

Appendix 1. Observation Checklist

Observation Result Cycle 1

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OBSERVATION CHECKLIST

Teacher Name: Fransiska Damaris S. Pd

Date: October 09

Instruction: Put a check mark (✓) in the available column

This is the observation checklist used by the researcher to do the observation.

No	Observed thing	Score			
		1	2	3	4
	Students				
1.	The students know about the material and listen with carefully			✓	
2.	The students give the question to teacher about the material that they do not understand	✓			
3.	The students observe the topic about school and they read the branch of the list that given by teacher		✓		
4.	The students give the question to teacher about new word that they find from the branch			✓	
5.	The students enthusiast and active play the game		✓		
6.	Students memorized and remember about the list vocab on the branch		✓		
7.	The students rearrange all items on the blackboard			✓	
8.	Students advance one by one to front of the class to mention how many vocabulary they have memorize from the branch	✓			
9.	The students play the games until all items can rearrange all			✓	

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10	Students answer the question about what the name of something that have connection with school	✓			
11	The students advance one by one to the front of the class to mention how many noun that have connection with school word			✓	
12	The students must write the new branch from the word that they find.		✓		

Description in giving the score

Score	Description
1	Only few students do to activities (0-6)
2	There are some students do the activities (7-10)
3	Half students do the activities (11-16)
4	Almost all of the students do the activities (17-25)

$$Score = \frac{\text{obtain score}}{\text{total score}} \times 100 =$$

OBSERVATION SHEET

Teacher Name: Francisco Ximenes, S.p.dDate: October 11Instruction: Put a check mark (✓) in the available column

This is the observation sheet used by the researcher to do the observation:

No	Observed thing	Score			
		1	2	3	4
	Students				
1.	The students know about the material and listen with carefully			✓	
2.	The students give the question to teacher about the material that they do not understand		✓		
3.	The students observe the topic about school and they read the branch of the list that given by teacher			✓	
4.	The students give the question to teacher about new word that they find from the branch		✓		
5.	The students enthusiast and active play the game				✓
6.	Students memorized and remember about the list vocab on the branch				✓
7.	The students rearrange all items on the blackboard				✓
8.	Students advance one by one to front of the class to mention how many vocabulary they have memorize from the branch			✓	
9.	The students play the games until all items can rearrange all		✓		

10.	Students answer the question about what the name of something that have connection with school			✓	
11.	The students advance one by one to the front of the class to mention how many noun that have connection with school word			✓	
12.	The students must write the new branch from the word that they find			✓	

Observation Result Cycle 2

OBSERVATION SHEET

Teacher Name : Fransiska Ximerti . S. Pt

Date : October , 18

Instruction : Put a check mark (✓) in the available colour

This is the observation sheet used by the researcher to do the observation:

No	Observed thing	Score			
		1	2	3	4
	Students				
1.	The students know about the material and listen with carefully				✓
2.	The students give the question to teacher about the material that they do not understand			✓	
3.	The students observe the topic about school and they read the branch of the list that given by teacher			✓	
4.	The students give the question to teacher about new word that they find from the branch				✓
5.	The students <u>enthusiast</u> and active play the <u>game</u>				✓
6.	Students memorized and remember about the list vocab on the branch			✓	
7.	The students rearrange all items on the blackboard			✓	
8.	Students advance one by one to front of the class to mention how many vocabulary they have memorize from the branch			✓	
9.	The students play the games until all items can rearrange all			✓	

10.	Students answer the question about what the name of something that have connection with school				✓
11.	The students advance one by one to the front of the class to mention how many noun that have connection with school word				✓
12.	The students must write the new branch from the word that they find.				✓

OBSERVATION SHEET

Teacher Name : Fransiska Ximena, S.PdDate : October 25

Instruction : Put a check mark (✓) in the available column

This is the observation sheet used by the researcher to do the observation

No	Observed thing	Score			
		1	2	3	4
	Students				
1.	The students know about the material and listen with carefully		✓		
2.	The students give the question to teacher about the material that they do not understand				✓
3.	The students observe the topic about school and they read the branch of the list that given by teacher			✓	
4.	The students give the question to teacher about new word that they find from the branch				✓
5.	The students enthusiast and active play the game				✓
6.	Students memorized and remember about the list vocab on the branch		✓		
7.	The students rearrange all items on the blackboard				✓
8.	Students advance one by one to front of the class to mention how many vocabulary they have memorize from the branch				✓
9.	The students play the games until all items can rearrange all				✓

10.	Students answer the question about what the name of something that have connection with school				✓
11.	The students advance one by one to the front of the class to mention how many noun that have connection with school word				✓
12.	The students must write the new branch from the word that they find.				✓

Score	Description
1	Only few students do to activities (0-6)
2	There are some students do the activities (7-10)
3	Half students do the activities (11-16)
4	Almost all of the students do the activities (17-25)

$$Score = \frac{\text{obtain score}}{\text{total score}} \times 100 =$$

Appendix 2. Field Note

Field Note Result Cycle 1

FIELD NOTE

Date and Time : October . 4

Educations Units : SMA N 1 KELAM PERMAI

Class / Semester : X IIS 1 / Ganjil

Topic : Descriptive text

Cycle / Meeting : 1 / 1

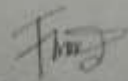
Time Allocation : 2 x 45 Minutes

Basic Competencies : -

No	Description
1.	Siswa dan sat disat untuk bertanya
2.	Siswa bingung sat ditanya
3.	Siswa mendengarkan penjelasan dengan baik

