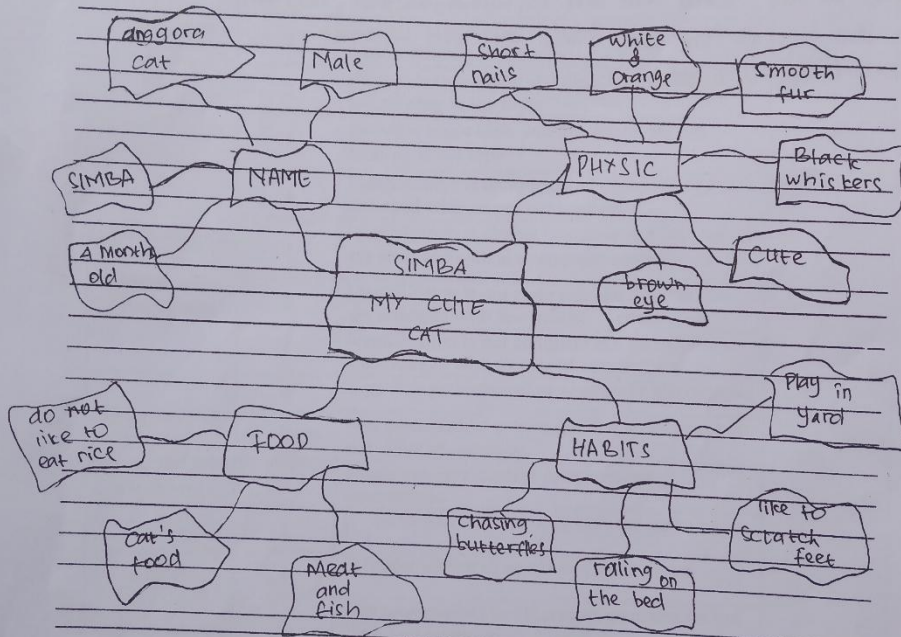
ASPECT	SCORE	PERFORMANCE DESCRIPTIVE	WEIGHT
Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic	3x
	3	the topic is complete and clear but the details are almost relating to the topic	
	2	the topic is complete and clear but the details are not relating to the topic	
	1	the topic is not clear and the details are not relating to the topic	
Organization (O) 20 % -identification - description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connective	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20 % Use present tense agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15 %	4	Effective choice of words and word forms	1,5x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge or words, word forms, and not understandable	
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors spelling, punctuation and capitalization	

$$\text{SCORE} = \frac{9 + 4 + 6 + 9,5 + 9,5}{40} \times 100 = 70$$

LEMBAR JAWAB SISWA
TEST WRITING DESCRIPTIVE TEXT

Nama Siswa : Cahya Febrina A.2 Nilai
Kelas : X-PH 1

Post-Test



"SIMBA MY CUTE CAT"

I have a cat. My cat is an Angora cat. I give name Simba for my cat. Simba is male. My cat is only 1 months old.

Simba is so cute. he has smooth fur. The colors of the fur are white and orange. Simba has brown eyes and black whiskers. Simba also has short nails.

Simba like eating cat's food. But sometimes
Simba eat meat and fish. Simba do not like
to eat rice.

Simba like to play in the yard and Simba
likes to run. Simba also likes to scratch my feet sometimes
he also roll on the bed. Simba also loves to chase
butterflies in the yard.

RUBRIC SCORE FOR WRITING DESCRIPTIVE TEXT

NAME : *Carya Febrina Agillarosa Zainal*

CLASS : *X Aph 1 Post Test*

ASPECT	SCORE	PERFORMANCE DESCRIPTIVE	WEIGHT
Content (C) 30 % - topic - detail	<u>4</u>	The topic is complete and clear and the details are relating to the topic	3x
	3	the topic is complete and clear but the details are almost relating to the topic	
	2	the topic is complete and clear but the details are not relating to the topic	
	1	the topic is not clear and the details are not relating to the topic	
Organization (O) 20 % -identification - description	<u>4</u>	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connective	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20 % Use present tense agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	<u>2</u>	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15 %	<u>4</u>	Effective choice of words and word forms	1,5x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge or words, word forms, and not understandable	
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	<u>4</u>	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors spelling, punctuation and capitalization	

$$\text{SCORE} = \frac{12 + 8 + 4 + 6 + 6}{40} \times 100 = 90$$

LEMBAR JAWAB SISWA
TEST WRITING DESCRIPTIVE TEXT

Nama Siswa : Khariska Fitri O Nilai
Kelas : X PH 1

"PRE-TEST"

BLANKET

I just bought a blanket from a online shop. The price is a bit but after ~~we~~ wearing it feels very comfortable and makes for a good night's sleep without ever waking up in the middle of the night.

