

Appendix 1

Syllabus

Bahasa Inggris Umum

Satuan Pendidikan : SMA/MA
 Kelas : X (Sepuluh)
 Kompetensi Inti :

- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, 	- Menyimak dan menirukan guru membacakan teks deskriptif sederhana

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>4.4 Teks deskriptif</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>mengkritik, dsb.</p> <ul style="list-style-type: none"> • Struktur Teks <p>Dapat mencakup</p> <ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan <ul style="list-style-type: none"> - Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti <i>quite</i>, <i>very</i>, <i>extremely</i>, <i>dst.</i> - Kalimat deklaratif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, 	<p>tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar.</p> <ul style="list-style-type: none"> - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<p><i>those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain</p> <ul style="list-style-type: none"> - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat. - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya.

Appendix 2

LESSON PLAN

Name of Education Unit	: SMA Immanuel Sintang
Subjects or Themes/Subthemes	: English
Class/Semester	: X/I
Subject matter	: Written a simple descriptive text about destination place
Time Allocation	: 4 X 45 Minutes

A. Core Competencies

KI-1: Appreciate and practice the teachings of their religion

KI-2: Living and practicing honest, disciplined, responsible, caring behavior (mutual cooperation, cooperation, tolerance, peace), polite, responsive and pro-active and showing attitudes as part of the solution to various problems in interacting effectively with the social and natural environment as well as in placing oneself as a reflection of the nation in the association of the world

KI-3: Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, state, and civilization related to the causes of phenomena and events, as well as apply procedural knowledge in the field of study specific according to their talents and interests to solve problems.

KI-4: Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what they learn in school independently, and being able to use methods according to scientific rules

B. Basic competencies and indicators of competency achievement:

Basic competencies	Indicators of Competence Achievement
3.4 Distinguishing social functions, text structures, and language features of oral and written descriptive text by giving and asking for information related to destination place and famous historical buildings, short and simple, according to the context of their use	<p>3.4.1 Understanding social functions, text structures, and language features of written descriptive texts by giving and asking for information related to destination place, short and simple, according to the context of their use</p> <p>3.4.2 Identifying the social functions, text structures, and language features of written descriptive text by giving and asking for information related to destination place, short and simple, according to the context of their use</p>
4.4 Descriptive text	<p>4.4.1 Capturing contextual meaning related to social functions, text structure, and language features of short and simple written descriptive text related to destination place</p> <p>4.4.2 Compose written descriptive text, short and simple, related to destination place, pay attention to social functions, text structures, and language features correctly and relate to the context</p>

C. Learning Objectives

Students are able to understand, identify, capturing the meaning and make simple written descriptive text about destination place, pay attention of the purpose, structure of the text, and language features, correctly and in context.

D. Learning Materials

1. Social Functions

Boast, sell, introduce, identify, criticize, etc.

2. Text Structure (main idea and detailed information)

- Identification (the whole name and part)
- Characteristics (size, color, quantity, shape, etc.)
- Functions, benefits, actions, habits

3. Language Features

- Vocabulary and terms related to famous destination place
- Adverbs related to traits such as quite, very, extremely, etc.
- Declarative and interrogative sentences in the correct tense
- Singular and plural nouns correctly, with or without a, the, this, those, my, their, etc.
- Speech, word stress, intonation, spelling, punctuation and handwriting

4. Topic

Description of destination place and historical buildings that can foster behavior contained in core competencies

Meeting	Learning Material
1	Explanation about descriptive text

E. Learning Method

Scientific-based learning by involving the clustering technique

F. Media, Tools, and Learning Resources

- a. Media : White board**
- b. Tools : Laptop, whiteboard marker**
- c. Learning Resources : LKS, internet**

G. Learning Activities

Pre-activity (15 minutes)	Description
<ul style="list-style-type: none"> - Students greet the teacher - Students are prepared to follow the learning process with one person leading the prayer. - Students' attendance list checked by the teacher - Students are motivated contextually according to the benefits of learning from the material to be delivered. - Students listen to explanation about the learning purpose, competencies, and characters that must be achieved. 	
While-activity (60 minutes)	
<ul style="list-style-type: none"> - Brainstorming: question and answer with students which has the relation with the material to be delivered - Students listen to the explanation of descriptive text - Students pay attention to the example of descriptive text in the form of a clustering technique - Students are asked to read the example given by the teacher - Students are guided by the teacher to identify and classify the generic structure and language features of the descriptive text - Students listen to the emphasis again on how to make descriptive text using the clustering technique - Students are given the opportunity to ask questions if something is not clear. 	
Post-activity (15 minutes)	

<ul style="list-style-type: none"> - Students conclude the material guided by the teacher - Students give the feedback by the teacher - Students listen to the information about the next meeting. - Students lead the prayer 	
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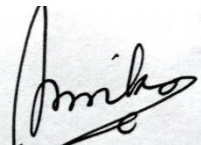
H. Rating

1. Assessment techniques through observation, writing, assignments, practice
2. Assessment instrument (attached)

Sintang, 24th August 2022

Knowing:

English Subject Teacher



Rosmaika Rajaguguk, S.Pd
NUPTK. 0135752653130083

Researcher



Jimmy Octavia
NIM. 180207067

Meeting	Learning Material
2	Written a simple and short descriptive text about famous destination

A. Learning Method

Scientific-based learning by involving the clustering technique

B. Media, Tools, and Learning Resources

a. Media : White board

b. Tools : Laptop, whiteboard marker

c. Learning Resources : LKS, internet

C. Learning Activities

Pre-activity (15 minutes)	Description
<ul style="list-style-type: none"> - Students greet the teacher - Students are prepared to follow the learning process with one person leading the prayer. - Students' attendance list checked by the teacher - Students are motivated contextually according to the benefits of learning from the material to be delivered. - Students listen to the explanation about the learning purpose, competencies, and characters that must be achieved. 	
While-activity (60 minutes)	
<ul style="list-style-type: none"> - Brainstorming: students review the previous material about descriptive text - Students discuss about general language structure and generic structure of descriptive text - Students prepare to make descriptive text using clustering technique in a piece of paper - Students draw a circle on the middle of the paper and write their topic - Students draw and connect their cluster with circles and lines. 	

<ul style="list-style-type: none"> - Students write their ideas, facts, and example related to the topic inside the circles - Students guide by the teacher - Students make descriptive text about famous destination place - Students have to write two paragraphs contain of identification and description - Students collect their work on the teacher's table 	
Post-activity (15 minutes)	
<ul style="list-style-type: none"> - Students conclude the material guided by the teacher - Students give the feedback by the teacher - Students listen to the information about the next meeting. - Students lead the prayer 	

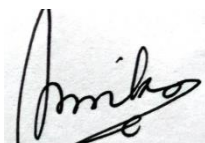
D. Rating

1. Assessment techniques through observation, writing, assignments, practice
2. Assessment instrument (attached)

Sintang, 31st August 2022

Knowing:

English Subject Teacher



Rosmaika Rajaguguk, S.Pd
NUPTK. 0135752653130083

Researcher



Jimmy Octavia
NIM. 180207067

Lesson Plan Attachment

a. Attitude Competency Assessment

1. Attitudes that are the focus of the assessment are honest, disciplined, responsible, caring, cooperative, tolerant, polite, responsive, and proactive.
2. Attitude Assessment Journal:

No	Day and Date	Students name	Class	Occurrence/behavior	Attitude points	Category		Follow-up
						+	-	

Note: The results of the attitude assessment in the journal will be recapitulated in one semester and submitted to the homeroom teacher, to be considered in the attitude assessment in the report card (supporting attitude assessments from PAK teacher and PPKN teacher).

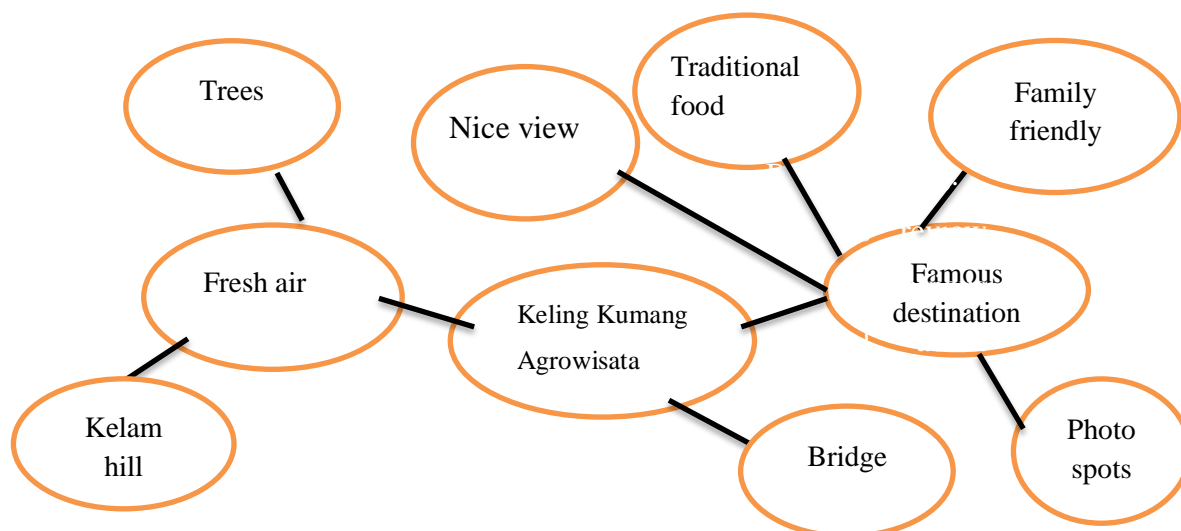
b. Knowledge Competency Assessment

No	IPK	Technique	Format	Instrument
	3.4.1 Understanding social functions, text structures, and language features of written descriptive texts by giving and asking for information related to destination place, short and simple, according to the context of their use	Assignment	Oral	Answer the questions
	3.4.2 Identifying the social functions, text structures, and language features of written descriptive text by giving and asking for information related to destination place, short and simple, according to the context of their use			

IPK instrument:

Read carefully the text below and answer the question correctly!