Kelam Permai, Date, Month, Year

Observer,


 Fransiska Yuniarti Urada, S.Pd

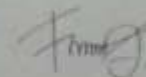
FIELD NOTE

Date and Time: October . 11
 Educations Units: SMA N 1 KELAM PERMAI
 Class / Semester: X IIS 1 / Ganjil
 Topic: Descriptive text
 Cycle / Meeting: 1 / 2
 Time Allocation: 2 x 45 Minutes
 Basic Competencies: -

No	Description
1.	Siswa mulai antusias mengerjakan tugas yang diberikan
2.	Siswa masih bingung saat diminta untuk bertanya mengenai materi.
3.	Beberapa siswa masih bingung saat ditanya oleh guru

Kelam Permai, Date, Month, Year

Observer,



Fransiska Yuniarti Urada, S.Pd

Field Note Cycle 2

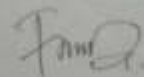
FIELD NOTE

Date and Time : Oktober 2018
 Educations Units : SMA N 1 KELAM PERMAI
 Class / Semester : X A / Ganjil
 Topic : Descriptive text
 Cycle / Meeting : 2 / 1
 Time Allocation : 2 x 45 Minutes
 Basic Competencies : -

No	Description
1.	Siswa mendengarkan Penjelasan dengan baik
2.	Siswa sangat antusias

Kelam Permai, Date, Month, Year

Observer,



Fransiska Yuniarti Urada, S.Pd

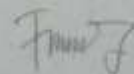
FIELD NOTE

Date and Time : October, 25
 Educational Units : SMA N 1 KELAM PERMAI
 Class / Semester : X A / Ganjil
 Topic : Descriptive text
 Cycle / Meeting : 2 / 2
 Time Allocation : 2 x 45 Minutes
 Basic Competencies : -

No	Description
1.	Siswa mengikuti instruksi guru dengan baik
2.	Siswa sangat antusias dalam bertanya
3.	Partisipasi siswa terhadap guru dan pelajaran sangat baik

Kelam Permai, Date, Month, Year

Observer,



Fransiska Yumarti Urada, S.Pd

Appendix 3. Transcript of Interview

Transcript of Interview

Name : JH

Class : X A

1. Apa yang kamu ketahui tentang menulis ?

Jawaban : Menulis adalah kegiatan yang dilakukan untuk mendapatkan catatan tentang suatu informasi.

2. Apakah kamu suka menulis ?

Jawaban : Tidak terlalu

3. Apa yang membuat kamu tidak menyukai pelajaran menulis ?

Jawaban : Karena tulisan saya kurang rapi.

4. Apa pendapat mu tentang menulis menggunakan teknik pohon diagram ?

Jawaban : Saya suka karena saya bisa belajar sambil menggambar pohon dan membuat tulisan.

5. Apakah kamu merasa nyaman dan senang selama proses belajar mengajar menggunakan pohon diagram ?

Jawaban : Saya sangat senang.

6. Apakah kamu merasa bahwa Pohon Diagram bisa membantumu menulis dengan mudah ?

Jawaban : Iya, karena melalui pohon diagram saya bisa mendapatkan ide menulis.

7. Apakah kamu merasa bahwa penggunaan Pohon Diagram dapat meningkatkan nilai pelajaran menulis mu?

Jawaban : Iya, nilai saya lebih meningkat dari sebelumnya.

8. Bagaimana Pohon Diagram membantu mu mempelajari kosa kata sejauh ini ?

Jawaban : Dengan cabang yang ada dan kosa kata yang saya tulis banyak yang baru.

9. Apakah kamu pikir bahwa Pohon Diagram merupakan salah satu teknik yang dapat membantu mu meningkatkan kemampuan menulis ?

Jawaban : Iya

10. Apa pendapat mu tentang belajar menulis selama ini ?

Jawaban : Saya cukup senang karena saya belajar hal baru.

Name : LP

Class : X A

1. Apa yang kamu ketahui tentang menulis ?

Jawaban : Menulis adalah kegiatan yang dilakukan oleh individu

2. Apakah kamu suka menulis ?

Jawaban : Iya saya suka.

3. Apa yang membuat kamu tidak menyukai pelajaran menulis ?

Jawaban : Saya suka pelajaran menulis.

4. Apa pendapat mu tentang menulis menggunakan teknik pohon diagram ?

Jawaban : Saya mendapatkan banyak ide menulis dari pohon diagram.

5. Apakah kamu merasa nyaman dan senang selama proses belajar mengajar menggunakan pohon diagram ?

Jawaban : Ya, saya sangat senang.

6. Apakah kamu merasa bahwa Pohon Diagram bisa membantumu menulis dengan mudah ?

Jawaban : Tentu saja.

7. Apakah kamu merasa bahwa penggunaan Pohon Diagram dapat meningkatkan nilai pelajaran menulis mu?

Jawaban : Iya saya merasa dengan menggunakan pohon diagram nilai menulis saya menjadi lebih tinggi.

8. Bagaimana Pohon Diagram membantu mu mempelajari kosa kata sejauh ini ?

Jawaban : Dengan kosa kata baru yang saya tulis.

9. Apakah kamu pikir bahwa Pohon Diagram merupakan salah satu teknik yang dapat membantu mu meningkatkan kemampuan menulis ?

Jawaban : Iya

10. Apa pendapat mu tentang belajar menulis selama ini ?

Jawaban : Saya sangat suka menulis, menulis adalah bagian dari saya.

Name : M

Class : X A

1. Apa yang kamu ketahui tentang menulis ?

Jawaban : Menulis adalah membuat suatu catatan.

