

Appendix 1

SILABUS PEMBELAJARAN

Nama Sekolah : SMA NU Al Ma'ruf Kudus
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / 2

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
Menulis 12 Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news</i>	12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi	<ul style="list-style-type: none"> • <i>develop a paragraph of narrative texts;</i> • <i>write main ideas and its supporting ideas;</i> 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, 	<ul style="list-style-type: none"> • Membuat pengumuman secara individu dan mempublikasikan di papan pengumuman 	<ul style="list-style-type: none"> • Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat • Menulis gagasan utama • Mengelaborasi gagasan utama 	Tugas portofolio	3 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/C

<i>item</i> dalam konteks kehidupan sehari-hari	dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari		cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)		<ul style="list-style-type: none"> • Membuat <i>draft</i>, merevisi, menyunting • Menghasilkan teks fungsional pendek 			D Tape/C D Player OHP/LC D Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet
	12.2 Mengungkapkan makna dan langkah retorika dalam esai sederhana secara akurat, lancar dan berterima	<i>write descriptive texts.</i>	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko 	• Membuat draft teks naratif, berita atau deskripsi dengan melakukan <i>chain writing</i> .	<ul style="list-style-type: none"> • Menggunakan kalimat <i>reported speech</i> dalam menyampaikan sebuah berita • Menggunakan kalimat <i>simple present</i> dalam membuat sebuah 	Tugas portofolio	2 x 45 2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus

	dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i>		prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	(suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)		deskripsi • Menggunakan <i>adverbial clause</i> dalam menulis sebuah narasi • Menghasilkan teks berbentuk <i>news item</i> • Menghasilkan teks berbentuk <i>narrative</i>			Kaset/CD Tape/CD Player OHP/LCD Foto/Poster Gambar Koran berbahasa Inggris Majalah Internet
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Appendix 2

LESSON PLAN (Cycle I)

School	: SMA NU Al Ma'ruf Kudus
Subject	: English
Skill	: Writing
Topic	: Descriptive Text
Grade/Semester	: X/II
Time	: 4 x 45 minutes

A. The Standard Competences

Writing

4. Expressing the functional meaning of the short text and simple essay of Narrative, Descriptive, and News Item text in the context of everyday life.

B. The Basic Competences

Writing

- 4.2. Expressing the meaning and rhetorical steps in essay that uses written language diversity in an accurate, current and acceptable in the context of everyday life in text form: Narrative, Descriptive and News Item.

C. The Indicators

1. To understand descriptive text
2. To understand the purpose of the text
3. To understand the generic structure of the text
4. To understand the main idea and the topic of the text
5. To create a short descriptive text

D. The objectives of Learning

The students are able to:

1. To understand descriptive text

2. To understand the purpose of the text
3. To understand the generic structure of the text
4. To understand the main idea and the topic of the text
5. To create a short descriptive text

E. The Materials

Descriptive Text

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

The generic structures of the text are:

1. Identification; identifying the phenomenon to be described.
2. Description; describing the phenomenon in parts, qualities, or/and characteristics.

The lexicogrammatical features are:

1. Focus on specific Participants
2. Use of Attributive and Identifying Processes
3. Frequent use of Epithets and Classifiers in nominal groups
4. Use simple present tense

F. The Learning Method / Technique

Think-Pair-Share Technique

G. The Procedures of Learning

First Meeting

1. Pre-activity
 - a. Greeting
 - b. Praying together
 - c. Check attendance list
 - d. Asking about previous material

- e. Give apperception and asking question related material that will be discussed.

2. Whilst-activity

- a. The teacher asks to the students what the definition, the purpose of the generic structure, lexicogrammatical features of descriptive text.
- b. The teacher delivers or explains the material about descriptive text.
- c. The teacher gives example of descriptive text, show it from the book.
- d. The teacher checks understanding to the students and give question about material.
- e. The teacher gives instruction to the students; divide the group, in pair.
- f. The teacher explains what will do in pair.
- g. The teacher gives topic "Tourist Object"
- h. The students "think" the idea related the topic. (10 minutes)
- i. The students share their thinking with their partner; discuss ideas of their partner about their thoughts on the topic (20 minutes).
- j. The teacher checks the worksheet of the students.
- k. The teacher expands the "share" into a whole-class discussion. Allow each group to choose who will present their thoughts, ideas, and questions they had to the rest of the class.