It's pink in color and has beautiful flower pictures. That's why I bought it. Not only that, the cloth is made of wool, the surface is soft, dense and thick

Once upon a time when the air was cold, I put on the blanket. It turns out to be able to provide extraordinary warmth, this is the reason why I like it so much and want to buy it again.

RUBRIC SCORE FOR WRITING DESCRIPTIVE TEXT

NAME : *Kharitika Fitri Oktaviani*
 CLASS : *X Aph 1 Pre-Test*

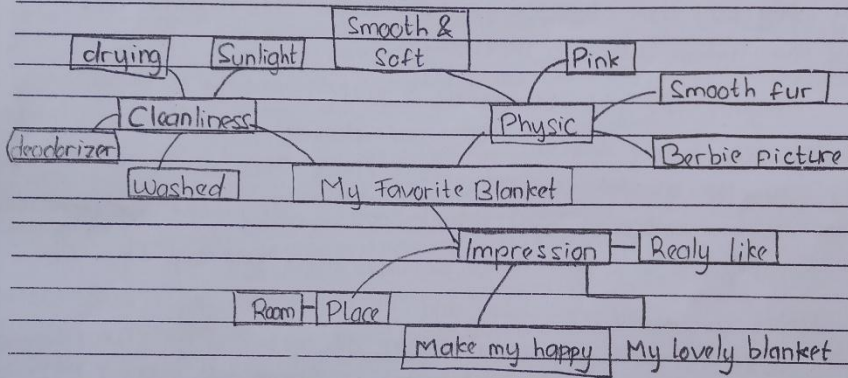
ASPECT	SCORE	PERFORMANCE DESCRIPTIVE	WEIGHT
Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic	3x
	3	the topic is complete and clear but the details are almost relating to the topic	
	2	the topic is complete and clear but the details are not relating to the topic	
	1	the topic is not clear and the details are not relating to the topic	
Organization (O) 20 % -identification - description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connective	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20 % Use present tense agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15 %	4	Effective choice of words and word forms	1,5x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge or words, word forms, and not understandable	
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors spelling, punctuation and capitalization	

$$\text{SCORE} = \frac{6 \cdot 3C + 6 \cdot 20 + 6 \cdot 2G + 4,5 \cdot 1,5V + 6 \cdot 1,5M}{40} \times 100 = 71$$

LEMBAR JAWAB SISWA
TEST WRITING DESCRIPTIVE TEXT

Nama Siswa : KHARISKA FITRI O Nilai
Kelas : X PH 1

Post Test.



My Favorite Blanket

I have a favorite blanket. I always wear every night to save my body so I can sleep comfortable. I got this blanket from my mom when I had a birthday.

He gave me the blanket as a present on my birthday. I really like the basic ingredients and the design of this blanket. My favorite blanket is made from fleece. This material is mostly made with artificial wool which has a very soft surface texture.

The material is also dense, but not thick and not thin. The material can avoid the cold of the night so I keep warm. The color is pink and is a picture of Barbie. The size is 180 x 200 cm. The edge of the blanket is above with a pink cloth 5 cm in size.

RUBRIC SCORE FOR WRITING DESCRIPTIVE TEXT

NAME : *Kharitka Fitri Oktaviani*
 CLASS : *X Aph 1 Post Test.*

ASPECT	SCORE	PERFORMANCE DESCRIPTIVE	WEIGHT
Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic	3x
	3	the topic is complete and clear but the details are almost relating to the topic	
	2	the topic is complete and clear but the details are not relating to the topic	
	1	the topic is not clear and the details are not relating to the topic	
Organization (O) 20 % -identification - description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connective	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20 % Use present tense agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15 %	4	Effective choice of words and word forms	1,5x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge or words, word forms, and not understandable	
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors spelling, punctuation and capitalization	

$$\text{SCORE} = \frac{3C + 2O + 2G + 1,5V + 1,5M}{40} \times 100 \quad 100$$

Appendix 7
Student Worksheet of Control Class

LEMBAR JAWAB SISWA
TEST WRITING DESCRIPTIVE TEXT

Nama Siswa : Venny Murlita Nilai
Kelas : X PH 2

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Pre-test

~~my favorite~~

~~my favorite animal~~

my favorite animal

Cats are four legged and hairy mammals,

Cats are carnivorous animals, cats have a

Very Sharp Sense of Sight. Cats are favorite

~~pets~~ Pets because they are cute and adorable

RUBRIC SCORE FOR WRITING DESCRIPTIVE TEXT

NAME : Venny Nurliana
 CLASS : X Aph 2 Pre-Test

ASPECT	SCORE	PERFORMANCE DESCRIPTIVE	WEIGHT
Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic	3x
	3	the topic is complete and clear but the details are almost relating to the topic	
	2	the topic is complete and clear but the details are not relating to the topic	
	1	the topic is not clear and the details are not relating to the topic	
Organization (O) 20 % -identification - description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connective	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20 % Use present tense agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15 %	4	Effective choice of words and word forms	1,5x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge or words, word forms, and not understandable	
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors spelling, punctuation and capitalization	