2. Apakah kamu suka menulis ?

Jawaban : Saya cukup suka.

3. Apa yang membuat kamu tidak menyukai pelajaran menulis ?

Jawaban : Karena saya malas menulis terlalu banyak dan tulisan saya jelek.

4. Apa pendapat mu tentang menulis menggunakan teknik pohon diagram ?

Jawaban : Cukup menyenangkan.

5. Apakah kamu merasa nyaman dan senang selama proses belajar mengajar menggunakan pohon diagram ?

Jawaban : Iya saya merasa senang.

6. Apakah kamu merasa bahwa Pohon Diagram bisa membantumu menulis dengan mudah ?

Jawaban : Tidak terlalu mudah, tapi dengan pohon diagram nilai saya jadi lebih baik.

7. Apakah kamu merasa bahwa penggunaan Pohon Diagram dapat meningkatkan nilai pelajaran menulis mu?

Jawaban : Iya.

8. Bagaimana Pohon Diagram membantu mu mempelajari kosa kata sejauh ini ?

Jawaban : Dengan kosa kata baru yang saya temukan di kamus.

9. Apakah kamu pikir bahwa Pohon Diagram merupakan salah satu teknik yang dapat membantu mu meningkatkan kemampuan menulis ?

Jawaban : Iya.

10. Apa pendapat mu tentang belajar menulis selama ini ?

Jawaban : Bagi saya cukup menyenangkan dan juga mudah dilakukan.

Name : AYS

Class : X A

1. Apa yang kamu ketahui tentang menulis ?

Jawaban :menulis adalah suatu kegiatan untuk menciptakan suatu catatan atau informasi

2. Apakah kamu suka menulis ?

Jawaban :iyaaa

3. Apa yang membuat kamu tidak menyukai pelajaran menulis ?

Jawaban :terkadang cape

4. Apa pendapat mu tentang menulis menggunakan teknik pohon diagram ?

Jawaban : Lebih mudah menemukan ide

5. Apakah kamu merasa nyaman dan senang selama proses belajar mengajar menggunakan pohon diagram ?

Jawaban :ya sangat senang

6. Apakah kamu merasa bahwa Pohon Diagram bisa membantumu menulis dengan mudah ?

Jawaban :iya bisa

7. Apakah kamu merasa bahwa penggunaan Pohon Diagram dapat meningkatkan nilai pelajaran menulis mu?

Jawaban :saya yakin bisa meningkatkan nilai pelajaran

8. Bagaimana Pohon Diagram membantu mu mempelajari kosa kata sejauh ini ?

Jawaban :sangat membantu

9. Apakah kamu pikir bahwa Pohon Diagram merupakan salah satu teknik yang dapat membantu mu meningkatkan kemampuan menulis ?

Jawaban :saya berpikir sangat membantu dan meningkatkan kemampuan menulis

10. Apa pendapat mu tentang belajar menulis selama ini ?

Jawaban :sangat penting untuk menuangkan ide pendapat,pikiran karya bagi saya menulis membuat saya belajar berpikir dua kali.

Name : JHF

Class : X A

1. Apa yang kamu ketahui tentang menulis ?

Jawaban :Menulis adalah suatu kegiatan untuk menciptakan suatu catatan atau informasi pada suatu media dengan menggunakan aksara.

2. Apakah kamu suka menulis ?

Jawaban : sangat suka

3. Apa yang membuat kamu tidak menyukai pelajaran menulis ?

Jawaban : tidak ada karena menulis adalah sebagian dari hobiku

4. Apa pendapat mu tentang menulis menggunakan teknik pohon diagram ?

Jawaban : asik dan menyenangkan

5. Apakah kamu merasa nyaman dan senang selama proses belajar mengajar menggunakan pohon diagram ?

Jawaban : yaa cukup nyaman dan menyenangkan

6. Apakah kamu merasa bahwa Pohon Diagram bisa membantumu menulis dengan mudah ?

Jawaban : ya bisa membantu saya menemui dengan mudah kosa katanya

7. Apakah kamu merasa bahwa penggunaan Pohon Diagram dapat meningkatkan nilai pelajaran menulis mu?

Jawaban : ya saya merasa sangat terbantu oleh adanya pohon diagram

8. Bagaimana Pohon Diagram membantu mu mempelajari kosa kata sejauh ini ?

Jawaban : seperti lebih cepat menemui kosa kata dengan mudah dan tidak repot untuk mencari isian lagi

9. Apakah kamu pikir bahwa Pohon Diagram merupakan salah satu teknik yang dapat membantu mu meningkatkan kemampuan menulis ?

Jawaban : ya begitulah

10. Apa pendapat mu tentang belajar menulis selama ini ?

Jawaban : kita bisa mengingatkan kejadian yang terjadi dimasa lampau, membuat puisi, menggambar dan lain-lain.

Appendix 4. SILABUS SMA

SILABUS SMA

Mata Pelajaran : Bahasa Inggris

Kelas : X

Kompetensi Inti :

KI-1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI-2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam bergaulan dunia.