Keling Kumang Agrowisata



On this era there are a lot of famous destination places in Sintang. There is a place that I like the most the name is Keling Kumang Agrowisiata. It is located at Kelam Hill.

In Keling Kumang Agrowisiata there are a lot of photo spots and it is an instagramable place. There are a lot of trees that is why the air feels so fresh. Also, there are a lot of traditional foods from Dayak. Then, there is a bridge that will help the visitors to explore inside to see a lot of trees closer. It is a place that usually used for spending time with family, friends, and etc. Last it has nice view.

Oral question from the teacher:

1. What is the name of the place that discuss above?
2. What is the text talk about?
3. Find the generic structure of the text!
4. Find the language features of the text!
5. What kind of tenses that used on the text?

c. Skills Competency Assessment

No	IPK	Teknik and	Benefit	Instrument
	4.4.1 Capturing contextual meaning related to social	Observation	Work method	Writing Rubric (attached)

	functions, text structure, and language features of short and simple written descriptive text related to destination place			
	4.4.2 Compose written descriptive text, short and simple, related to destination place, pay attention to social functions, text structures, and language features correctly and relate to the context			

Writing Rubric

Component of Writing	Score	Indicators	Scale
Content 30%	4	The topic is complete and clear, and the details are related to the topic	X 7.5
	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 20%	4	Identification is complete and descriptions are arranged with proper connectives	
	3	Identification is almost complete and	

		descriptions are arranged with almost proper connectives	X 5
	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 connectives	
Grammar 20%	4	Very few grammatical or agreement inaccuracies	X 5
	3	Numerous grammatical or agreement inaccuracies	
	2	Few grammatical or agreement inaccuracies but not affected on meaning	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary 15%	4	Effective choice of words and word form	X 3,75
	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, words form, and not understandable	
Mechanics 15%	4	It uses correct spelling, punctuation, and capitalization	X 3,75
	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 of spelling, punctuation, and capitalization	

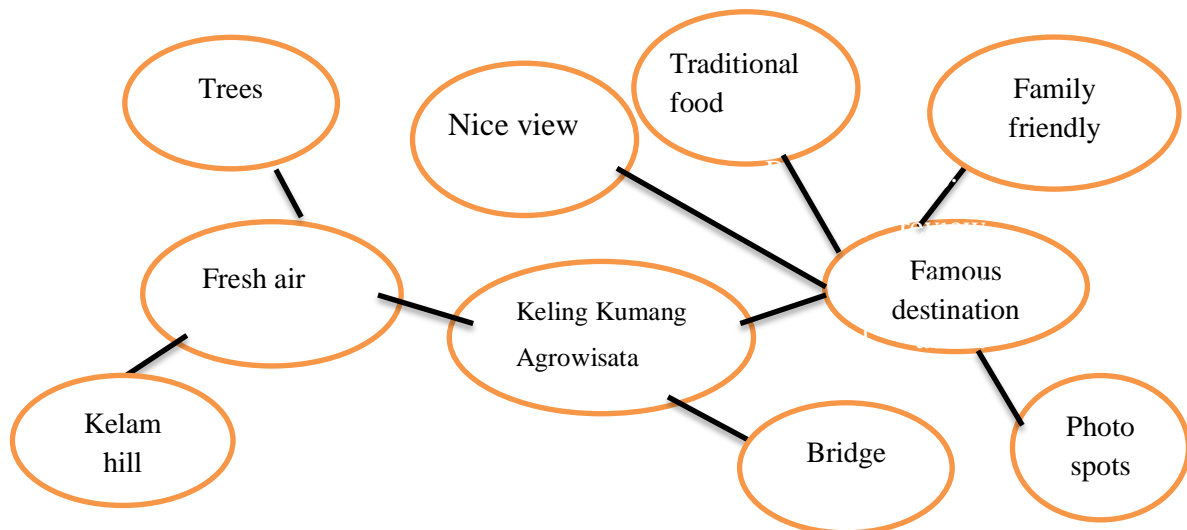
$$\text{Score} = C (\text{obtained score} \times 7.5) + O (\text{obtained score} \times 5) + G (\text{obtained score} \times 5) + V (\text{obtained score} \times 3.75) + M (\text{obtained score} \times 3.75)$$

Students' Worksheet

Exercise 1

Read carefully the text bellow and answer the question correctly!

Keling Kumang Agrowisata



On this era there are a lot of famous destination places in Sintang. There is a place that I like the most the name is Keling Kumang Agrowisiata. It is located at Kelam Hill.

In Keling Kumang Agrowisiata there are a lot of photo spots and it is an instagramable place. There are a lot of trees that is why the air feels so fresh. Also, there are a lot of traditional foods from Dayak. Then, there is a bridge that will help the visitors to explore inside to see a lot of trees closer. It is a place that usually used for spending time with family, friends, and etc. Last it has a nice view.

Oral question from the teacher:

1. What is the name of the place that discuss above?
2. What is the text talk about?
3. Find the generic structure of the text!
4. Find the language features of the text!
5. What kind of tenses that used on the text?

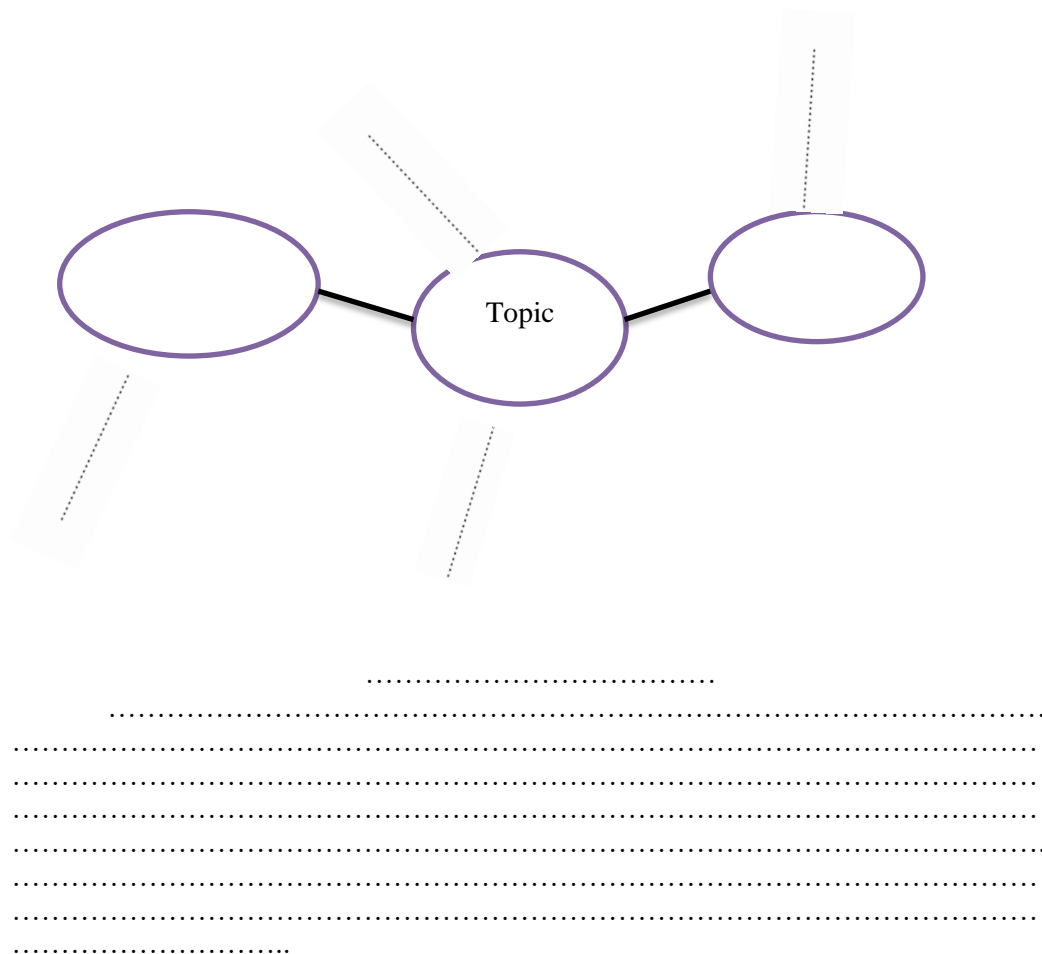
Exercise 2

Name :

Class/absent number :

Date :

Please write a simple descriptive text about famous destination by using clustering technique concept!

**Penilaian:**

Content : 30%

Organization : 20%

Grammar : 20%

Vocabulary : 15%

Mechanics : 15%

LESSON PLAN

Name of Education Unit	: SMA Immanuel Sintang
Subjects or Themes/Subthemes	: English
Class/Semester	: XB / I
Subject matter	: Written a simple descriptive text about destination place
Time Allocation	: 4 X 45 Minutes

A. Core Competencies

KI-1: Appreciate and practice the teachings of their religion

KI-2: Living and practicing honest, disciplined, responsible, caring behavior (mutual cooperation, cooperation, tolerance, peace), polite, responsive and pro-active and showing attitudes as part of the solution to various problems in interacting effectively with the social and natural environment as well as in placing oneself as a reflection of the nation in the association of the world

KI-3: Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, state, and civilization related to the causes of phenomena and events, as well as apply procedural knowledge in the field of study specific according to their talents and interests to solve problems.

KI-4: Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what they learn in school independently, and being able to use methods according to scientific rules

B. Basic competencies and indicators of competency achievement:

Basic competencies	Indicators of Competence Achievement
3.4 Distinguishing social functions, text structures, and language features of oral and written descriptive text by giving and asking for information related to destination place and famous historical buildings, short and simple, according to the context of their use	<p>3.4.1 Understanding social functions, text structures, and language features of written descriptive texts by giving and asking for information related to destination place, short and simple, according to the context of their use</p> <p>3.4.2 Identifying the social functions, text structures, and language features of written descriptive text by giving and asking for information related to destination place, short and simple, according to the context of their use</p>
4.5 Descriptive text	<p>4.5.1 Capturing contextual meaning related to social functions, text structure, and language features of short and simple written descriptive text related to destination place</p> <p>4.5.2 Compose written descriptive text, short and simple, related to destination place, pay attention to social functions, text structures, and language features correctly and relate to the context</p>

C. Learning Objectives

Students are able to understand, identify, capturing the meaning and make simple written descriptive text about destination place, pay attention of the purpose, structure of the text, and language features, correctly and in context.