3. Post-activity

- a. The teacher gives review for lesson that has been discussed.
- b. The teacher gives feedback by the students' performance.
- c. The teacher gives homework for the student in pair to make descriptive text by their selves' topic.
- d. The teacher closes the lesson by saying the parting.

Second Meeting

1. Pre-activity
 - a. Greeting
 - b. Praying together
 - c. Check attendance list
 - d. Asking about previous material
 - e. Give apperception and asking question related material that will be discussed.
2. Whilst-activity
 - a. The teacher reviews the material about descriptive text which was given to the students in the previous meeting.
 - b. After explaining the material briefly, the teacher discusses homework, and calls some students to present their work in front of the class.
 - c. The teacher gives evaluate the students' homework.
 - d. The teacher asks to the students to find a partner but different partner as previous meeting.
 - e. The teacher gives time to "think" first to the students with topic as previous meeting "Tourist Object" (10 minutes).
 - f. The students share their thinking with their partner; discuss ideas of their partner about their thoughts on the topic (20 minutes).
 - g. The teacher expands the "share" into a whole-class discussion.
 - h. At the end of the sessions, the teacher asks the students to make a descriptive text individually with the topic that have given in the previous meeting.
3. Post-activity
 - a. The teacher gives a chance to the students to ask several questions and review related to the material.
 - b. The teacher asks opinion about the activities in the teaching and learning process.

- c. The teacher gives feedback to the students.
- d. The teacher closes the lesson by saying the parting.

H. Source

- a. Module from MGMP Kudus for X grade of Senior High School
- b. English Assessment Test for Senior High School X that is printed by Erlangga.
- c. Internet

I. Media of Learning

- a. PPT
- b. Laptop
- c. LCD/Projector

J. Evaluation

The Criteria of Scoring Writing English

No.	Scoring of Writing	Grade	Scores
1.	Contents <ul style="list-style-type: none"> 1. Knowledge-substance 2. Some knowledge of subject-adequate range 3. Limited knowledge of subject-little substance 4. Little substance 5. Does show knowledge of subject-non substantive 	Excellent Good Fair Poor Very poor	25-30 10-24 13-18 7-12 1-6
2.	Organization <ul style="list-style-type: none"> 1. The organization of the contents and arrangements the generic structure is clearly. 2. The organization of the 	Excellent	17-20

	contents and arrangements the generic structure is closely organized but main ideas stand out	Good	13-26
	3. The organization of the contents and arrangements the generic structure is confused or disconnected	Fair	9-12
	4. The organization of the contents and arrangements the generic structure is not fluent	Poor	5-8
	5. The organization of the contents and arrangements the generic structure is not communicative	Very poor	1-7
3.	Grammar		
	1. Effective complex construction the employing of grammatical forms and the use of grammar	Excellent	21-25
	2. Effective but simple construction the employing of grammatical forms and the use of past tense	Good	16-20
	3. Major problems are simple but complex construction of grammatical forms and the use of past tense	Fair	11-15
	4. Major problems are simple but complex construction of grammatical forms and the use of past tense	Poor	6-10

	5. Virtual no mastery of sentence construction rules of grammatical forms and use of past tense	Very poor	1-5
4.	Vocabulary <ol style="list-style-type: none"> 1. Sophisticated range-effective and usage 2. Adequate range-occasional of word and usage but meaning not obscured 3. Limited range-frequent errors of words and usage 4. Limited range-errors of words and usage 5. Essentially translation-little knowledge of English vocabulary 	Excellent Good Fair Poor Very poor	17-20 13-16 9-12 5-8 1-4
5.	Mechanics <ol style="list-style-type: none"> 1. Demonstrates mastery the use of capitals and paragraphing 2. Occasional errors of the use of capitals and paragraphing 3. Frequent errors of the use of capitals and paragraphing 4. Errors of the use of capitals and paragraphing 5. No mastery of the use of capitals and paragraphing 	Excellent Good Fair Poor Very poor	5 4 3 2 1
Total score of writing			100