KI-3 : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI-4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang di pelajarnya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks	Fungsi Sosial Membangankan, menjual, mengenalkan,	• Mengidentifikasi ungkapan-ungkapan memberi dan	• Religius • Mandiri • Gotong royong	- Menyimak dan menirukan guru membacakan teks deskriptif	14 JP	❖ Buku Penunjang Kurikulum 2013 Mata	• Lisan • Tertulis • Penugasan • Unjukkerja

deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	mengidentifikasi, mengkritik, dsb. Struktur Teks Dapat mencakup • Identifikasi (nama keseluruhan dan bagian) • Sifat (ukuran, warna, jumlah, bentuk, dsb.) • Fungsi, manfaat, tindakan, kebiasaan Unsur kebahasaan • Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah	meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal • Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait	• Kejujuran • Kerja keras • Percaya diri • Kerja sama	sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. - 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 lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian	Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Portofolio
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	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> , <i>those</i> , <i>my</i> , <i>their</i> , dsb. • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan	tempat wisata dan bangunan bersejarah terkenal • Menyusun kalimat meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal • Menjawab pertanyaan tentang tempat wisata dan bangunan bersejarah terkenal yang diajukan kepadanya • Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah		mempresentasikan di kelompok lain - 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 - Melakukan refleksi tentang proses dan hasil belajar.			
4.4 Teks deskriptif							
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							
4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan	Topik						

bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks					
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Appendix 5. Lesson Plan

LESSON PLAN

Name of Education Unit : SMA N 1 KELAM PERMAI
 Class / semester : X
 Subject Matter : DESCRIPTIVE TEXT
 Time Allocation : 2 x 45 minutes

A. Core Competencies

KI1 : Appreciate and practice their religious teachings and be honest, discipline, confident, and care about others.

KI12: Discipline, honest, caring behavior, responsible, tolerance, cooperation, proactive and responsive and showing attitude as part of the solution to various problems in interacting with the social environment and being able to position oneself as a reflection of the nation in association.

KI3 : Understand, apply, analyze, and evaluate factual, conceptual, basic operational, and metacognitive knowledge in accordance with the field and scope of study/work in English at the technical, specific, detailed, and complex level, relating to science, technology, art, culture, and humanities in the context of developing one's potential as part of the family, school, world of work, national, regional and international community members.

KI4 : Processing, reasoning, and presenting in the concrete and abstract realms related to the development they learn at 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 Distinguish social function, text structures, linguistic elements of several oral and written descriptive texts by giving and asking for information related to tourist attractions and famous historical buildings, short and simple according to the context of their use.	3.4.1– Identify the expression of giving and asking for information related to tourist attractions and famous historical buildings. - Identify the different ways of expressing each context. - Understand the structure of the text of the expression giving and asking for information related to tourist attractions and famous historical buildings.

	- Understand the linguistic elements of the expression giving and asking for information related to tourist attractions and famous historical buildings.
4.2 Capture contextual meaning related to the social function of the text structure and linguistic elements of short and simple oral and written descriptive text related to tourist attractions and historical buildings.	4.2.1- Compose sentences asking for information related to tourist attractions and famous historical buildings. - Answer questions about famous tourist attractions and historical buildings posed to him. - Compose short and simple oral and written descriptive text related to tourist attractions and famous historical buildings by paying attention to the social functions of the text and linguistic structures correctly and in context

C. Learning objectives

Students are able to make simple written texts and are able to distinguish generic structures from descriptive text.

D. Learning Materials

1. An example of the text of a descriptive text is attached
2. Social Function (Factual)

Establish relationships by greeting and giving personal information to friends in writing and providing information to friends.

3. Text Structure (generic stucture)

- Identification : Contains the identification of person/thing to describe (a statement rhat containing a topic to describe)

- Description : Describing parts,person or place,qualities or characteristic of particular object.

- Other characteristic

2. Elements of Language (Procedural)
 - Simple present tense
 - Using verbs such as ; Am,Is,Are
3. Topic: Descriptive Text

E. Learning Method

1. Approach: Scientific Approach.
2. Models: Discovery Learning and Project Based Learning
3. Methods: Exercises, questions and answers, assignments
4. Technique: Tree Diagram

F. Media, Tools and Learning Resources

1. Learning Media: Blackboard
2. Learning Tools: Markers
3. Learning Materials: Module

G. Learning Activity

- First Meeting

Pre Activity (15 Minutes)	Description
- Prepare students to take part in the learning process such as praying, attending, and preparing textbooks. - The teacher can start by asking questions such as “how you are today?” - Make sure students can respond to this simple greeting. - If possible, the teacher can ask several children individually to ensure students can respond to the teacher's statement - Explain learning objectives, competencies, literacy, and the character to be achieved; as well as conveying the scope of the material and an explanation of the description of activities according to the syllabus	
While – Activity (60 Minutes)	
- Students distribute subject matter papers and listen to the teacher's explanation of descriptive text, namely understanding, structure and characteristics - Students are given an example of a descriptive text - Students are asked to read a sample of a descriptive text - Students are asked to distinguish	

the generic structure and meaning of the descriptive text they have read - Students are given the opportunity to ask questions about descriptive text - Students are introduced by the teacher to the tree diagram technique - Students are asked to make a tree diagram of the school - Students are asked to write a descriptive text about the school based on the tree diagram that has been made - Students collect descriptive text that they have made	
Post Activity (15 Minutes)	
- Learners conclude learning (guided by the teacher) - Learners get feedback on the learning process and results: Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class? - Teacher inform the lesson plan for the next meeting. - Students and teachers pray together led by student representatives.	