D. Learning Materials

5. Social Functions

Boast, sell, introduce, identify, criticize, etc.

6. Text Structure (main idea and detailed information)

- Identification (the whole name and part)
- Characteristics (size, color, quantity, shape, etc.)
- Functions, benefits, actions, habits

7. Language Features

- Vocabulary and terms related to famous destination place
- Adverbs related to traits such as quite, very, extremely, etc.
- Declarative and interrogative sentences in the correct tense
- Singular and plural nouns correctly, with or without a, the, this, those, my, their, etc.
- Speech, word stress, intonation, spelling, punctuation and handwriting

8. Topic

Description of destination place and historical buildings that can foster behavior contained in core competencies

Meeting	Learning Material
1	Explanation about descriptive text

E. Learning Method

Scientific-based learning by involving the clustering technique

F. Media, Tools, and Learning Resources

- a. Media : White board
- b. Tools : Laptop, whiteboard marker, book.
- c. Learning Resources : LKS, internet,

G. Learning Activities

Pre-activity (15 minutes)	Description
<ul style="list-style-type: none"> - Students greet the teacher - Students are prepared to follow the learning process with one person leading the prayer. - Students' attendance list checked by the teacher - Students are motivated contextually according to the benefits of learning from the material to be delivered. - Students listen to explanation about the learning purpose, competencies, and characters that must be achieved. 	
While-activity (60 minutes)	
<ul style="list-style-type: none"> - Brainstorming: students are asked by the teacher what is descriptive text - Students listen to the explanation of descriptive text - Students are asked to make clustering technique in the whiteboard guide by the teacher - Students write the idea related to the topic in the whiteboard one by one - Students are guide by the teacher to make descriptive text in the whiteboard. - Students are asked to mention the language feature and language structure - Students are given the opportunity to ask questions if something is not clear. 	
Post-activity (15 minutes)	
<ul style="list-style-type: none"> - Students conclude the material guided by the teacher - Students give the feedback by the teacher 	

<ul style="list-style-type: none"> - Students listen to the information about the next meeting. - Students lead the prayer 	
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H. Rating

1. Assessment techniques through observation, writing, assignments, practice
2. Assessment instrument (attached)

Sintang, 7th September 2022

Knowing:

English Subject Teacher



Rosmaika Rajaguguk, S.Pd
NUPTK. 0135752653130083

Researcher



Jimmy Octavia
NIM. 180207067

Meeting	Learning Material
2	Written a simple and short descriptive text about famous destination and historical place

A. Learning Method

Scientific-based learning by involving the clustering technique

B. Media, Tools, and Learning Resources

a. **Media** : **White board**

b. **Tools** : **Laptop, whiteboard marker, book**

c. **Learning Resources** : **LKS, internet**

C. Learning Activities

Pre-activity (15 minutes)	Description
<ul style="list-style-type: none"> - Students greet the teacher - Students are prepared to follow the learning process with one person leading the prayer. - Students' attendance list checked by the teacher - Students are motivated contextually according to the benefits of learning from the material to be delivered. - Students listen to the explanation about the learning purpose, competencies, and characters that must be achieved. 	
While-activity (60 minutes)	
<ul style="list-style-type: none"> - Brainstorming: students recall the previous material about descriptive text - Students listen to teacher's short explanation - Students prepare a piece of paper to make descriptive text using clustering technique - Students draw a circle on the middle of the paper and write their topic - Students draw more circles and connect their idea with lines. - Students write their ideas, facts, and example related 	

<p>to the topic inside the circles</p> <ul style="list-style-type: none"> - Students guide by the teacher while make the text - Students make descriptive text about famous destination place and historical place - Students write two paragraphs contain of identification and description - Students collect their work on the teacher's table 	
Post-activity (15 minutes)	
<ul style="list-style-type: none"> - Students conclude the material guided by the teacher - Students give the feedback by the teacher - Students listen to the information about the next meeting. - Students lead the prayer 	

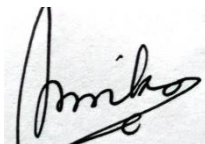
D. Rating

1. Assessment techniques through observation, writing, assignments, practice
2. Assessment instrument (attached)

Sintang, 14th September 2022

Knowing:

English Subject Teacher



Rosmaika Rajaguguk, S.Pd
NUPTK. 0135752653130083

Researcher



Jimmy Octavia
NIM. 180207067

Lesson Plan Attachment

a. Attitude Competency Assessment

3. Attitudes that are the focus of the assessment are honest, disciplined, responsible, caring, cooperative, tolerant, polite, responsive, and proactive.
4. Attitude Assessment Journal:

No	Day and Date	Students name	Class	Occurrence/behavior	Attitude points	Category		Follow-up
						+	-	

Note: The results of the attitude assessment in the journal will be recapitulated in one semester and submitted to the homeroom teacher, to be considered in the attitude assessment in the report card (supporting attitude assessments from PAK teacher and PPKN teacher).

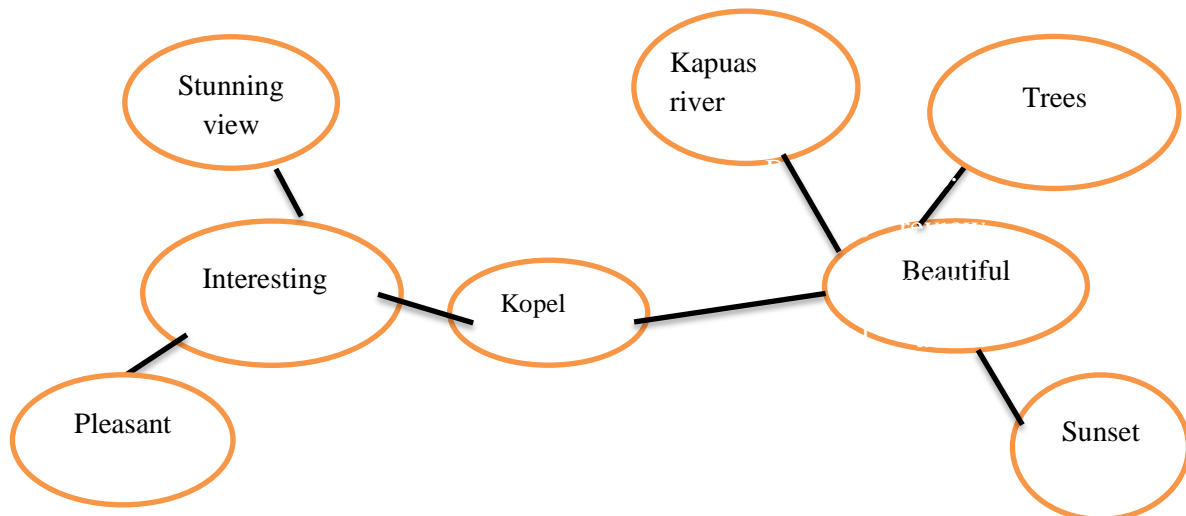
b. Knowledge Competency Assessment

No	IPK	Technique	Format	Instrument
2	<p>3.4.1 Understanding social functions, text structures, and language features of written descriptive texts by giving and asking for information related to destination place, short and simple, according to the context of their use</p> <p>3.4.2 Identifying the social functions, text structures, and language features of written descriptive text by giving and asking for information related to destination place, short and simple, according to the context of their use</p>	Assignment	Oral	Answer the questions

IPK instrument:

Read carefully the text bellow and answer the question correctly!

Kopel Park



My friend and I have the same favourite place. The name of that place is Kopel. It is located at Sintang.

Kopel is a beautiful place, we can see the sunset there. There are a lot of trees. Also, we can enjoy the view of the Kapuas River. It is an interesting place. Then, a pleasant place for killing time with anybody you want to. It has a stunning view.

Oral question from the teacher:

1. What is the name of the place that discuss above?
2. What is the text talk about?
3. Find the generic structure of the text!
4. Find the language features of the text!
5. What kind of tenses that used on the text?

c. Skills Competency Assessment

No	IPK	Teknik	Bentuk	Instrument
1	4.4.3 Capturing contextual meaning related to social functions, text structure, and language features of short and simple written descriptive text related to	Observation	Work method	Writing Rubric (attached)

	destination place			
4.4.4	Compose written descriptive text, short and simple, related to destination place, pay attention to social functions, text structures, and language features correctly and relate to the context			

Writing Rubric

Component of Writing	Score	Indicators	Scale
Content 30%	4	The topic is complete and clear, and the details are related to the topic	X 7.5
	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 20%	4	Identification is complete and descriptions are arranged with proper connectives	X 5
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few	