The Students' Achievement Criteria

The scores	Categorized
80-100	Excellent
66-79	Good
56-65	Sufficient
40-55	Low
30-39	Poor
<30	Bad

Approved by,

English Teacher of
SMA NU Al Ma'ruf Kudus

H. Dalkhin, S.Pd.

Kudus, April 2014

Researcher

Fitriani Armanul Husna
NIM 201032172

Appendix 3

LESSON PLAN (Cycle II)

School	: SMA NU Al Ma'ruf Kudus
Subject	: English
Skill	: Writing
Topic	: Descriptive Text
Grade/Semester	: X/II
Time	: 4 x 45 minutes

A. The Standard Competences

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4. Expressing the functional meaning of the short text and simple essay of Narrative, Descriptive, and News Item text in the context of everyday life.

B. The Basic Competences

Writing

- 1.2 Expressing the meaning and rhetorical steps in essay that uses written language diversity in an accurate, current and acceptable in the context of everyday life in text form: Narrative, Descriptive and News Item.

C. The Indicators

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5. To create a short descriptive text

D. The objectives of Learning

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E. The Materials

Descriptive Text

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The generic structures of the text are:

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3. Frequent use of Epithets and Classifiers in nominal groups
4. Use simple present tense

F. The Learning Method / Technique

Think-Pair-Share Technique

G. The Procedures of Learning

First Meeting

1. Pre-activity
 - a. Greeting
 - b. Praying together
 - c. Check attendance list
 - d. Asking about previous material

- e. Give apperception and asking question related material that will be discussed.

2. Whilst-activity

- a. The teacher asks to the students what the definition, the purpose of the generic structure, lexicogrammatical features of descriptive text.
- b. The teacher reviews the previous material that is descriptive text.
- c. The teacher gives another example of descriptive text.
- d. The teacher checks understanding to the students and give question about material.
- e. The teacher gives lottery to find a partner
- f. The teacher explains what will do with the partner in pair.
- g. The teacher gives topic "Idol"
- h. The students "think" the idea related the topic. (10 minutes)
- i. The students share their thinking with their partner; discuss ideas of their partner about their thoughts on the topic (20 minutes).
- j. The teacher checks the worksheet of the students.
- k. The teacher expands the "share" into a whole-class discussion.
Allow each group to choose who will present their thoughts, ideas, and questions they had to the rest of the class.

3. Post-activity

- e. The teacher gives review for lesson that has been discussed.
- f. The teacher gives feedback by the students' performance.
- g. The teacher gives homework for the student in pair to analyze descriptive text that given by the teacher (analyze the generic structure and the purpose of the text, different text for each group).
- h. The teacher closes the lesson by saying the parting.

Second Meeting

1. Pre-activity

- a. Greeting

- b. Praying together
- c. Check attendance list
- d. Asking about previous material
- e. Give apperception and asking question related material that will be discussed.

2. Whilst-activity

- a. The teacher reviews the material about descriptive text which was given to the students in the previous meeting.
- b. After explaining the material briefly, the teacher discusses homework, and calls some students to present their work in front of the class.
- c. The teacher gives evaluate the students' homework.
- d. The teacher asks to the students to find a partner but different partner as previous meeting.
- e. The teacher gives time to "think" first to the students with topic as previous meeting "Idol" (10 minutes).
- f. The students share their thinking with their partner; discuss ideas of their partner about their thoughts on the topic (20 minutes).
- g. The teacher expands the "share" into a whole-class discussion
- h. At the end of the sessions, the teacher asks the students to make a descriptive text individually using the topic that has delivered that is "Idol".

3. Post-activity

- a. The teacher gives a chance to the students to ask several questions and review related to the material.
- b. The teacher asks opinion about the activities in the teaching and learning process.
- c. The teacher gives feedback to the students.
- d. The teacher closes the lesson by saying the parting.