3 2 6 4 3
 SCORE = $\frac{3C + 2O + 2G + 1,5V + 1,5M}{40} \times 100$ 46

LEMBAR JAWAB SISWA
TEST WRITING DESCRIPTIVE TEXT

Nama Siswa : Venny Murlita Nilai
Kelas : X PH2

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Post-Test

My neighbor has a daughter name Sila, for a 3 years old kid, she is talkative and nosy but in an adorable way. She is cute, ~~cut~~ chubby brown haired little girl. At very young age. She is super caring and loving. She also loves it when people takes her photo.

Sila is a bron in november 2019 and currently 3 years old. She is a bron in wonogiri, and he now lives in Pracimantoro his favorite color is blue, he also likes to play cooking.

She has straight hair she is a funny and cute girl. She is 3 years old. I often play with her in the afternoon so she is happy, usually I feed her with porridge and milk. I really enjoy playing with him because he is very funny. every time I go to his house he calls me ms. Pen which makes me happy.

RUBRIC SCORE FOR WRITING DESCRIPTIVE TEXT

NAME : *Venny Nurika*
 CLASS : *X APh 2 Post Test*

ASPECT	SCORE	PERFORMANCE DESCRIPTIVE	WEIGHT
Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic	3x
	3	the topic is complete and clear but the details are almost relating to the topic	
	2	the topic is complete and clear but the details are not relating to the topic	
	1	the topic is not clear and the details are not relating to the topic	
Organization (O) 20 % -identification - description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connective	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20 % Use present tense agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15 %	4	Effective choice of words and word forms	1,5x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge or words, word forms, and not understandable	
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors spelling, punctuation and capitalization	

$$\text{SCORE} = \frac{9 + 20 + 2 \times 6 + 1,5 \times 6 + 1,5 \times 6}{40} \times 100 = 88$$

LEMBAR JAWAB SISWA
TEST WRITING DESCRIPTIVE TEXT

Nama Siswa : Eisa Ayu R. Nilai
Kelas : X-PH 2

Post-Test

My Peach Boy Jeong Jaehyun

Jeong Jaehyun is the main Vocalist of a K-Pop group called NCT. his real name is Jeong Jaehyun and he was born on the 14th of Februari in 1997 (Jaehyun hangul name : 정재현). he has very white skin which makes him called "Casper", he has an ideal body proportion, he has very deep dimples on his chubby cheeks and they are clearly visible when he smiles, most of his fans often call him "Peach" because of his ^{POSSY} rosy cheeks. he also has a lot of talents - he can sing, rap, and dance well he is also good at sports and playing musical instruments such as piano, he is also adept at cooking meat so that he has a nickname "Jung Jaeryuk" which means meat.

Jaehyun is my favorite idol and my favorite boy, he often sends sweet messages and often encourages his fans in bubble chat the song lyrics he makes are also beautiful, he makes me laugh when watching the NCT daily or NCT show, he is one of the reasons to get excited about the day gives a lot of motivation well, going to his concert and meeting him is one of the dreams he gave me, he's kind, he's great, and i like everything about him even though i've never met him in person. Jaehyun is my favorite part of my story life.

Recently he just released a new album titled perfume together with two NCT members named Kim Doyoung and Kim Jungwoo.

RUBRIC SCORE FOR WRITING DESCRIPTIVE TEXT

NAME : Elsa Ayu Polmadani

CLASS : X Aph 2 . Post Test

ASPECT	SCORE	PERFORMANCE DESCRIPTIVE	WEIGHT
Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic	3x
	3	the topic is complete and clear but the details are almost relating to the topic	
	2	the topic is complete and clear but the details are not relating to the topic	
	1	the topic is not clear and the details are not relating to the topic	
Organization (O) 20 % -identification - description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connective	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20 % Use present tense agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15 %	4	Effective choice of words and word forms	1,5x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge or words, word forms, and not understandable	
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors spelling, punctuation and capitalization	

$$\text{SCORE} = \frac{12 + 8 + 6 + 6 + 4.5}{3C + 2O + 2G + 1.5V + 1.5M} \times 100 = 91$$