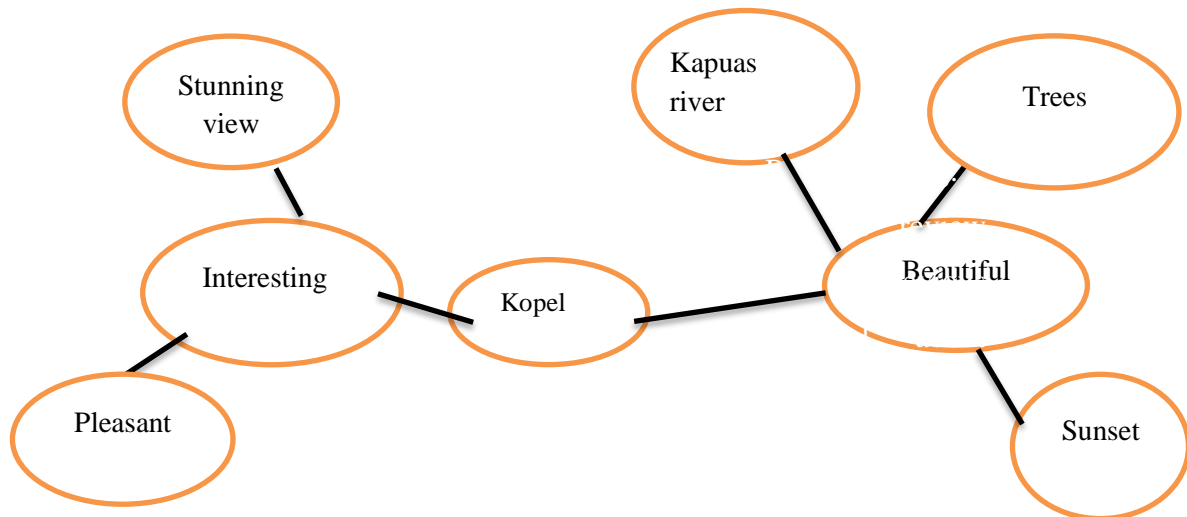
		misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse connectives	
Grammar 20%	4	Very few grammatical or agreement inaccuracies	X 5
	3	Numerous grammatical or agreement inaccuracies	
	2	Few grammatical or agreement inaccuracies but not affected on meaning	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary 15%	4	Effective choice of words and word form	X 3,75
	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, words form, and not understandable	
Mechanics 15%	4	It uses correct spelling, punctuation, and capitalization	X 3,75
	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 of spelling, punctuation, and capitalization	

Score = C (obtained score x 7.5) + O (obtained score x 5) + G (obtained score x 5) + V (obtained score x 3.75) + M (obtained score x 3.75)

Students' Worksheet

Exercise 1

Read carefully the text bellow and answer the question correctly!



My friend and I have the same favourite place. The name of that place is Kopel. It is located at Sintang.

Kopel is a beautiful place, we can see the sunset there. There are a lot of trees. Also, we can enjoy the view of the Kapuas River. It is an interesting place. Then, a pleasant place for killing time with anybody you want to. It has a stunning view.

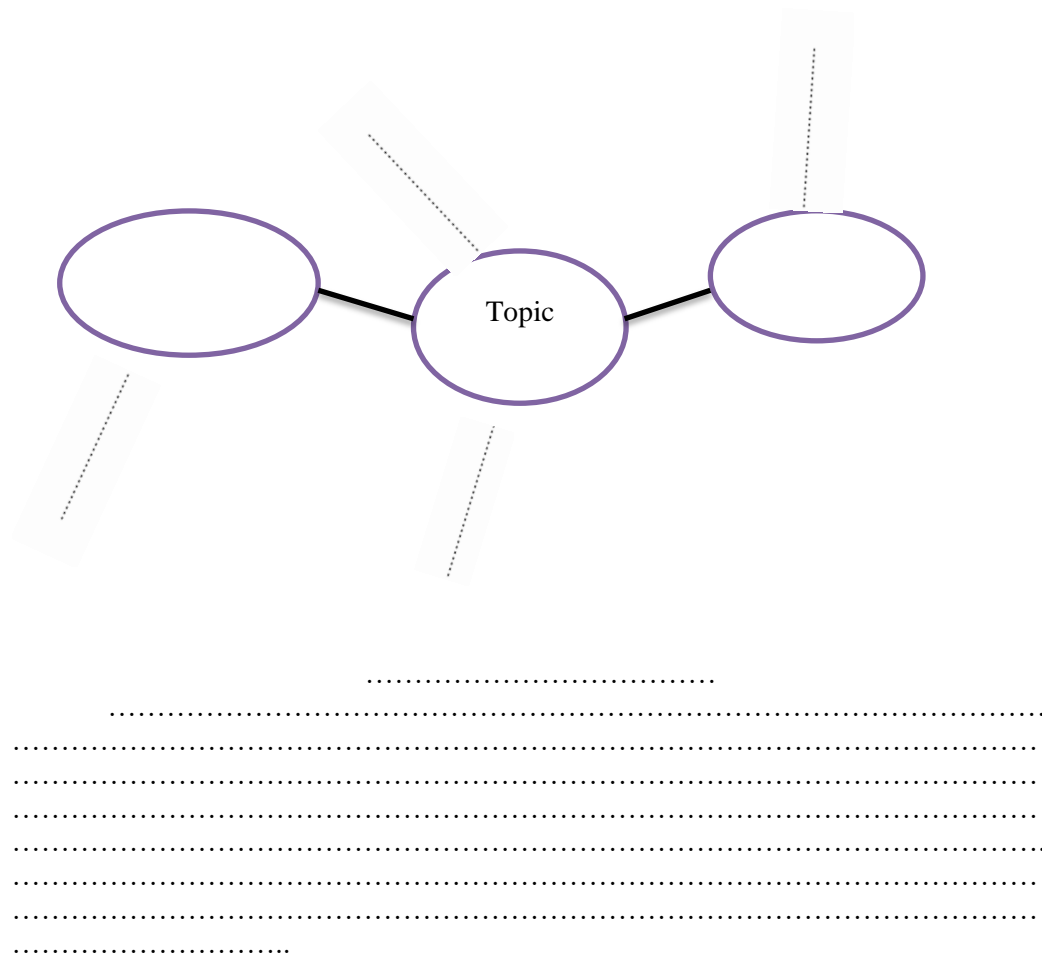
Oral question from the teacher:

1. What is the name of the place that discuss above?
2. What is the text talk about?
3. Find the generic structure of the text!
4. Find the language features of the text!
5. What kind of tenses that used on the text?

Exercise 2

Name :
 Class/absent number :
 Date :

Please write a simple descriptive text about famous destination by using clustering technique concept!

**Penilaian:**

Content : 30%
 Organization : 20%
 Grammar : 20%
 Vocabulary : 15%
 Mechanics : 15%

Appendix 3

The Result of Students Observation Sheets on the First Cycle

The Observation Sheet

Education units : SMA Immanuel Sintang
 Subjects : English
 Class/semester : X / 1
 Subject matter : Descriptive Text
 Sub material : Explanation about descriptive text
 Date and time : 24 August 2022
 Time Allocation : 2 X 45 minutes
 Cycle/Meeting : 1 / 1

No.	Aspect	Indicator	Rating			
			1	2	3	4
1.	Pre – Activity	Students greet the teacher when teacher enter to the class			✓	
		Students lead the pray before the class begin				✓
		Students response when teacher check their attendance list			✓	
		Students listen to the motivate that given by the teacher well	✓			
		Students enthusiastic listen to teacher explanation about the learning purpose.			✓	
2.	Main – Activity	Students give respond when teacher ask something related to the material	✓			
		Students listen carefully and pay attention when teacher explain about descriptive text by using clustering	✓		✓	

		technique				
		Students read the example given by the teacher			✓	
		Students classify and identify the generic structure of the descriptive text			✓	
		Students pay attention when teacher emphasize about clustering technique			✓	
		Students give their question relate to material that seem do not clear for them	✓			
3.	Post – Activity	Students can conclude the material and guide by teacher		✓		
		Students listen and pay attention to the feedback given by the teacher		✓		
		Students listen to the next follow-up activities at next meeting		✓		
		Students lead the pray before the class end				✓

Description

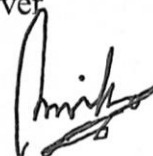
Score	Description
4	Almost all of the students do the activities (16-20 students)
3	Half students do the activities (13-15 students)
2	There are some students do the activities (8-12)
1	Only few students do the activities (0-5)

This is the formula to calculate the percentages in this observation:

$$\text{Total score/percentages} = \frac{\text{obtain score}}{\text{total score}} \times 100\%$$

$$\text{Total score} = \text{number of aspects observed} \times \text{highest rating}$$

Observer



Rosmaika Rajagukguk, S.Pd
NUPTK. 0135752653130083

The Observation Sheet

Education units : SMA Immanuel Sintang
 Subjects : English
 Class/semester : X / 1
 Subject matter : Descriptive Text
 Sub material : Descriptive text about place
 Date and time : 23 August 2022
 Time Allocation : 2 X 45 minutes
 Cycle/Meeting : 1 / 2

No.	Aspect	Indicator	Rating			
			1	2	3	4
1.	Pre – Activity	Students greet the teacher when teacher enter to the class				✓
		Students lead the pray before the class begin				✓
		Students response when teacher check their attendance list			✓	
		Students listen to the motivate that given by the teacher well			✓	
		Students enthusiastic listen to teacher explanation about the learning purpose.			✓	
2.	Main - Activity	Students review the previous material about descriptive text		✓		
		Students mention language features and generic structure of descriptive text		✓		
		Students prepare their paper				✓

		Students start to draw their cluster by making a circle in the middle of their paper			✓	
		Students draw more circles and lines to connect the ideas		✓		
		Students pay attention on the teacher guideline			✓	
		Students start to make their paragraph about descriptive text			✓	
		Students make descriptive text which contain of identification and description			✓	
		Students collect their work			✓	
3.	Post – Activity	Students can conclude the material and guide by teacher			✓	
		Students listen and pay attention to the feedback given by the teacher				✓
		Students listen to the next follow-up activities at next meeting			✓	✓
		Students lead the pray before the class end				✓

Description:

Score	Description
4	Almost all of the students do the activities (16-20 students)
3	Half students do the activities (13-15 students)
2	There are some students do the activities (8-12)
1	Only few students do the activities (0-5)

This is the formula to calculate the percentages in this observation:

$$\text{Total score/percentages} = \frac{\text{obtain score}}{\text{total score}} \times 100\%$$

$$\text{Total score} = \text{number of aspects observed} \times \text{highest rating}$$

Observer



Roşmaika Rajagukguk, S.Pd
NUPTK.