H. Source

- a. Module from MGMP Kudus for X grade of Senior High School

b. English Assessment Test for Senior High School X that is printed by Erlangga.

c. Internet

I. Media of Learning

a. PPT

b. Laptop

c. LCD/Projector

J. Evaluation

The Criteria of Scoring Writing English

No.	Scoring of Writing	Grade	Scores
1.	Contents <ol style="list-style-type: none"> 1. Knowledge-substance 2. Some knowledge of subject-adequate range 3. Limited knowledge of subject-little substance 4. Little substance 5. Does show knowledge of subject-non substantive 	Excellent Good Fair Poor Very poor	25-30 10-24 13-18 7-12 1-6
2.	Organization <ol style="list-style-type: none"> 1. The organization of the contents and arrangements the generic structure is clearly. 2. The organization of the contents and arrangements the generic structure is closely organized but main ideas stand out 3. The organization of the contents and arrangements the generic 	Excellent Good Fair	17-20 13-26 9-12

	<p>structure is confused or disconnected</p> <p>4. The organization of the contents and arrangements the generic structure is not fluent</p> <p>5. The organization of the contents and arrangements the generic structure is not communicative</p>	<p>Poor</p> <p>Very poor</p>	<p>5-8</p> <p>1-7</p>
3.	<p>Grammar</p> <p>1. Effective complex construction the employing of grammatical forms and the use of grammar</p> <p>2. Effective but simple construction the employing of grammatical forms and the use of past tense</p> <p>3. Major problems ore simple but complex construction of grammatical forms and the use of past tense</p> <p>4. Major problems are simple but complex construction of grammatical forms and the use of past tense</p> <p>5. Virtual no mastery of sentence construction riles of grammatical forms and use of past tense</p>	<p>Excellent</p> <p>Good</p> <p>Fair</p> <p>Poor</p> <p>Very poor</p>	<p>21-25</p> <p>16-20</p> <p>11-15</p> <p>6-10</p> <p>1-5</p>
4.	<p>Vocabulary</p> <p>1. Sophisticated range-effective</p>	<p>Excellent</p>	<p>17-20</p>

	and usage		
	2. Adequate range-occasional of word and usage but meaning not obscured	Good	13-16
	3. Limited range-frequent errors of words and usage	Fair	9-12
	4. Limited range-errors of words and usage	Poor	5-8
	5. Essentially translation-little knowledge of English vocabulary	Very poor	1-4
5.	Mechanics		
	1. Demonstrates mastery the use of capitals and paragraphing	Excellent	5
	2. Occasional errors of the use of capitals and paragraphing	Good	4
	3. Frequent errors of the use of capitals and paragraphing	Fair	3
	4. Errors of the use of capitals and paragraphing	Poor	2
	5. No mastery of the use of capitals and paragraphing	Very poor	1
Total score of writing			100

The Students' Achievement Criteria

The scores	Categorized
80-100	Excellent
66-79	Good

56-65	Sufficient
40-55	Low
30-39	Poor
<30	Bad

Kudus, April 2014

Approved by,

English Teacher of
SMA NU Al Ma'ruf Kudus

Researcher

H. Dalkhin, S.Pd.

Fitriani Armanul Husna
NIM 201032172



Appendix 4

Observation Sheet (Cycle I)

First Meeting

Teacher activities		Yes	No	Students activities	Yes	No	Note
Pre - activity	1. The teacher greets the students in the classroom.			1.The students give response greeting by the teacher.			
	2. The teacher asks the students to pray together before begin the lesson.			2.The students pray together.			
	3. Check attendance list by the teacher.			3The students give response.			
	4 The teacher asks the students about previous material.			4. The students give response questions by the teacher about previous material.			
	5. The teacher gives apperception and question about the material that will be discussed.			5. The students give response and answer the teachers' question.			
	1. The teacher gives explanation about material that will be discussed.			1. The students listen and pay attention to the explanation.			
	2. Check understanding and			2. The students response and answer			

Whilst-activity	give questions by the teacher about the material have been discussed.			the teachers' question.			
	3. The teacher gives instruction to the students. (divide the group, in pair)			3. The students listen teachers' instruction and do it in the classroom.			
	4. The teacher explains what will do by the students in pair.			4. The students listen the teachers' explanation.			
	5. The teacher gives topic that will discussed by the students.			5. The students listen to the teacher.			
	6. The teacher gives time to the students to "Think" first related the topic			6. The students "Think" related the topic individually.			
	7. The teacher asks the students to share their thinking with their partner.			7. The students share their thinking with their partner.			
	8. The teacher checks the worksheet of the students.			8. The students continue to do the worksheet			

	9. The teacher expands the share into a whole class discussion.			9. The students come forward representative for each group.			
	10. The teacher uses Think-Pair-Share technique.			10. The students follow up the teachers' technique.			
Post-activity	1. The teacher gives review for lesson that has been discussed.			1. The students give response for lesson that has been discussed by the teacher.			
	2. The teacher feedback by the students' performance			2. The students pay attention.			
	3. The teacher gives homework for the students in pair to make descriptive text by their topic.			3. The students make a note.			
	4. The teacher closes the lesson by saying the parting.			4. The students respond the teacher's parting.			