- Second Meeting

Pre Activity (15 Minutes)	Description
- Prepare students to take part in the learning process such as praying, attending, and preparing textbooks. - The teacher can start by asking questions such as “how you are today?” - Make sure students can respond to this simple greeting. - If possible, the teacher can ask	

several children individually to ensure students can respond to the teacher's statement - Explain learning objectives, competencies, literacy, and the character to be achieved; as well as conveying the scope of the material and an explanation of the description of activities according to the syllabus	
While – Activity (60 Minutes)	
- Students distribute subject matter papers and listen to the teacher's explanation of descriptive text, namely understanding, structure and characteristics - Students are given an example of a descriptive text - Students are given example about tree diagram on internet - Students give question about tree diagram - Students make descriptive text with tree diagram with “School” theme that already make. - Students collect descriptive text that they have made	
Post Activity (15 Minutes)	
- Learners conclude learning (guided by the teacher) - Learners get feedback on the learning process and results: Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class? - Students and teachers pray together led by student representatives.	

H. Rating

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

Sintang, September 2022

Teacher of Subject

The Researcher

Fransiska Yuniarti Urada, S.Pd
NIP.

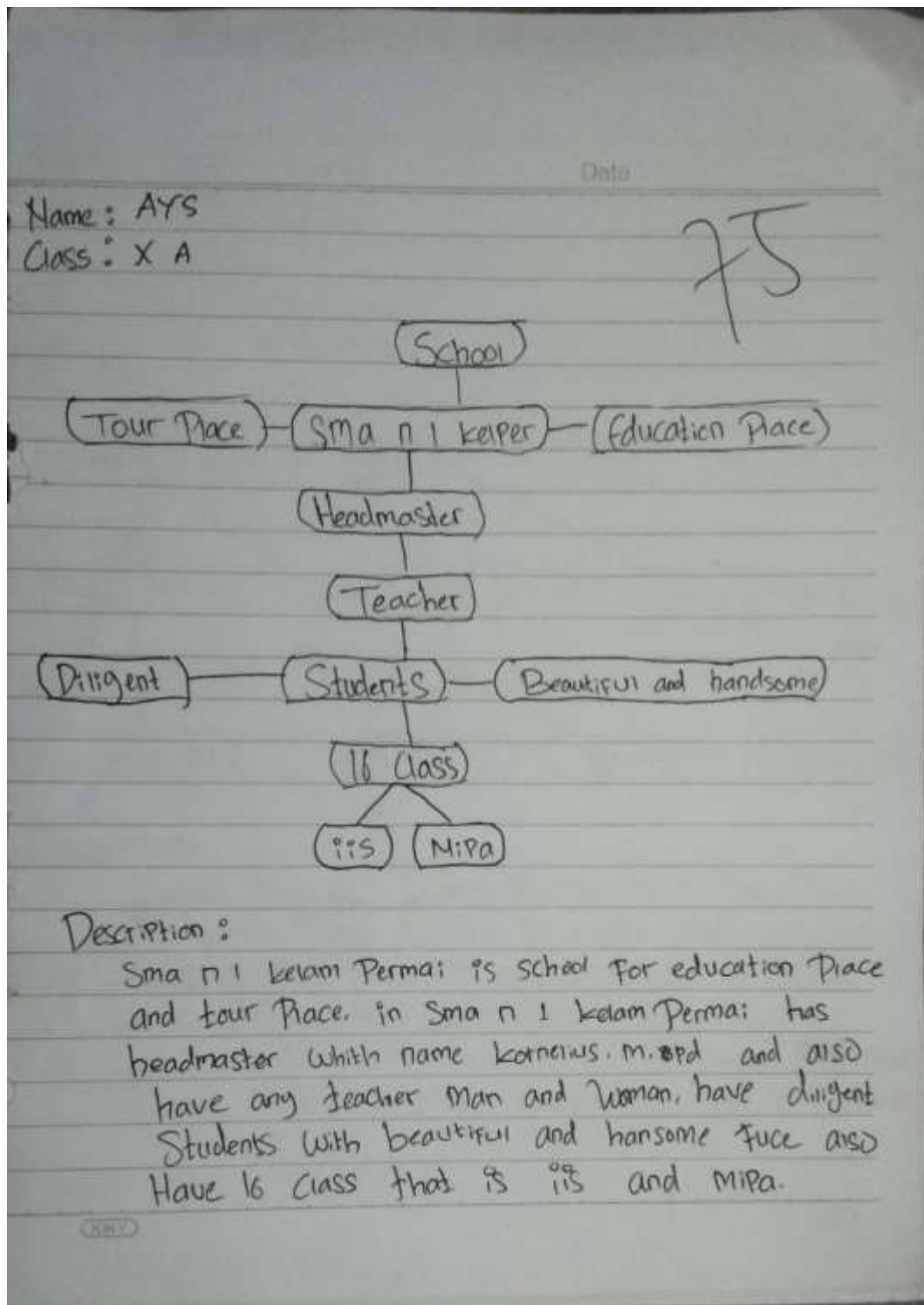
Nova Kurnia Putri
NIM. 180207078

Approved
The Chair of SMA N 1 Kelam Permai

Kornelius, M.Pd
NIP.196506121992031014

Appendix 6. Result Test

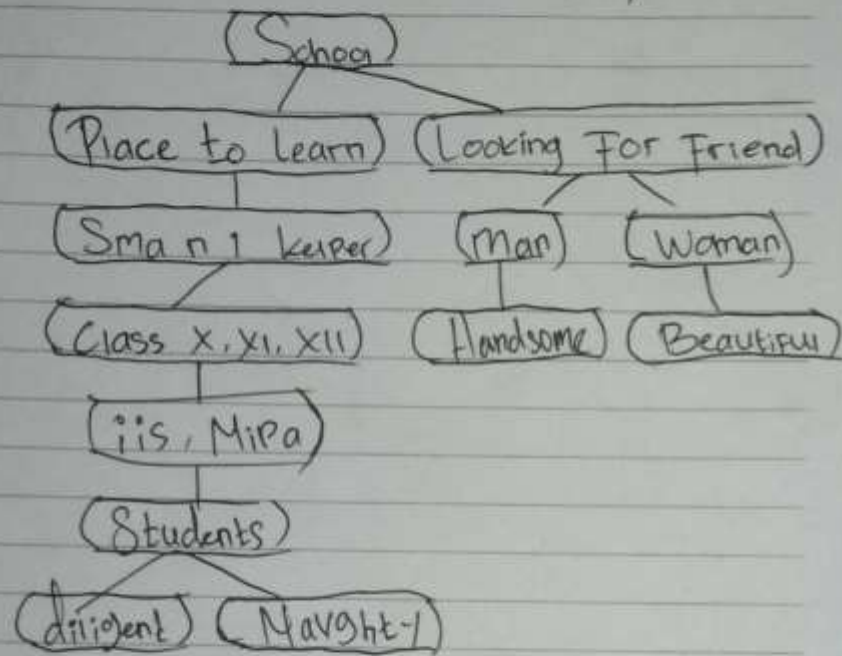
Result Test Cycle 1



Name : K
Class : XA

Date

75

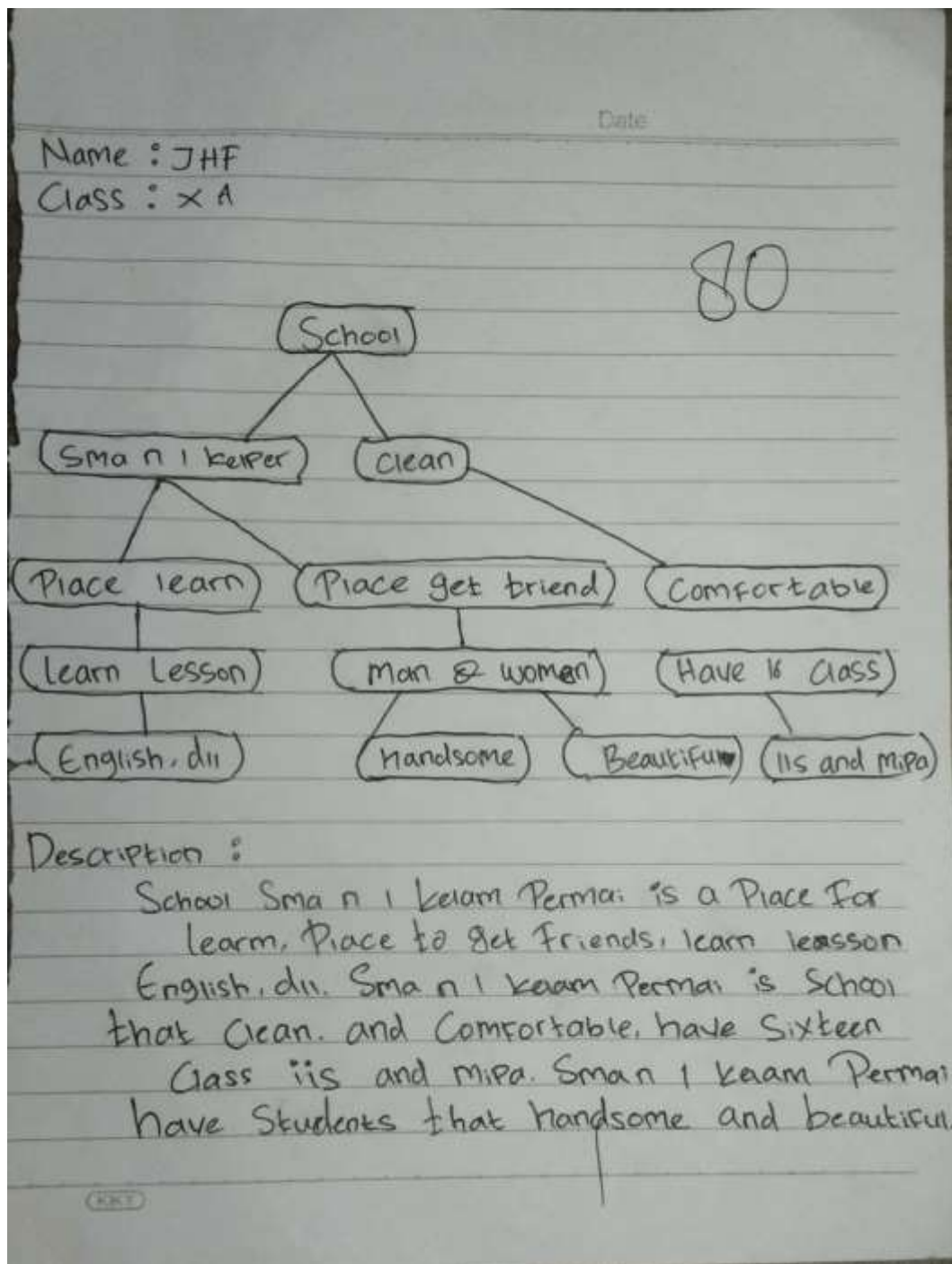


Description:

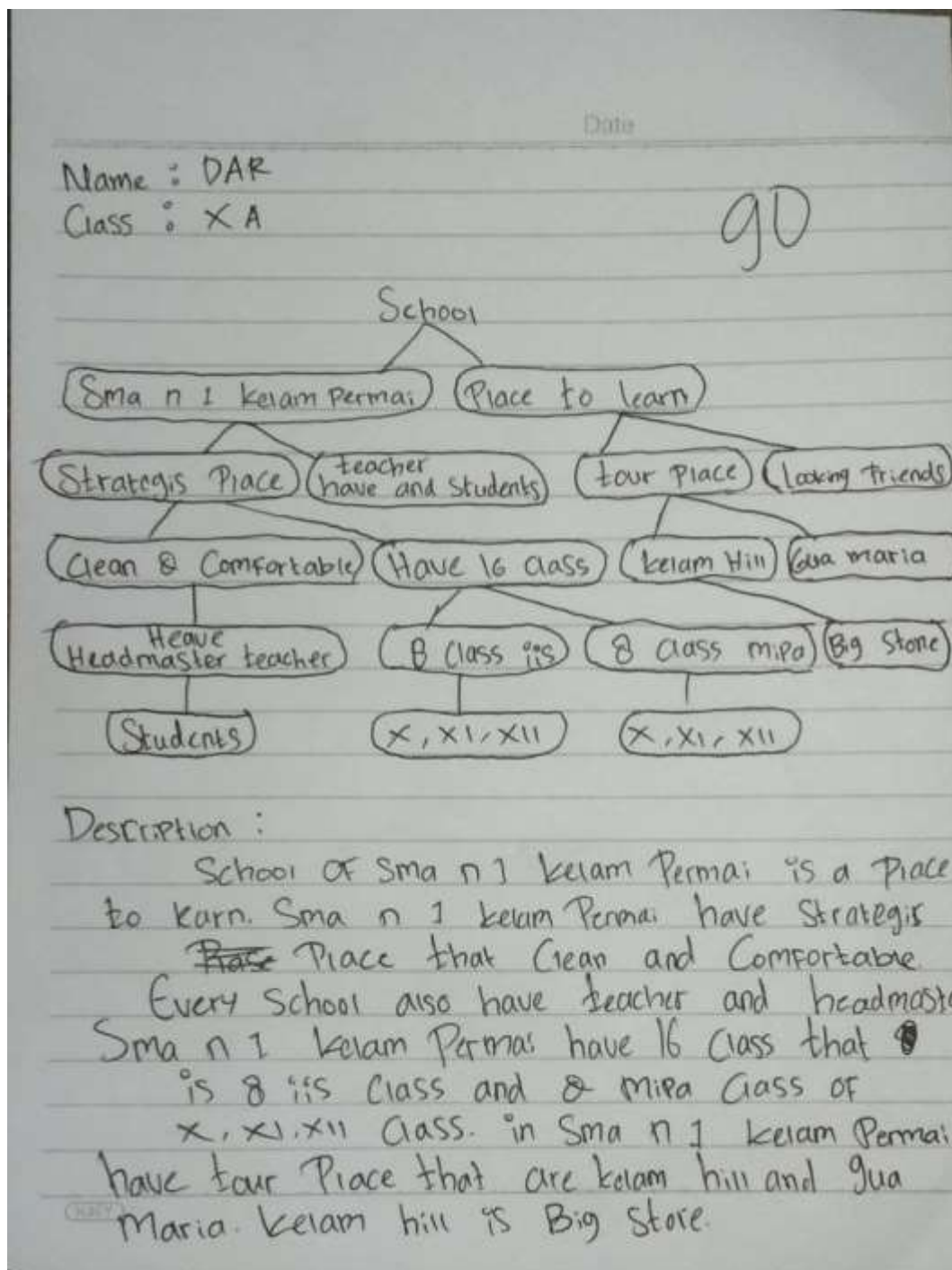
School is Place to learn and looking For friends man and woman that handsome and beautiful.

Sman 1 Kelam Permai have Class X, XI, XII and XII Students in Sman 1 Kelam Permai have a diligent and naughty.

END

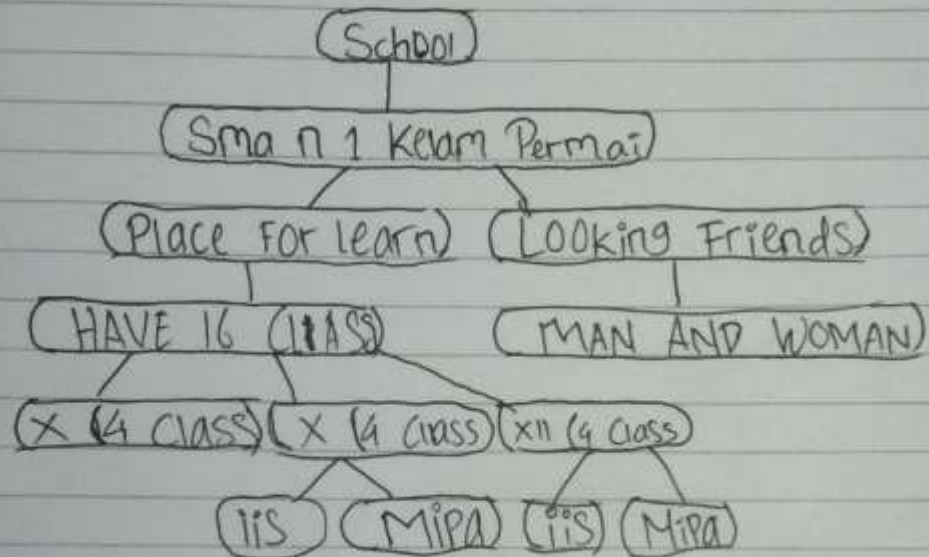


Result Test Cycle 2



Name : DS
Class : X A

80



DESCRIPTION :