Appendix 4

The Result of Students Observation Sheets in Second Cycle

The Observation Sheet

Education units : SMA Immanuel Sintang
 Subjects : English
 Class/semester : XB / 1
 Subject matter : Descriptive Text
 Sub material : Explanation about descriptive text
 Date and time : Wednesday, 7th September 2022
 Time Allocation : 2 X 45 minutes
 Cycle/Meeting : 2 / 1

No.	Aspect	Indicator	Rating			
			1	2	3	4
1.	Pre – Activity	Students greet the teacher when teacher enter to the class				✓
		Students lead the pray before the class begin				✓
		Students response when teacher check their attendance list				✓
		Students listen to the motivate that given by the teacher well			✓	
		Students enthusiastic listen to teacher explanation about the learning purpose.			✓	
2.	Main – Activity	Students mention the definition of descriptive text			✓	
		Students listen to teacher explanation about descriptive			✓	
		Students enthusiastic to make clustering in the whiteboard guide by the teacher				✓

		Students can write ideas related to the topic			✓
		Students can make descriptive text guide by the teacher			✓
		Students mention the language feature and language structure of descriptive text			✓
		Students asked the related question to the material that seem unclear.			✓
3.	Post – Activity	Students can conclude the material and guide by teacher			✓
		Students listen and pay attention to the feedback given by the teacher			✓
		Students listen to the next follow-up activities at next meeting			✓
		Students lead the pray before the class end			✓

Description

Score	Description
4	Almost all of the students do the activities (16-20 students)
3	Half students do the activities (13-15 students)
2	There are some students do the activities (8-12)
1	Only few students do the activities (0-5)

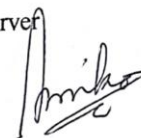
This is the formula to calculate the percentages in this observation:

$$\text{Total score/percentages} = \frac{\text{obtain score}}{\text{total score}} \times 100\%$$

$$\text{Total score} = \text{number of aspects observed} \times \text{highest rating}$$

Sintang, 7 September 2022

Observer



Rosmaika Rajagukguk, S.Pd
NUPTK. 0135752653130083

The Observation Sheet

Education units : SMA Immanuel Sintang
 Subjects : English
 Class/semester : X / 1
 Subject matter : Descriptive Text
 Sub material : Descriptive text about place
 Date and time : Wednesday, 14th September 2022
 Time Allocation : 2 X 45 minutes
 Cycle/Meeting : 2 / 2

No.	Aspect	Indicator	Rating			
			1	2	3	4
1.	Pre – Activity	Students greet the teacher when teacher enter to the class				✓
		Students lead the pray before the class begin				✓
		Students response when teacher check their attendance list				✓
		Students listen to the motivate that given by the teacher well				✓
		Students enthusiastic listen to teacher explanation about the learning purpose.			✓	
2.	Main – Activity	Students review the previous material about descriptive text				✓
		Students listen carefully on teacher's short explanation about descriptive text			✓	
		Students prepare their paper				✓

		Students draw their cluster by making a circle in the middle of their paper				✓
		Students draw some circles and lines to connect the ideas related to their topic				✓
		Students pay attention on the teacher guideline			✓	
		Students start to make their paragraph about descriptive text				✓
		Students make descriptive text which contain of identification and description			✓	
		Students collect their work				✓
3.	Post – Activity	Students can conclude the material and guide by teacher			✓	
		Students listen and pay attention to the feedback given by the teacher			✓	
		Students listen to the information given by the teacher			✓	
		Students lead the pray before the class end			✓	

Description:

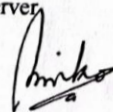
Score	Description
4	Almost all of the students do the activities (16-20 students)
3	Half students do the activities (13-15 students)
2	There are some students do the activities (8-12)
1	Only few students do the activities (0-5)

This is the formula to calculate the percentages in this observation:

$$\text{Total score/percentages} = \frac{\text{obtain score}}{\text{total score}} \times 100\%$$

$$\text{Total score} = \text{number of aspects observed} \times \text{highest rating}$$

Observer


Rosmaika Rajagukguk, S.Pd
 NIP. 0135752653130083

Appendix 5

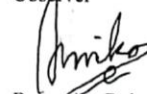
The Result of Field Notes in First Cycle

Field Notes

Cycle/Meeting : 1/1
 Day/Date : Wednesday, 24 August 2022
 Time : 9.30
 Theme/Subtheme : Descriptive Text

No	Points	
	Teacher	Students
1.	Good teaching	Students still afraid to answer the question
2.	she can explained about the learning purpose	Some of students still passive

Observer



Rosmarika Rajagukguk, S.Pd
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Field Notes

Cycle/Meeting : 1 / 2
 Day/Date : Wednesday, 31th August 2022
 Time : 9.30
 Theme/Subtheme : Description about place.

No	Points	
	Teacher	Students
1.	The teacher is attractive	Just few of students mention the previous material
2.	The teacher can control the class	Student can make the descriptive text guide by the teacher
3.	Dive into the material	Just few of students pay attention to the teacher

Observer



Rosmaika Rajagukguk, S.Pd
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Appendix 6

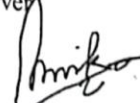
The Result of Field Notes in Second Cycle

Field Notes

Cycle/Meeting : 2 / 1
 Day/Date : Wednesday, 7th September 2022
 Time : 0.30
 Theme/Subtheme : Descriptive Text

No	Points	
	Teacher	Students
1.	The Good Teacher	Students are more active in the classroom
2.	Teacher mastered The material	Students give respons when asked by the teacher about material
3.	The teacher can control the class	

Observer



Rosmaika Rajagukguk, S.Pd
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Field Notes

Cycle/Meeting : 2/2
 Day/Date : Wednesday 14th September 2022
 Time : 0.30
 Theme/Subtheme : Making Descriptive Text

No	Points	
	Teacher	Students
1.	The teacher can control the class	1. Students enthusiastic to the teacher when explanation about descriptive text
2.	Teacher mastered the material	2. Students response when teacher enter to the class and gave the motivate

Observer



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Appendix 7

The Interview Transcript of Cycle One

Name : EGU

Class : XB

1. Apakah kamu menyukai belajar Bahasa Inggris?
(Do you like learning English?)
Answer: iya saya sangat suka, karena bisa menggunakan bahasa inggris sangat memudahkan untuk pergi keluar negeri
2. Apa pendapat kamu tentang menulis dalam Bahasa Inggris?
(What is your opinion about writing in English?)
Answer: Mudah, karena dibandingkan dengan bahasa Indonesia kalimatnya lebih pendek.
3. Bagaimana pendapat kamu tentang menulis teks deskripsi?
(What is your opinion about writing descriptive text?)
Answer: Mudah miss, belajar dari miss sudah dijelaskan semua jadi dengan menggunakan teknik itu membantu memudahkan miss.
4. Apakah kamu merasa senang setelah pembelajaran menulis menggunakan teknik clustering?
(Do you feel happy after learning to write using the clustering technique?)
Answer: Senang, karena memudahkan saya untuk mengerjakan kata-kata dari teks nya karena sudah dijelaskan pada awalnya.
5. Apakah teknik clustering mudah untuk dipahami?. Berikan alasannya!
(Is clustering technique easy to understand?. Give me your reason!)
Answer: Mudah, karena sudah dijabarkan ide nya miss.

Nama : MSD

Class : XB

1. Apakah kamu menyukai belajar Bahasa Inggris?
(Do you like learning English?)
Answer: Sangat suka miss, karena sangat membantu bicara saya.
2. Apa pendapat kamu tentang menulis dalam Bahasa Inggris?
(What is your opinion about writing in English?)
Answer: Tingkat kesulitannya sedang miss, karena tulisan saya tidak bisa rapi.
3. Bagaimana pendapat kamu tentang menulis teks deskripsi?
(What is your opinion about writing descriptive text?)
Answer: Sedang miss, karena agak bisa dipahami.
4. Apakah kamu merasa senang setelah pembelajaran menulis menggunakan teknik clustering?
(Do you feel happy after learning to write using the clustering technique?)
Answer: Senang miss, karena sudah miss jelaskan.
5. Apakah teknik clustering mudah untuk dipahami?. Berikan alasannya!
(Is clustering technique easy to understand?. Give me your reason!)
Answer: Mudah miss, karena sudah dijelaskan

Name: YKA

Class : XB

1. Apakah kamu menyukai belajar Bahasa Inggris?
(Do you like learning English?)
Answer: Suka miss, suka aja si miss.
2. Apa pendapat kamu tentang menulis dalam Bahasa Inggris?
(What is your opinion about writing in English?)
Answer: Tingkatannya sedang miss, karena ada susahnya miss.
3. Bagaimana pendapat kamu tentang menulis teks deskripsi?
(What is your opinion about writing descriptive text?)
Answer: Sedang miss, karena sedang-sedang miss.
4. Apakah kamu merasa senang setelah pembelajaran menulis menggunakan teknik clustering?
(Do you feel happy after learning to write using the clustering technique?)
Answer: Senang miss, karena mudah dimengerti.
5. Apakah teknik clustering mudah untuk dipahami?. Berikan alasannya!
(Is clustering technique easy to understand?. Give me your reason!)
Answer: Kadang mudah kadang susah miss.

Name : RAC

Class : XB

1. Apakah kamu menyukai belajar Bahasa Inggris?
(Do you like learning English?)
Answer: Suka miss, lebih mudah dalam membuat kombinasi miss.
2. Apa pendapat kamu tentang menulis dalam Bahasa Inggris?
(What is your opinion about writing in English?)
Answer: Kadang susah kadang ndak miss.
3. Bagaimana pendapat kamu tentang menulis teks deskripsi?
(What is your opinion about writing descriptive text?)
Answer: Lumayan mudah miss, karena sudah dipelajari.
4. Apakah kamu merasa senang setelah pembelajaran menulis menggunakan teknik clustering?
(Do you feel happy after learning to write using the clustering technique?)
Answer: Senang miss.
5. Apakah teknik clustering mudah untuk dipahami?. Berikan alasannya!
(Is clustering technique easy to understand?. Give me your reason!)
Answer: Mudah miss karena dijelaskan miss sebelum nya.

Name : AFP

Class : XB

1. Apakah kamu menyukai belajar Bahasa Inggris?
(Do you like learning English?)
Answer: Suka miss.
2. Apa pendapat kamu tentang menulis dalam Bahasa Inggris?
(What is your opinion about writing in English?)
Answer: Tingkatannya mudah miss.
3. Bagaimana pendapat kamu tentang menulis teks deskripsi?
(What is your opinion about writing descriptive text?)
Answer: Mudah miss karena sudah diajarkan miss didepan.
4. Apakah kamu merasa senang setelah pembelajaran menulis menggunakan teknik clustering?
(Do you feel happy after learning to write using the clustering technique?)
Answer: Senang miss, karena mudah dipahami.
5. Apakah teknik clustering mudah untuk dipahami?. Berikan alasannya!
(Is clustering technique easy to understand?. Give me your reason!)
Answer: Mudah miss.