LEMBAR JAWAB SISWA
TEST WRITING DESCRIPTIVE TEXT

Nama Siswa : Eisa ayu r Nilai
Kelas : X-PH2

Jeong Jaehyun

Jeong Jaehyun is the main vocalist of a K-POP group called NCT. he was born on the 14th of February 1997. he has very white skin which makes him called "Casper". he has an ideal body proportion. he has very deep dimples on his chubby cheeks and they are clearly visible when he smiles. most of his fans often call him "Peach" because of his rosy cheeks. he also has a lot of talent: he can sing, rap, and dance well. he is also good at sports and playing musical instruments such as piano. he is also adept at cooking meat so that he has a nickname "Jung Jaehyun" which means meat.

Jeong Jaehyun is my favorite boy. he often sends sweet messages and often encourages his fans in bubble chat. the song lyrics he makes are also beautiful. he makes me laugh when watching the NCT daily or NCT show. he is one of the reasons to get excited about the day. gives a lot of motivation well. going to his concert and meeting him is one of the dreams he gave me. he's kind, he's great, and i like everything about him even though i've never met him in person.

RUBRIC SCORE FOR WRITING DESCRIPTIVE TEXT

NAME : Elsa Ayu Purnadewi

CLASS : X APh 2. Pre-Test.

ASPECT	SCORE	PERFORMANCE DESCRIPTIVE	WEIGHT
Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic	3x
	3	the topic is complete and clear but the details are almost relating to the topic	
	2	the topic is complete and clear but the details are not relating to the topic	
	1	the topic is not clear and the details are not relating to the topic	
Organization (O) 20 % -identification - description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connective	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20 % Use present tense agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15 %	4	Effective choice of words and word forms	1,5x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge or words, word forms, and not understandable	
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors spelling, punctuation and capitalization	

$$\text{SCORE} = \frac{12 + 8 + 4 + 6 + 9,5}{40} \times 100 = 86$$

LEMBAR JAWAB SISWA
TEST WRITING DESCRIPTIVE TEXT

Nama Siswa : David Rivaldo Nilai
Kelas : X IPA

Pre - TEST

AVOCADO

Avocado is a fruit that is high in fiber and various vitamins which are good for health. Avocado has a distinctive taste that is different from fruit in general because it is not too sweet.

There are many types of avocado the difference is usually the quality of the flesh or the content of the fruit. Avocado are very delicious when used as a mixture of drink. Jukes or avocado shaker.

RUBRIC SCORE FOR WRITING DESCRIPTIVE TEXT

NAME : David Rivaldo
 CLASS : X Aph 2 Pre-Test.

ASPECT	SCORE	PERFORMANCE DESCRIPTIVE	WEIGHT
Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic	3x
	3	the topic is complete and clear but the details are almost relating to the topic	
	2	the topic is complete and clear but the details are not relating to the topic	
	1	the topic is not clear and the details are not relating to the topic	
Organization (O) 20 % -identification - description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connective	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20 % Use present tense agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15 %	4	Effective choice of words and word forms	1,5x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge or words, word forms, and not understandable	
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors spelling, punctuation and capitalization	

$$\text{SCORE} = \frac{3C + 4O + 4G + 1,5V + 1,5M}{40} \times 100 = 42$$

LEMBAR JAWAB SISWA
TEST WRITING DESCRIPTIVE TEXT

Nama Siswa : David Rivado Nilai
Kelas : XPH 2

Post-Test

Avocado

Avocado is a fruit that is high in fiber and various vitamins ^{fruit} which are good for health. Avocado has a distinctive taste that is different from ~~fruit~~ fruit in general because it is not too sweet.

There are many types of avocado the difference is usually the quality of the flesh or the content of the fruit. Avocado are very delicious ^{when} used as a mixture of drink, juices or avocado shakes.

RUBRIC SCORE FOR WRITING DESCRIPTIVE TEXT

NAME : David Rivaldo

CLASS : X Aph 2 Post-Test

ASPECT	SCORE	PERFORMANCE DESCRIPTIVE	WEIGHT
Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic	3x
	3	the topic is complete and clear but the details are almost relating to the topic	
	2	the topic is complete and clear but the details are not relating to the topic	
	1	the topic is not clear and the details are not relating to the topic	
Organization (O) 20 % -identification - description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connective	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20 % Use present tense agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15 %	4	Effective choice of words and word forms	1,5x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge or words, word forms, and not understandable	
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors spelling, punctuation and capitalization	

$$\text{SCORE} = \frac{3 \times 30 + 4 \times 20 + 2 \times 20 + 1,5 \times 15 + 1,5 \times 15}{40} \times 100 = 72$$

LEMBAR JAWAB SISWA
TEST WRITING DESCRIPTIVE TEXT

Nama Siswa : Bina Asmorowati Nilai
Kelas : 10 Perhotelan 2

Pre-test

My Favorite Fruit

Watermelon fruit is an annual plant that grows vines up to 3-5 meters long. The stem is soft, faceted, hairy and reaches 1.5-5 meters in length. Watermelon leaves are alternate, stemmed, the leaves are wide and hairy, finger-like, with a pointed tip.