Second Meeting

Teacher activities		Yes	No	Students activities	Yes	No	Note
Pre - activity	1. The teacher greets the students in the classroom.			1. The students give response greeting by the teacher.			
	2. The teacher asks the students to pray together before begin the lesson.			2. The students pray together.			
	3. Check attendance list by the teacher.			3. The students give response.			
	4. The teacher asks the students about previous material.			4. The students give response questions by the teacher about previous material.			
	5. The teacher gives apperception and question about the material that will be discussed.			5. The students give response and answer the teachers' question.			
	1. The teacher Reviews the material about descriptive text.			1. The students listen and pay attention to the explanation.			
	2. The teacher discusses homework and calls some students to			2. The students response and come forward to present their homework.			

Whilst-activity	present their work in front of the class.						
	3. The teacher gives evaluate the students' homework.			3. The students pay attention to the teacher.			
	4. The teacher asks to the students to find a partner but different partner as previous meeting.			4. The students find new partner.			
	5. The teacher gives time to "Think" first to the students with topic as previous meeting (tourist object).			5. The students think related the topic individually			
	6. The teacher asks the students to share their thinking with their partner.			6. The students share their thinking with their partner.			
	7. The teacher expands the			7. The students come forward			

	share into a whole class discussion.			representative for each group.			
	8. The teacher asks the students to make a descriptive text individually with the topic that have given in the previous meeting.			8. The students do the teachers' asking.			
Post-activity	1. The teacher gives a chance to the students to ask several questions related the material.			1. The students ask several questions.			
	2. The teacher asks opinion about the activities to the teaching and learning process.			2. The students give opinion about activities in teaching and learning process.			
	3. The teacher gives feedback to the students.			3. The students pay attention.			
	4. The teacher closes the lesson by saying the parting.			4. The students respond the teacher's parting.			

Appendix 5

Observation Sheet (Cycle II)

First Meeting

Teacher activities		Yes	No	Students activities	Yes	No	Note
Pre - activity	1. The teacher greets the students in the classroom.			1. The students give response greeting by the teacher.			
	2. The teacher asks the students to pray together before begin the lesson.			2. The students pray together.			
	3. Check attendance list by the teacher.			3. The students give response.			
	4. The teacher asks the students about previous material.			4. The students give response questions by the teacher about previous material.			
	5. The teacher gives apperception and question about the material that will be discussed.			5. The students give response and answer the teachers' question.			
	1. The teacher asks some question related the previous material.			1. The answer the question.			
	2. The teacher reviews the previous material.			2. The students pay attention to the teacher.			

Whilst-activity	3. The teacher gives another example of Descriptive text			3. The students pay attention to the teacher.			
	4. The teacher checks understanding to the students and give question.			4. The students answer question by the teacher.			
	5. The teacher gives lottery to find a partner.			5. The students take the lottery and find the partner.			
	6. The teacher explains what will do with the partner in pair.			6. The students pay attention to the teacher.			
	7. The teacher gives topic "Idol".			7. The students pay attention.			
	8. The teacher gives time to "Think" related the topic.			8. The students "think" related the topic.			
	9. The students share their thinking with their partner; discuss ideas of their partner about their thoughts on the topic.			9. The students share with their partner about their thinking.			
	10. The teacher expands the			10. The students pay attention.			

	"share" into a whole-class discussion.						
Post-activity	1. The teacher gives review for lesson that has been discussed.			1. The students give response for lesson that has been discussed by the teacher.			
	2. The teacher gives feedback by the students' performance.			2. The students pay attention.			
	3. The teacher closes the lesson by saying the parting.			3. The students respond the teacher's parting.			