Appendix 8

The Interview Transcript of Cycle Two

Name : W

Class : XB

1. Apakah kamu menyukai belajar Bahasa Inggris?
(Do you like learning English?)
Answer: Suka, karena membantu menambah wawasan serta membantu ketika berpergian keluar negeri karena merupakan bahasa internasional.
2. Apa pendapat kamu tentang menulis dalam Bahasa Inggris?
(What is your opinion about writing in English?)
Answer: Mudah, karena sudah dipelajari terlebih dahulu baru menulis.
3. Bagaimana pendapat kamu tentang menulis teks deskripsi?
(What is your opinion about writing descriptive text?)
Answer: Misalnya kita menulis tentang candi Borobudur, dengan menulis atau membaca text deskripsi kita bisa merasakan bahwa kita pernah ke candi tersebut.
4. Apakah kamu merasa senang setelah pembelajaran menulis menggunakan teknik clustering?
(Do you feel happy after learning to write using the clustering technique?)
Answer: Saya merasa sangat senang miss, karena teknik ini sangat membantu dalam menulis teks deksripsi.
5. Bagaimana teknik clustering membantumu dalam menulis teks deskripsi?. Jelaskan!
(How the clustering technique help you to write descriptive text?. Please explain!)
Answer: Memudahkan saya miss
6. Apakah teknik clustering mudah untuk dipahami?. Berikan alasannya!
(Is clustering technique easy to understand?. Give me your reason!)
Answer: Mudah, karena berbentuk kerangka ide yang mampu memperjelas topic yang dibahas.
7. Apakah kamu pikir ada perbedaan terhadap kemampuan menulismu setelah menggunakan teknik clustering?
(Do you think there is a different on your writing ability after and before the implementation of clustering technique?)
Answer: Ada miss, sebelumnya ketika menulis teks deskripsi langsung menulis semua tanpa ada gambaran awal ide-ide pokoknya.

8. Apakah penggunaan teknik clustering membantumu memahami cara menulis teks deskripsi?

(Does the use of clustering technique help you understand how to write descriptive text?)

Answer: Iya sangat membantu, misalnya ingin menggambarkan danau sentarum dengan pemandangan yang indah terus nanti dijabarkan lagi sehingga membantu membuat teks deskripsi yang baik dan benar.

Name : TE

Class : XB

1. Apakah kamu menyukai belajar Bahasa Inggris?
(Do you like learning English?)
Answer: Suka miss, karena lebih pintar rasanya miss.
2. Apa pendapat kamu tentang menulis dalam Bahasa Inggris?
(What is your opinion about writing in English?)
Answer: Mudah miss, karena mudah dipahami.
3. Bagaimana pendapat kamu tentang menulis teks deskripsi?
(What is your opinion about writing descriptive text?)
Answer: Pendapat saya kita lebih tahu bisa mendeskripsikan suatu tempat miss.
4. Apakah kamu merasa senang setelah pembelajaran menulis menggunakan teknik clustering?
(Do you feel happy after learning to write using the clustering technique?)
Answer: Senang miss, karena lebih enak gitu miss.
5. Bagaimana teknik clustering membantumu dalam menulis teks deskripsi?.
Jelaskan!
(How the clustering technique help you to write descriptive text?. Please explain!.)
Answer: Membantu miss, pokoknya membantu miss.
6. Apakah teknik clustering mudah untuk dipahami?. Berikan alasannya!
(Is clustering technique easy to understand?. Give me your reason!)
Answer: Mudah miss, karena lebih apa ya miss lebih masuk gitu miss masuk ke otak.
7. Apakah kamu pikir ada perbedaan terhadap kemampuan menulismu setelah menggunakan teknik clustering?
(Do you think there is a different on your writing ability after and before the implementation of clustering technique?)
Answer: Ada miss, awalnya agak kurang miss. Setelahnya merasa agak mudah gitu miss serta lebih masuk yang dipelajari.
8. Apakah penggunaan teknik clustering membantumu memahami cara menulis teks deskripsi?
(Does the use of clustering technique help you understand how to write descriptive text?)
Answer: Membantu miss, karena membantu aja miss.

Name : TKU

Class : XB

1. Apakah kamu menyukai belajar Bahasa Inggris?
(Do you like learning English?)
Answer: Suka miss, karena bisa membuat lebih mengenal bahasa asing miss.
2. Apa pendapat kamu tentang menulis dalam Bahasa Inggris?
(What is your opinion about writing in English?)
Answer: Susah miss.
3. Bagaimana pendapat kamu tentang menulis teks deskripsi?
(What is your opinion about writing descriptive text?)
Answer: Mudah, karena ada contoh yang diberikan oleh miss.
4. Apakah kamu merasa senang setelah pembelajaran menulis menggunakan teknik clustering?
(Do you feel happy after learning to write using the clustering technique?)
Answer: Senang miss.
5. Bagaimana teknik clustering membantumu dalam menulis teks deskripsi?.
Jelaskan!
(How the clustering technique help you to write descriptive text?. Please explain!)
Answer: Cukup membantu karena ada dikasi penjelasannya sama miss jadi mengerti sedikit.
6. Apakah teknik clustering mudah untuk dipahami?. Berikan alasannya!
(Is clustering technique easy to understand?. Give me your reason!)
Answer: Sedanglah miss membantu.
7. Apakah kamu pikir ada perbedaan terhadap kemampuan menulismu setelah menggunakan teknik clustering?
(Do you think there is a different on your writing ability after and before the implementation of clustering technique?)
Answer: Ada miss
8. Apakah penggunaan teknik clustering membantumu memahami cara menulis teks deskripsi?
(Does the use of clustering technique help you understand how to write descriptive text?)
Answer: Membantu sekali miss

Name : Y

Class : XB

1. Apakah kamu menyukai belajar Bahasa Inggris?
(Do you like learning English?)
Answer: Suka, karena dari belajar bahasa membantu memahami materi.
2. Apa pendapat kamu tentang menulis dalam Bahasa Inggris?
(What is your opinion about writing in English?)
Answer: Mudah, karena dari awal sudah dijelaskan dan dikasi contoh dan juga ada kamus.
3. Bagaimana pendapat kamu tentang menulis teks deskripsi?
(What is your opinion about writing descriptive text?)
Answer: Tingkatan kesulitannya sedang miss.
4. Apakah kamu merasa senang setelah pembelajaran menulis menggunakan teknik clustering?
(Do you feel happy after learning to write using the clustering technique?)
Answer: Merasa sedang- sedang miss.
5. Bagaimana teknik clustering membantumu dalam menulis teks deskripsi?.
Jelaskan!
(How the clustering technique help you to write descriptive text?. Please explain!)
Answer: Sangat membantu miss.
6. Apakah teknik clustering mudah untuk dipahami?. Berikan alasannya!
(Is clustering technique easy to understand?. Give me your reason!)
Answer: Mudah, karena miss sering menjelaskan ke kami.
7. Apakah kamu pikir ada perbedaan terhadap kemampuan menulismu setelah menggunakan teknik clustering?
(Do you think there is a different on your writing ability after and before the implementation of clustering technique?)
Answer: Ada , karena dari pertama membuat teks itu saya belum mengerti jadi pas miss jelasin beberapa kali lebih mudah bagi saya.
8. Apakah penggunaan teknik clustering membantumu memahami cara menulis teks deskripsi?
(Does the use of clustering technique help you understand how to write descriptive text?)
Answer: Sangat membantu miss.

Name : HV

Class : XB

1. Apakah kamu menyukai belajar Bahasa Inggris?
(Do you like learning English?)
Answer: Lumayan suka miss, karena bahasa internasional.
2. Apa pendapat kamu tentang menulis dalam Bahasa Inggris?
(What is your opinion about writing in English?)
Answer: Sangat mudah pahami miss.
3. Bagaimana pendapat kamu tentang menulis teks deskripsi?
(What is your opinion about writing descriptive text?)
Answer: Sedang miss.
4. Apakah kamu merasa senang setelah pembelajaran menulis menggunakan teknik clustering?
(Do you feel happy after learning to write using the clustering technique?)
Answer: Senang miss, mudah dipahami dan mudah masuk materi nya miss.
5. Bagaimana teknik clustering membantumu dalam menulis teks deskripsi?.
Jelaskan!
(How the clustering technique help you to write descriptive text?. Please explain!.)
Answer: Membantu miss.
6. Apakah teknik clustering mudah untuk dipahami?. Berikan alasannya!
(Is clustering technique easy to understand?. Give me your reason!.)
Answer: Mudah miss, mudah masuk penjelasannya miss.
7. Apakah kamu pikir ada perbedaan terhadap kemampuan menulismu setelah menggunakan teknik clustering?
(Do you think there is a different on your writing ability after and before the implementation of clustering technique?)
Answer: Tidak ada miss, masih kurang paham miss.
8. Apakah penggunaan teknik clustering membantumu memahami cara menulis teks deskripsi?
(Does the use of clustering technique help you understand how to write descriptive text?)
Answer: Sangat membantu.