RUBRIC SCORE FOR WRITING DESCRIPTIVE TEXT

NAME : *Bina Asmorowati*

CLASS : *X Aph 2* *Pre-Test* *post*

ASPECT	SCORE	PERFORMANCE DESCRIPTIVE	WEIGHT
Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic	3x
	3	the topic is complete and clear but the details are almost relating to the topic	
	2	the topic is complete and clear but the details are not relating to the topic	
	1	the topic is not clear and the details are not relating to the topic	
Organization (O) 20 % -identification - description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connective	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20 % Use present tense agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15 %	4	Effective choice of words and word forms	1,5x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge or words, word forms, and not understandable	
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors spelling, punctuation and capitalization	

$$\text{SCORE} = \frac{3 \cdot 3 + 2 \cdot 6 + 2 \cdot 6 + 1,5 \cdot 3 + 1,5 \cdot 3}{40} \times 100 = 50$$

LEMBAR JAWAB SISWA
TEST WRITING DESCRIPTIVE TEXT

Nama Siswa : Bina Asmorowati Nilai
Kelas : X-PH 2

Post-Test

My Idol Park Jimin

Park Ji-Min, Popularity called Jimin, is a South Korean dancer and singer. He is one of the members of the popular K-pop group BTS. Jimin made his debut in 2013 as BTS. He is famous for being a singer and dancer. He is also a song writer.

Jimin was born on October 13, 1995 and is currently 28 years old. His zodiac sign is Libra. He was born in Busan, South Korea and is South Korean by birth. Ji-Min has a A blood type.

Jimin is the oldest child in the family. Aside from his father and mother, he also has a younger brother named Park Jihyun, who was born in the year 1997.

RUBRIC SCORE FOR WRITING DESCRIPTIVE TEXT

NAME : Bina Asmorawati

CLASS : X APh 2 Post-Test.

ASPECT	SCORE	PERFORMANCE DESCRIPTIVE	WEIGHT
Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic	3x
	3	the topic is complete and clear but the details are almost relating to the topic	
	2	the topic is complete and clear but the details are not relating to the topic	
	1	the topic is not clear and the details are not relating to the topic	
Organization (O) 20 % -identification - description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connective	
Grammar (G) 20 % Use present tense agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
Vocabulary (V) 15 %	4	Effective choice of words and word forms	1,5x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge or words, word forms, and not understandable	
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors spelling, punctuation and capitalization	

$$\begin{array}{ccccccc}
 & 9 & 6 & 6 & 4,5 & 3 & \\
 \text{SCORE} = & \frac{3C + 20 + 2G + 1,5V + 1,5M}{40} \times 100 = 71
 \end{array}$$

LEMBAR JAWAB SISWA
TEST WRITING DESCRIPTIVE TEXT

Nama Siswa : Ayu triha sari _____ Nilai
Kelas : X - PH 2 _____

Identification

My Rabbit

I have a rabbit. His fur is white and has black spots. He has long ears and a short tail. He also has cute red big eyes! My rabbit likes to eat carrots and other vegetables. When I release my rabbit out of his cage he used to jump everywhere and hard to catch. So, I could just put him on his cage because I'm afraid that he might running away. I don't wanna lost my rabbit because I love him every much.

RUBRIC SCORE FOR WRITING DESCRIPTIVE TEXT

NAME : Ayu Pri Habeani

CLASS : X Aphi 2. Pre-Test.