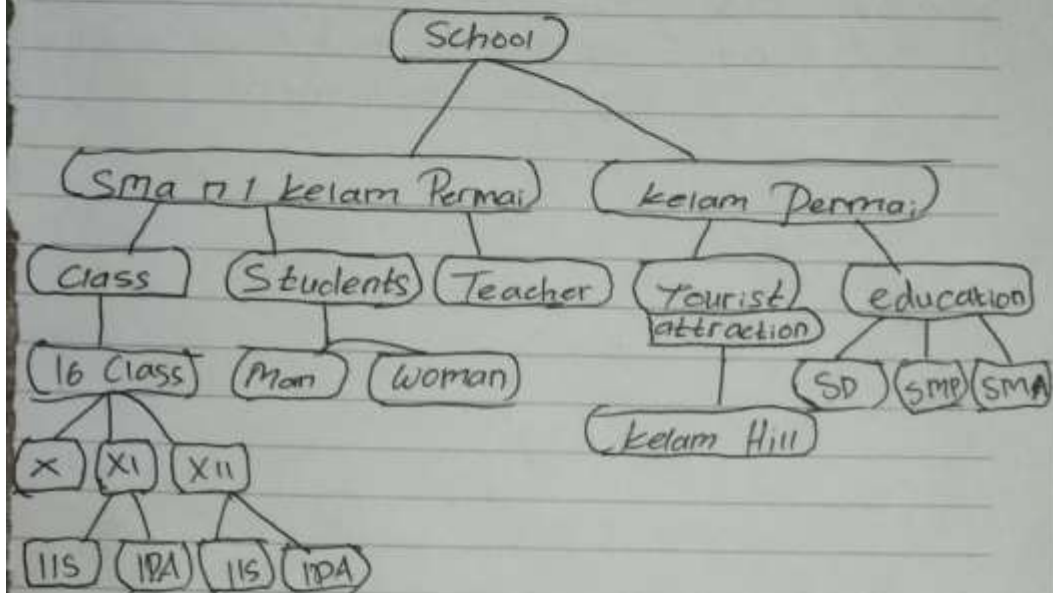
SMA N 1 Kerdam Permai is a Place to learn and Looking Friends ~~Friends~~, have Sixteen Class. X have Four Class, XI Four Class and XII Four Class. Every Class Each has Major that is iis and Mipa.

Date

Name : JH

Class : X A

90

Description :

SMA N 1 Kelam Permai is a School in Kelam Permai.

Sma n 1 kelam Permai have a Students man and woman with Sixteen class that is Class X, XI iis and mpa and XII iis and mpa. in kelam also as a tourism place that is

Date

Kelam Hill. Kelam Hill is a big Stone.

in Kelam Permai have any School that is
Primary School Junior high School and Senior
high School. Every School also have teachers
and headmaster

Appendix 7. Documentation

Documentation



1. Researcher prepare the students to learning process



2. Student ask about tree diagram



3. Researcher explain about Descriptive text and Tree Diagram



4. Group photo with accompanying teacher and stu













Appendix 8. List of Attendances

Appendix 9. Research Permit

Research Permit

Pemerintah Provinsi Kalimantan Barat
Dinas pendidikan dan kebudayaan

SMA NEGERI 1 KELAM PERMAI
Alamat: Jl. Raya Jetak – Kelam Permai, Kec. Kelam Permai, Kab. Sintang
Kode pos : 78692. Email : smansa_kelampermai@yahoo.com
Sintang

Surat izin Penelitian
Nomor : 465.3/ 16/SMAN 1 Kelam Permai

Berdasarkan surat permohonan izin penelitian nomor : 168/B-6/G1/IX/2022 . Dengan ini SMA N 1 Kelam Permai tidak keberatan untuk menerima mahasiswa atas nama:

Nama : Nova Kurnia Putri
NIM : 180207078
Jurusan : Pendidikan Bahasa dan Sastra
Prodi : Pendidikan Bahasa Inggris

Dengan judul penelitian "the use of tree diagram technique to improve students writing ability at grade X A SMA N 1 Kelam Permai in the academic year 2021/2022".

Demikian surat ini disampaikan dan atas kerja samanya kami ucapkan terimakasih.

Kebong, 30 November 2022
Kepala SMAN 1 Kelam Permai

 
Komelius, S. Pd
Nip. 19650612 199203 1 014

BIOGRAPHY



Name : Nova Kurnia Putri
 NIM : 180207078
 Study Program : English Language Education
 University : STKIP Persada Khatulistiwa Sintang
 Thesis Title : "The Use of Tree Diagram Technique
 to Improve Students' Writing Ability at Grade X A SMA
 Negeri 1 Kelam Permai in the Academic Year
 2021/2022"

Thesis Supervisors:

1. Tuti, M.Pd
2. Ilinawati, M.Pd

Graduation Year: 2023

Nova Kurnia Putri was born in Nanga Tebidah on September 14, 2000. She completed her primary and secondary education in Nanga Tebidah before pursuing her studies at STKIP Persada Khatulistiwa Sintang. During her college years, she was actively involved in various academic and non-academic activities, including serving as a member of the Student Executive Board (BEM) and the English Language Education Student Association (HMPS). Nova's research interests focus on students' writing abilities. She hopes that her thesis research will contribute to the development of students' writing skills, making them more proficient. After graduation, Nova plans to dedicate herself to her chosen profession as an English teacher.