Appendix 9

The Result of Students Writing Product in First Cycle

Nama: J Date :

KIS : X.b

Day / Date = Wednesday 31 / Agustus / 2022

```

graph TD
    DBA[Danau Bales Angin] --> FA[fresh air]
    DBA --> A[amazing]
    DBA --> B[Beautiful]
    DBA --> S[Sunset]
    DBA --> V[Vast]
    T[Trees] --> FA
    PS[Photo Spots] --> A
  
```

Vast and beautiful which Pleasant Stunning view
 my friend and I have the same favorite Place
 the name is danau bales angin it is located at
 Singkang danau bales angin it beautiful Place
 we can see sunset there are a lot trees we
 can the view of danau bales angin river it is
 an interesting Place then it is a Pleasant
 Place for killing time it has Stunning View

C = 3 Score = C (3 x 7.5) + O (2 x 5) + E (1 x 5) + V (2 x 3.75) + M (2 x 3.75)

O = 2

E = 1

V = 2

M = 2

= 22.5 + 10 + 5 + 7.5 + 7.5

= 52.5

No.:

Date:

Name : TKU

Class : 10 B

Day/Date: Wednesday, 31th August 2022

Trees

Nice View

Cat and
drink
Freshenvironmentally
FriendlyFresh
airSenentang agrowisata
Jaya

Famous destination

Jerora

dirt road
and grassPhoto
Spots

At this time there are many Famous tourist

attractions in Sintang, this is a Place where ison Photoand its name is Senentang agrowisata Jaya, located in Jerora 2~~Senentang agrowisata Jaya~~ Senentang agrowisata Jaya, located in Jerora 2in Senentang agrowisata Jaya (this is) a lot of Photo Spots

and this Place Instagramable. there are trees so the air

feels so fresh and cool. there are also lots of delicious

and fresh food and drinks. there is a swimming pool and

a beautiful garden. this is a Place usually used to

spend time with family, friend and others. and lastly

have a beautiful view.

C = 4

Score = C (4 × 7.5) + O (3 × 5) + G (2 × 5) +

O = 3

V (3 × 3.75) + M (3 × 3.75)

G = 2

= 30 + 15 + 10 + 11.25 + 11.25

V = 3

= 77.5

M = 3

Life is what you make it.

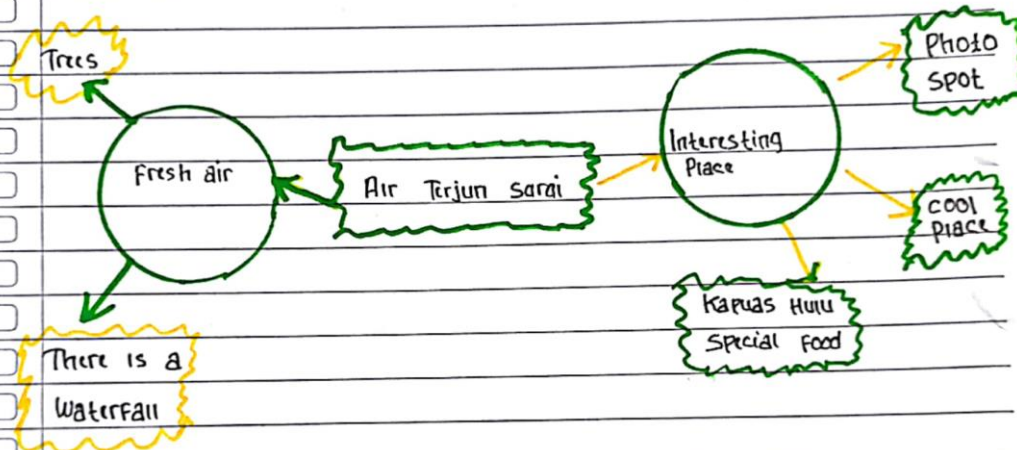
deli

Name: EGU

Class: X B

Day/Date: Wednesday 31st August 2022.

"AIR TERJUN SARAI SIMPANG SILAT"



In this era, there are many famous tourist destinations among the people, especially in Kapuas Hulu.

There is a place that I like the most and it's called the sarai Jumu Waterfall.

It is located on the Kapuas Hulu-Sintang border.

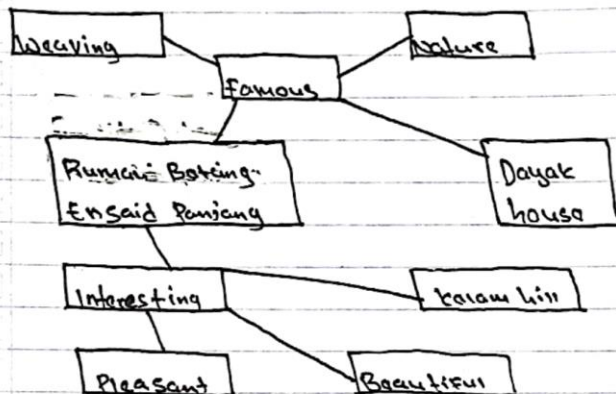
The place is very good for taking good photos and there are lots of big trees so the air is fresh, there is also a typical Kapuas Hulu food, namely wet crackers.

Then, there is a waterfall that is not too high for us to slide from above so that many visitors want to bathe there.

This place is usually used to spend time with family and friends. And lastly this place has a very interesting view for visitors because the place is quiet.

$$\begin{aligned}
 C &= 4 & \text{Score} &= C(4 \times 7.5) + O(4 \times 5) + G(3 \times 5) \\
 O &= 4 & &+ V(3 \times 3.75) + M(3 \times 3.75) \\
 G &= 3 & &= 30 + 20 + 15 + 11.25 + 11.25 \\
 V &= 3 & &= 87.5 \\
 M &= 3 & &
 \end{aligned}$$

Name: L
Class: X B



Last week I want to my friend hometown.

It is located at Ensaia Panjang.

There is a long house there called Rumah Betang Ensaia Panjang.

It a famous place it is Dayak house.

The activity that usually they do is weaving. ∴

It is so beautiful place near the nature. It

interesting and pleasant place. It same area in Korau Lin.

$$C : 4$$

$$O : 4$$

$$G : 3$$

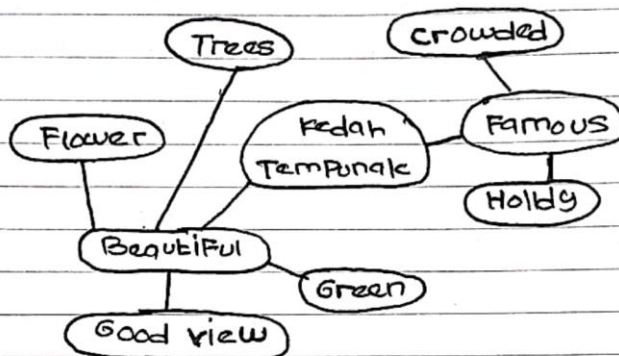
$$V : 3$$

$$M : 3$$

$$\begin{aligned}
 S &= (C(4 \times 7,5) + O(4 \times 5) + G(3 \times 5) \\
 &\quad + V(3 \times 3,75) + M(3 \times 3,75)) \\
 &= 30 + 20 + 15 + 11,25 + 11,25 \\
 &= 87,5
 \end{aligned}$$

nama: FR
 Kls : 1B
 Mapel: B. Inggris

Date : _____ O Sun O Mon O Tues O Wed O Thu O Fri O Sat



Last holdy my family and I go to a famous.
 It is located at Tempunak. The name is kedah
 Tempunak and I like this place. Because
 it is beautiful.

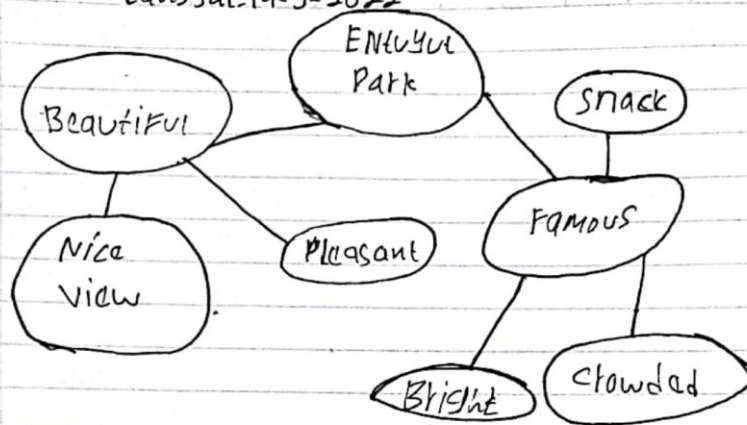
There trees that make the air feel
 fresh. The view so good with many
 flowers. The grass and tree so green and
 nice also crowded place

$$\begin{aligned}
 C &= 4 & S &= C(4 \times 7.5) + O(3 \times 5) + G(3 \times 5) \\
 O &= 3 & &+ V(3 \times 3.75) + M(2 \times 3.75) \\
 G &= 3 & &= 30 + 15 + 15 + 11.25 + 7.5 \\
 V &= 3 & &= 78.75 \\
 M &= 2 & &
 \end{aligned}$$

SISWA

Name: A
 Class: XB
 Day/Date

tanggal: 14-9-2022



Noways there 2 Place that I like. the Name is entuyut park it is 2 famous Place in sintang. it is 2 beautiful Place with bright lamp around. I can buy many snack and it is 2 Pleasant Place. the view is nice. the situation is so crowded because it is famous.

$$\begin{aligned}
 C &= 3 & S &= C(3 \times 7,5) + O(3 \times 5) + G(2 \times 5) + \\
 O &= 3 & & V(3 \times 3,75) + M(2 \times 3,75) \\
 G &= 2 & & = 22,5 + 15 + 10 + 11,25 + 7,5 \\
 V &= 3 & & = 66,25 \\
 M &= 2 & &
 \end{aligned}$$

Appendix 11

The Result of Students' Score in First and Second Cycle

NO	NAME	C	O	G	V	M	SCORE
1	A	2	1	1	2	2	40
2	AFP	2	2	3	3	2	58,75
3	DN	2	2	2	3	2	53,75
4	EGU	4	4	3	3	3	87,5
5	FR	1	1	1	1	1	25
6	G	2	2	1	2	2	47,5
7	HV	3	2	1	2	1	48,75
8	J	2	2	2	3	3	57,5
9	J	3	2	1	2	2	52,5
10	L	3	2	3	2	2	62,5
11	MSD	3	2	2	3	3	65
12	MY	3	2	2	3	2	61,25
13	RAC	3	3	3	4	3	78,75
14	S	4	3	2	3	3	77,5
15	TKU	4	3	2	3	3	77,5
16	TAJ	3	2	2	2	2	57,5
17	TE	3	3	2	3	3	70
18	W	4	3	3	3	3	82,5
19	Y	3	3	2	2	3	66,25
20	YKA	3	3	3	2	2	67,5
	TOTAL INDIVIDUAL SCORE						1101,25
	Average						55.06