ASPECT	SCORE	PERFORMANCE DESCRIPTIVE	WEIGHT
Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic	3x
	3	the topic is complete and clear but the details are almost relating to the topic	
	2	the topic is complete and clear but the details are not relating to the topic	
	1	the topic is not clear and the details are not relating to the topic	
Organization (O) 20 % -identification - description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connective	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20 % Use present tense agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15 %	4	Effective choice of words and word forms	1,5x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge or words, word forms, and not understandable	
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors spelling, punctuation and capitalization	

$$9 + 4 + 5 + 4,5 + 3 \times 100 = \frac{26,5}{40} \times 100$$

$$\text{SCORE} = \frac{3C + 2O + 2G + 1,5V + 1,5M}{40} \times 100$$

LEMBAR JAWAB SISWA
TEST WRITING DESCRIPTIVE TEXT

Nama Siswa : Ayu Ichab Sari Nilai
Kelas : X - PH 2

Post-test

My rabbit named Minni

I have a rabbit named Minni. My rabbit is female, his fur is white and has black spots. He has long ears and a short tail. He also has cute red big eyes! My rabbit likes to eat carrot and other vegetables. When I release my rabbit out of his cage, he used to jump everywhere and hard to catch. So I could just put him ⁱⁿ his cage because I'm afraid ~~that~~ he might ~~turning~~ away. I don't ~~wanna~~ ^{want to lose} ~~lose~~ my rabbit because I love him every much.

RUBRIC SCORE FOR WRITING DESCRIPTIVE TEXT

NAME : Ayu Tri Habrani
 CLASS : X Aph 2 Post-Test

ASPECT	SCORE	PERFORMANCE DESCRIPTIVE	WEIGHT
Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic	3x
	3	the topic is complete and clear but the details are almost relating to the topic	
	2	the topic is complete and clear but the details are not relating to the topic	
	1	the topic is not clear and the details are not relating to the topic	
Organization (O) 20 % -identification - description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connective	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20 % Use present tense agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15 %	4	Effective choice of words and word forms	1,5x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge or words, word forms, and not understandable	
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors spelling, punctuation and capitalization	

$$9 + 4 + 6 + 4,5 + 4,5 \times 100 = 28 \times 100 = 70$$

$$\text{SCORE} = \frac{3C + 2O + 2G + 1,5V + 1,5M}{40} \times 100$$

70

Appendix 8

Frequency Distribution

FREQUENCY STATISTIC

		Statistics			
		PreExp	PostExp	PreCtrl	PostCtrl
N	Valid	30	30	30	30
	Missing	0	0	0	0
Mean		60,00	83,10	51,17	66,03
Std. Error of Mean		2,456	2,090	1,927	2,669
Median		60,50	83,00	48,50	67,50
Mode		58 ^a	75 ^a	43	50
Std. Deviation		13,452	11,445	10,554	14,618
Variance		180,966	130,990	111,385	213,689
Range		61	46	49	55
Minimum		29	54	25	41
Maximum		90	100	74	96
Sum		1800	2493	1535	1981

a. Multiple modes exist. The smallest value is shown

FREQUENCY TABLE

		PreExp			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	29	1	3,3	3,3	3,3
	40	1	3,3	3,3	6,7
	41	1	3,3	3,3	10,0
	45	1	3,3	3,3	13,3
	46	1	3,3	3,3	16,7
	48	1	3,3	3,3	20,0
	49	1	3,3	3,3	23,3
	50	2	6,7	6,7	30,0
	51	1	3,3	3,3	33,3
	54	1	3,3	3,3	36,7
	58	3	10,0	10,0	46,7
	60	1	3,3	3,3	50,0
	61	1	3,3	3,3	53,3
	63	2	6,7	6,7	60,0
	66	2	6,7	6,7	66,7
	70	3	10,0	10,0	76,7
	71	2	6,7	6,7	83,3
	74	2	6,7	6,7	90,0
	75	1	3,3	3,3	93,3
	79	1	3,3	3,3	96,7
90	1	3,3	3,3	100,0	
Total		30	100,0	100,0	

PostExp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54	1	3,3	3,3	3,3
	61	1	3,3	3,3	6,7
	68	1	3,3	3,3	10,0
	74	2	6,7	6,7	16,7
	75	4	13,3	13,3	30,0
	78	1	3,3	3,3	33,3
	79	2	6,7	6,7	40,0
	80	1	3,3	3,3	43,3
	81	1	3,3	3,3	46,7
	83	2	6,7	6,7	53,3
	84	2	6,7	6,7	60,0
	88	1	3,3	3,3	63,3
	90	2	6,7	6,7	70,0
	91	3	10,0	10,0	80,0
	95	2	6,7	6,7	86,7
	100	4	13,3	13,3	100,0
	Total		30	100,0	100,0

PreCtrl

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25	1	3,3	3,3	3,3
	36	1	3,3	3,3	6,7
	42	2	6,7	6,7	13,3
	43	4	13,3	13,3	26,7
	45	2	6,7	6,7	33,3
	46	2	6,7	6,7	40,0
	48	3	10,0	10,0	50,0
	49	1	3,3	3,3	53,3
	50	2	6,7	6,7	60,0
	55	2	6,7	6,7	66,7
	58	1	3,3	3,3	70,0
	59	2	6,7	6,7	76,7
	61	2	6,7	6,7	83,3
	63	1	3,3	3,3	86,7
	66	3	10,0	10,0	96,7
	74	1	3,3	3,3	100,0
	Total	30	100,0	100,0	