Second Meeting

Teacher activities		Yes	No	Students activities		Yes	No	Note
Pre - activity	1. The teacher greets the students in the classroom.			1. The students give response greeting by the teacher.				
	2. The teacher asks the students to pray together before begin the lesson.			2. The students pray together.				
	3. Check attendance list by the teacher.			3. The students give response.				
	4. The teacher asks the students			4. The students give response questions				

	about previous material.			by the teacher about previous material.			
	5. The teacher gives apperception and question about the material that will be discussed.			5. The students give response and answer the teachers' question.			
Whilst-activity	1. The teacher Reviews the material about descriptive text.			1. The students listen and pay attention to the explanation.			
	2. The teacher discusses homework and calls some students to present their work in front of the class.			2. The students response and come forward to present their homework.			
	3. The teacher gives evaluate the students' homework.			3. The students pay attention to the teacher.			
	4. The teacher asks to the students to find a partner but different partner as previous meeting.			4. The students find new partner.			
	5. The teacher			5. The students think			

	gives time to “Think” first to the students with topic as previous meeting (idol).			related the topic individually			
	6. The teacher asks the students to share their thinking with their partner.			6. The students share their thinking with their partner.			
	7. The teacher expands the share into a whole class discussion.			7. The students come forward representative for each group.			
	8. The teacher asks the students to make a descriptive text individually with the topic that have given in the previous meeting.			8. The students do the teachers’ asking.			
Post-activity	1. The teacher gives a chance to the students to ask several questions related the material.			1. The students ask several questions.			
	2. The teacher asks opinion about the			2. The students give opinion about activities in teaching			

	activities to the teaching and learning process.			and learning process.			
	3. The teacher gives feedback to the students.			3. The students pay attention.			
	4. The teacher closes the lesson by saying the parting.			4. The students respond the teacher's parting.			



Appendix 6**STUDENTS' WORKSHEET (Cycle I)**

Name :
Student's Number :
Class :

**Make a descriptive text INDIVIDUALLY! At least 20 sentences.
Please write down about "Tourist Object". (45 minutes)**



A large rectangular box containing horizontal dotted lines for writing. A faint watermark of the University of Muria Kudus logo is visible in the background. The logo is a shield-shaped emblem with a yellow background, featuring a blue mountain range, a yellow sun or star, and red floral motifs at the bottom. The text "UNIVERSITAS MURIA KUDUS" is written in a semi-circle at the top of the shield.

Appendix 7**STUDENTS' WORKSHEET (Cycle II)**

Name :
Student's Number :
Class :

Make a descriptive text INDIVIDUALLY! At least 20 sentences.

Please write down about your idol. (45 minutes)



The logo of Universitas Muria Kudus is a shield-shaped emblem. It features a yellow background with a blue mountain range in the center. A red sun or flower-like shape is positioned below the mountains. The text "UNIVERSITAS MURIA KUDUS" is written in a semi-circle at the top of the shield. The entire logo is overlaid on a grid of dotted lines for writing.

Appendix 8

THE RESULT OF STUDENTS ACHIEVEMENT TEST OF WRITING ABILITY STUDENTS OF X-3 GRADE SMA NU AL MA'RUF KUDUS IN ACADEMIC YEAR 2013/2014

NO.	NAME		Cycle I	Cycle II
1	Adi Novita Sari	ANS	64	75
2	Anisa Dwi Ulyana	ADU	78	78
3	Fairuzza Luthfin	FL	80	82
4	Farida Naila Rahmah	FNR	58	70
5	Febriana Vita Aulia	FVA	74	83
6	Heni Adhasari	HA	85	86
7	Kartika Putri Husadani	KPH	77	82
8	Listiyati Indah Wardani	LIW	75	78
9	Nailis Sa'adah	NS	73	80
10	Noor Janah Fitria	NJF	75	79
11	Nurul Handayani	NH	80	84
12	Nurus Sa'adah	NS	87	89
13	Ofiek Hanni Ammari	OHA	70	85
14	Rochmatul Fitria Putri Yuninda	RFPY	65	82
15	Shinta Widyaloeka Sari	SWS	71	84
16	Siti Ruhayati	SR	67	85
17	Siti Zuyyina	SZ	68	78
18	Yolanda Rismarani Rumpoko	YRR	70	81
19	Arlan Benowo Rizqi	ABR	60	75
20	Ismail Heri Wijaya	IHW	67	74
21	Muh. Nuris Shofwal Maula	MNSM	65	76
22	Muhammad David Andrean	MDA	63	78
23	Muhammad Frido Aulia Rahman	MFAR	70	78
24	Muhammad Habib Prasetyo	MHP	65	78
25	Muhammad Ma'mun Anam	MMA	68	76
26	Muhammad Wafi Ulinnuha	MWU	64	72
27	Putra Dinanti Pratama	PDP	52	71
28	Syahrul Maulana	SM	62	75
29	Tri Noor Afif	TNA	68	75
Sum of Score			2021	2289