NO	NAME	C	O	G	V	M	SCORE
1	A	3	3	2	3	2	66,25
2	AFP	4	4	3	3	3	87,5
3	DN	4	4	2	3	3	82,5
4	EGU	4	4	3	4	3	91,25
5	FR	4	3	3	3	2	78,75
6	G	3	3	2	2	3	66,25
7	HV	4	3	2	3	2	73,75
8	J	3	2	3	2	2	62,5
9	J	4	3	2	3	3	77,5
10	L	4	4	3	3	3	87,5
11	MSD	4	3	3	3	3	82,5
12	MY	4	3	2	3	2	73,75
13	RAC	4	4	3	3	3	87,5
14	S	4	3	3	3	3	82,5
15	TKU	4	4	2	3	3	82,5
16	TAJ	4	3	3	3	3	82,5
17	TE	4	3	2	3	2	73,75
18	W	4	4	3	4	4	95
19	Y	4	3	3	3	3	82,5
20	YKA	4	4	3	4	3	91,25
	TOTAL INDIVIDUAL SCORE						1607,5
	Average						80.37

Appendix 12

Research Permission

	PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN PERSADA KHATULISTIWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS SINTANG – KALIMANTAN BARAT Jl. Pertamina Sengkuang KM. 4 Kotak Pos 126 Telp. (0565) 2022386, 2022387 Email: elepersada@gmail.com Website: www.stkipersada.ac.id	
---	--	---

Nomor : 152/B-6/G1/VIII/2022
Lampiran : 1 (satu) lembar
Perihal : Izin Penelitian

Kepada
 Yth. Kepala SMA Immanuel

Di Tempat

Dengan hormat,

Berkenaan dengan tugas akhir mahasiswa atau skripsi, kami mohon kepada Bapak/Ibu untuk memberikan izin kepada mahasiswa kami:

Nama : Jimmy Octavia
 NIM : 180207067
 Jurusan : Pendidikan Bahasa dan Seni
 Program Studi : Pendidikan Bahasa Inggris

Untuk melakukan penelitian di sekolah yang Bapak/Ibu pimpin dengan judul:

“Teaching Writing Descriptive Text through the Implementation of Clustering Technique for Class X B Students of SMA Immanuel Sintang”. Adapun tanggal dan waktu penelitian sepenuhnya adalah hasil koordinasi kedua belah pihak.

Demikian surat permohonan ini kami sampaikan, atas perhatian dan kerjasamanya kami ucapkan terima kasih.


Sintang, 11 Agustus 2022


Mengetahui
Ketua STKIP Persada Khatulistiwa
Dadik Syahyuddin, S.P., M.Si
 NIDN.1802066603


Kepala Prodi PBI
Siiono, M.Pd.
 NIDN.1115028901













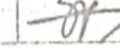



Appendix 13

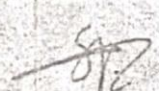
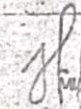


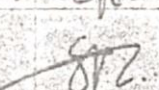

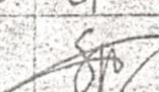
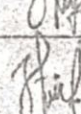
The Final Assignment Guidance Card

	PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA STKIP PERSADA KHATULISTIWA SINTANG SINTANG-KALIMANTAN BARAT Jl. Pertamina Sengkalang Km.4, Kotak Pos 126, Telp. (0565) 2022336, 2022387 Email: stkippersada@gmail.com Website: www.persadakhhatulistiwa.ac.id			
	KARTU BIMBINGAN TA			
	Kode :	Edisi	Revisi	Tanggal Terbit
008FA4-1	1	1	1 Agustus 2021	

KARTU BIMBINGAN TA


NAMA	Jimmy Octavia	KELAS	A2
NIM	100207067	PRODI	PBI
PEMBIMBING I	Yokie Prasetya Dharma, M.Pd.-B.1		
PEMBIMBING II	Sijono, M.Pd.		
JUDUL SKRIPSI	Teaching Writing Descriptive Text through the Implementation of Clustering Technique for Class X B Students of SMA Immanuel Sintang		

NO	TGL	CATATAN PEMBIMBINGAN	PARAF	
			Pembimbing	Mahasiswa
1.	10 NOV 2022	Pemeriksaan seluruh bab skripsi.		
2.	14 NOV 2022	Perbaiki bab 4 bagian penjelasan keempat tahap Penelitian (Planning, Action, Observation, Reflection)		
3.	17 NOV 2022	Perbaiki Penjelasan aksi pada cycle 1 dan cycle 2.		
4.	22 NOV 2022	Perbaiki hasil kalkulasi bab 4, kriteria skor rubrik dijelaskan.		
5.	23 NOV 2022	Benarkan penjelasan tentang setiap aspek writing dalam bentuk chart yang terdapat didalam rubrik.		
6.	29 NOV 2022	Perbaiki bagian kesimpulan untuk diperjelas lagi.		
7.	2 DES 2022	Perbaiki bab 4 tentang Penjelasan hasil Penelitian		
8.	6 DES 2022	Perbaiki bagian penjelasan observasi sheet.		


9.	9 Des 2022	Perbaikan bagian cycle 2 Penjelasan nya diperseleksi lagi		
10.	14 Des 2022	Bagian chart diubah menjadi diagram batang		
11.	16 Des 2022	Perbaikan bagian discussion		
12.	18 Des 2022	Penyempurnaan bab 5 bagian conclusion dan suggestion		

Sintang, 16 January 2023

Pembimbing Utama


 Yoki Prasetya Dharma, M.Pd, BI
 NIDN. 1112089001

Pembimbing Pendamping



 Sijono, M.Pd
 NIDN. 1115028901

 Mengetahui,
 Ketua Prodi. Pendidikan Bahasa Inggris


 M.Pd
 NIDN. 1115028901

Appendix 14

Documentation



Picture 1. The researcher explain the material



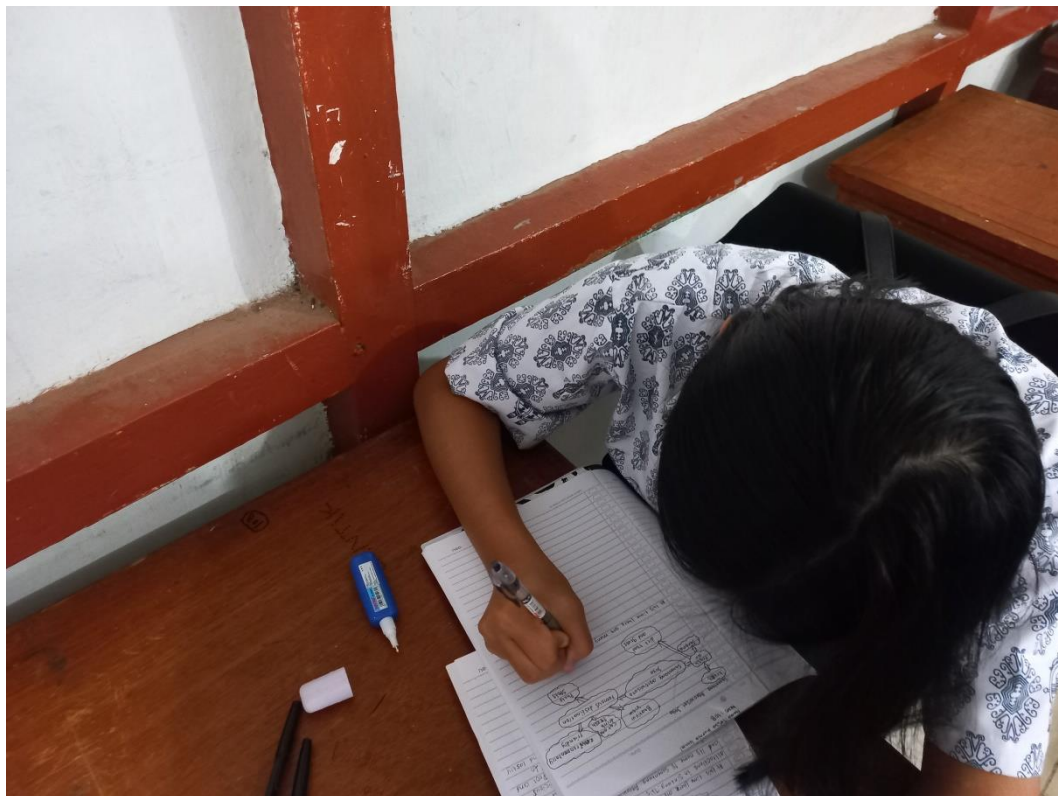
Picture 2. The researcher explain how to use clustering technique



Picture 3. Students were asked to made clustering in front of the class



Picture 4. The students write descriptive text by using clustering technique



Picture 4. The students write descriptive text by using clustering technique



Picture 5. The researcher guided the students while they write



Picture 6. The researcher interview the student

BIOGRAPHY



The name of the researcher is Jimmy Octavia she was born on October 27th, 2000 in Batu Ampar. She is the fourth daughter of five children in her family. She is a daughter of the incredible parents and their names are Mr. Salim and Mrs. Yohana Lijah. She has three sisters and one brother. She started her educational journey at Elementary School of SDN 14 Batu Ampar and graduated in 2012, after that she continued to the Junior High School of SMP Immanuel Sintang and finished in 2015, then she was studied at Senior High School of SMA Immanuel Sintang and completed her study in 2018. In 2018 she started her study at STKIP Persada Khatulistiwa Sintang and decided to take English Language Education as her study program. When she was in Junior High School she was chosen as the leader of OSIS (*Organisasi Siswa Intra Sekolah*) and took part in the Physics Competition. Then, in Senior High School she was the member of OSIS as the treasurer and participated in an English Debate Competition. Next, on the collage she became the member of English Language Education organization namely ELLSA (English Language Learning Students Association) as the secretary, and joined the UKM (*Unit Kegiatan Mahasiswa*) Olahraga organization as one of the member of it.