		PostCtrl			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	41	1	3,3	3,3	3,3
	47	1	3,3	3,3	6,7
	48	1	3,3	3,3	10,0
	50	3	10,0	10,0	20,0
	51	1	3,3	3,3	23,3
	52	1	3,3	3,3	26,7
	55	1	3,3	3,3	30,0
	56	1	3,3	3,3	33,3
	59	2	6,7	6,7	40,0
	60	1	3,3	3,3	43,3
	66	1	3,3	3,3	46,7
	67	1	3,3	3,3	50,0
	68	1	3,3	3,3	53,3
	69	2	6,7	6,7	60,0
	70	1	3,3	3,3	63,3
	71	1	3,3	3,3	66,7
	72	1	3,3	3,3	70,0
	74	2	6,7	6,7	76,7
	78	1	3,3	3,3	80,0
	79	1	3,3	3,3	83,3
	83	1	3,3	3,3	86,7
	86	1	3,3	3,3	90,0
	88	1	3,3	3,3	93,3
93	1	3,3	3,3	96,7	
96	1	3,3	3,3	100,0	
Total		30	100,0	100,0	

Appendix 9

Normality Test

NORMALITY TEST

Case Processing Summary

	Class	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Result	PreExp	30	100,0%	0	0,0%	30	100,0%
	PostExp	30	100,0%	0	0,0%	30	100,0%
	PreCtrl	30	100,0%	0	0,0%	30	100,0%
	PostCtrl	30	100,0%	0	0,0%	30	100,0%

Descriptives

	Class	Statistic	Std. Error	
Result	PreExp	Mean	60,00	
		95% Confidence Interval for Mean		
		Lower Bound	54,98	
		Upper Bound	65,02	
		5% Trimmed Mean	60,06	
		Median	60,50	
		Variance	180,966	
		Std. Deviation	13,452	
		Minimum	29	
		Maximum	90	
		Range	61	
		Interquartile Range	21	
		Skewness	-,120	,427
		Kurtosis	-,104	,833
			PostExp	Mean
95% Confidence Interval for Mean				
Lower Bound	78,83			
Upper Bound	87,37			
5% Trimmed Mean	83,65			
Median	83,00			
Variance	130,990			
Std. Deviation	11,445			
Minimum	54			
Maximum	100			
Range	46			

	Interquartile Range		16	
	Skewness		-,441	,427
	Kurtosis		,181	,833
PreCtrl	Mean		51,17	1,927
	95% Confidence Interval for	Lower Bound	47,23	
	Mean	Upper Bound	55,11	
	5% Trimmed Mean		51,30	
	Median		48,50	
	Variance		111,385	
	Std. Deviation		10,554	
	Minimum		25	
	Maximum		74	
	Range		49	
	Interquartile Range		17	
	Skewness		,021	,427
	Kurtosis		,163	,833
PostCtrl	Mean		66,03	2,669
	95% Confidence Interval for	Lower Bound	60,57	
	Mean	Upper Bound	71,49	
	5% Trimmed Mean		65,70	
	Median		67,50	
	Variance		213,689	
	Std. Deviation		14,618	
	Minimum		41	
	Maximum		96	
	Range		55	
	Interquartile Range		23	
	Skewness		,297	,427
	Kurtosis		-,719	,833

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Result	PreExp	,105	30	,200*	,986	30	,949
	PostExp	,113	30	,200*	,955	30	,228
	PreCtrl	,144	30	,114	,962	30	,352
	PostCtrl	,098	30	,200*	,965	30	,418

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Appendix 10

Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	2,431	1	58	,124
Treatment	Based on Median	2,257	1	58	,138
	Based on Median and with adjusted df	2,257	1	56,075	,139
	Based on trimmed mean	2,469	1	58	,122

Appendix 11

Hypothesis Test

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	PostExp	30	83,10	11,445	2,090
	PostCtrl	30	66,03	14,618	2,669

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Res Equal variances assumed	2,431	,124	5,035	58	,000	17,067	3,390	10,282	23,852
Equal variances not assumed			5,035	54,843	,000	17,067	3,390	10,273	23,860

Appendix 12

Readability

Nama : Regi - A.
Kelas : X IPI 2

READIBILITY

NO	QUESTION	YES	NO
1	Do you understand the test instructions?	✓	
2	Is the approach to answering the test comprehensible?	✓	
3	Is the type of essay to be written in the test clearly stated?	✓	
4	Is the required organization of the essay understandable?	✓	
5	Are the topics interesting?	✓	
6	Is the allocated time for the test sufficient?	✓	