STUDENTS' WORKSHEET (Cycle I)

87

Name : Nurus Sa'adah
 Student's Number : 12
 Class : X-3

Make a descriptive text INDIVIDUALLY! At least 20 sentences.
 Please write down about "Tourist Object". (45 minutes)

Bandengan Beach

Bandengan beach or Tirta Samudra Beach is the famous beach in Jepara. The place is very beautiful and romantic. People around Jepara, Kudus, Pati, Demak, and Semarang know this place.

This place is located 7 kilometers north of Jepara city center. The way to get there is very easy. Just follow the bridge sign and will find it. From the town square, follow the road to Bangsri then turn left when reached Kuwasan Village.

The white sandy beach which pure water is good for swimming. The beach is safe enough for swimming because the beach is shallow and the wave is not so big. This place is more beautiful at dusk. We can see the beautiful sunset with our family or friends.

This place we can find many traditional footstalls. We can buy food such as roasted fish, crab, boiled shell. Come to the Bandengan beach will bring comfortable.

STUDENTS' WORKSHEET (Cycle I)

Name : M. Frido Aulia R
 Student's Number : 23
 Class : X-3

70

Make a descriptive text INDIVIDUALLY! At least 20 sentences.
 Please write down about "Tourist Object". (45 minutes)

Cigarette Museum

Cigarette museum is one of museum in central java that saved many histories about cigarette. Cigarette museum is located in Betas Pejaten Village, Jati District Kudus, central java. This museum is build in 1906 by H. Soepardjo Roentam, governor at that time.

In this Cigarette museum, save many instruments and traditional machine to make cigarette. In this complex, there is park and also footstall. If we visit there we can try to feel the foot. There is waterboom also, so the children can play and swim there.

Cigarette museum is the biggest in Indonesia, to remember figures that commendables in industry of cigarette in Kudus. the manager of museum immortalize the picture of figures in the wall of museum.

STUDENTS' WORKSHEET (Cycle II)

Name : Listiyati Indah W.
 Student's Number : 8
 Class : X-3

78

**Make a descriptive text INDIVIDUALLY! At least 20 sentences.
 Please write down about your idol. (45 minutes)**

Raffi Ahmad

Raffi Ahmad is my favourite idol. His full name is Raffi Faridz Ahmad. His call name is Raffi Ahmad or Raffi. He was born in Bandung on February 17th 1987. His father is Munawar Ahmad, and His mother is Amy Danila. His father was died when he was child. He also has a little sister her name is Syahnaz Sachiagh.

Raffi is an actor, singer and also host. Raffi start his carrier when he was 15 years old. He is one of actor in some films. His skill to be an actor get apperception in some station television. Beside become an actor he also a singer. When 2006 he have group that is "BEB" (Bukan Bintang Biasa). From this group he reach many apperception as Best soundtrack. He also become a presenter or host in one of Program with their friend, Olga Syahputra.

I like Raffi Ahmad because he is smart, diligent, handsome. He also have many fans.

STUDENTS' WORKSHEET (Cycle II)

Name : Yolanda Rismarani
 Student's Number : 18
 Class : X-3

81

Make a descriptive text INDIVIDUALLY! At least 20 sentences.
 Please write down about your idol. (45 minutes)

JUSTIN BIEBER

Justin Bieber was born in London, 1994. He is a singer. His full name is Justin Drew Bieber. His father is Jeremy Bieber. His mother is Pattie Mallette.