Nama : Khaila Raizza N.H
Kelas : X PH2

READIBILITY

NO	QUESTION	YES	NO
1	Do you understand the test instructions?	✓	
2	Is the approach to answering the test comprehensible?	✓	
3	Is the type of essay to be written in the test clearly stated?	✓	
4	Is the required organization of the essay understandable?	✓	
5	Are the topics interesting?		✓
6	Is the allocated time for the test sufficient?	✓	

Nama : Aulia Maharani
Kelas : X-Ph 2

READIBILITY

NO	QUESTION	YES	NO
1	Do you understand the test instructions?	✓	
2	Is the approach to answering the test comprehensible?	✓	
3	Is the type of essay to be written in the test clearly stated?	✓	
4	Is the required organization of the essay understandable?	✓	
5	Are the topics interesting?	✓	
6	Is the allocated time for the test sufficient?		✓

Nama : Aldiva Sabria
Kelas : X PERHOTELAN 2

READIBILITY

NO	QUESTION	YES	NO
1	Do you understand the test instructions?	✓	
2	Is the approach to answering the test comprehensible?	✓	
3	Is the type of essay to be written in the test clearly stated?	✓	
4	Is the required organization of the essay understandable?	✓	
5	Are the topics interesting?	✓	
6	Is the allocated time for the test sufficient?	✓	

Nama : *Tristan*
Kelas : *X-PH 1*

READIBILITY

NO	QUESTION	YES	NO
1	Do you understand the test instructions?	✓	
2	Is the approach to answering the test comprehensible?	✓	
3	Is the type of essay to be written in the test clearly stated?	✓	
4	Is the required organization of the essay understandable?	✓	
5	Are the topics interesting?		✓
6	Is the allocated time for the test sufficient?	✓	

Nama : Yusuf Priyarto
Kelas : X-PM1

READIBILITY

NO	QUESTION	YES	NO
1	Do you understand the test instructions?	✓	
2	Is the approach to answering the test comprehensible?	✓	
3	Is the type of essay to be written in the test clearly stated?	✓	
4	Is the required organization of the essay understandable?	✓	
5	Are the topics interesting?	✓	
6	Is the allocated time for the test sufficient?	✓	

Nama : Clara Salsabila A.
Kelas : X Perhotelan 1

READIBILITY

NO	QUESTION	YES	NO
1	Do you understand the test instructions?	✓	
2	Is the approach to answering the test comprehensible?	✓	
3	Is the type of essay to be written in the test clearly stated?	✓	
4	Is the required organization of the essay understandable?	✓	
5	Are the topics interesting?	✓	
6	Is the allocated time for the test sufficient?	✓	

Nama : Amelisa Putri Anggraeni
Kelas : X PH 1

READIBILITY

NO	QUESTION	YES	NO
1	Do you understand the test instructions?	✓	
2	Is the approach to answering the test comprehensible?	✓	
3	Is the type of essay to be written in the test clearly stated?	✓	
4	Is the required organization of the essay understandable?	✓	
5	Are the topics interesting?	✓	
6	Is the allocated time for the test sufficient?	✓	

Appendix 13
Photography of The Research

PHOTOGRAPHY OF THE RESEARCH









Appendix 14
Letter of Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA
FAKULTAS ADAB DAN BAHASA

Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774
Website : www.uinsaid.ac.id E-mail : fab.iainsurakarta@gmail.com

Nomor : B-1639/Un.20/F.V/PP.00.9/04/2023

11 April 2023

Lamp. : -

Perihal : **Permohonan Izin Penelitian**

Kepada Yth.

Kepala SMK N 1 Pracimantoro

di

Tempat

Assalamu'alaikum Wr. Wb.

Yang bertandatangan di bawah ini Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta memohon ijin atas:

Nama : **GANANG ALIF SYAHRONI**

NIM : 196121269

Program Studi : Pendidikan Bahasa Inggris

Semester : 8

Judul Skripsi : THE EFFECTIVENESS OF CLUSTERING TECHNIQUE TOWARD STUDENT'S WRITING DESCRIPTIVE TEXT AT TENTH GRADE SMK N 1 PRACIMANTORO IN THE SECOND SEMESTER OF THE ACADEMIC YEAR 2022/2023

Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin.

Adapun waktu penelitian pada tanggal 1 Mei 2023 sampai tanggal 16 Mei 2023.

Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.



Dekan,
Prof. Dr. Toto Suharto, S.Ag., M.Ag.
NIP. 19710403 199803 1 005