Justin Bieber is a Canadian pop-R&B singer. He was born on March 1, 1994, in London, Ontario and was raised in St. Catharines, Ontario, Canada.

During his childhood, Justin Bieber was interested in hockey, soccer and chess; he often kept his musical aspirations to himself to play piano, drums, guitar and trumpet.

In 2008, Justin Bieber was discovered by Scooter Braun, who happened to come across Bieber's videos on YouTube and later became his manager. Braun arranged for him to meet with Usher in Atlanta.

His single was released on March 23, 2010, and has since received similar success. It debuted at number one and within the top ten of several countries and was certified platinum in the United States.



YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
UNIVERSITAS MURIA KUDUS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Gondangmanis Bae, Kudus PO. BOX 53, Telepon (0291) 438229, Fax. (0291) 437198

No. : 231/FKIP.UMK/B.09.92/II/2014
Lamp. : -
Hal : Permohonan Ijin Penelitian

17 April 2014

Yth. Kepala
SMA NU AL MA'RUF KUDUS
di -
KUDUS

Kami sampaikan dengan hormat bahwa mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus :

Nama : **FITRIANI ARMANUL HUSNA**
NIM : 2010 - 32 - 172
Fakultas/Prodi : KIP/Pendidikan Bahasa Inggris

Akan mengadakan penelitian untuk penulisan skripsi dengan judul :
"IMPROVING WRITING ABILITY OF THE TENTH GRADE STUDENTS OF SMA NU AL MA'RUF KUDUS IN ACADEMIC YEAR 2013/2014 TAUGHT BY USING THINK-PAIR-SHARE (TPS) TECHNIQUE"

Sehubungan dengan hal tersebut, kami mohon dengan hormat kesediaan Bapak/Ibu untuk berkenan memberikan ijin mahasiswa diatas guna memperoleh data yang diperlukan.

Atas perkenan dan bantuan Bapak, kami sampaikan terima kasih.

A.n. Dekan,

Wakil Dekan I

Dr. Sri Utaminingsih, M.Pd
NIS. 0610701000001218



BADAN PELAKSANA PENDIDIKAN MA'ARIF NU
SUNAN DJA'FAR SHADIQ
SMA NU AL MA'RUF KUDUS
TERAKREDITASI A

Website : www.smanualmaruf.wordpress.com Email : smanualmarufkds@gmail.com

Alamat : Jl. AKBP. R. Agil Kusumadya No. 2 Telp. / Fax. (0291) 438939 Kudus, Kode Pos 59348

SURAT KETERANGAN

Nomor : 365a/SMA.NU.AM/B/VII/2014

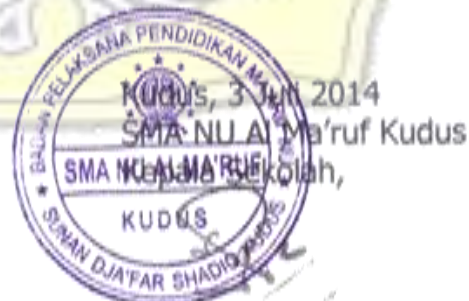
Kepala SMA NU Al Ma'arif Kudus, menerangkan bahwa mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus tersebut di bawah ini :

Nama : **FITRIANI ARMANUL HUSNA**
NIM : 2010-32-172
Fakultas : KIP
Program Studi : Pend. Bahasa Inggris

Telah mengadakan penelitian di SMA NU Al Ma'arif Kudus pada tanggal 20 April s.d. 10 Mei 2014.

Untuk pembuatan skripsi dengan judul :
"Improving Writing Ability of The Tenth Grade Students of SMA NU Al Ma'arif Kudus in Academic Year 2013/2014 by Using Think-Pair-Share (TPS) Technique"

Demikian harap yang berkepentingan maklum.



Drs. H. Shodiqun, M.Ag
Pembina Utama Muda
NIP. 19590226 198303 1 007

YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
UNIVERSITAS MURIA KUDUS

Kampus UMK Gondangmanis Bae Kudus PO. Box 53 Phone/Fax.0291 -438229

KETERANGAN SELESAI BIMBINGAN

Yang bertanda tangan dibawah ini :

nama : Drs. Muh. Syafei, M.Pd.
NIP/NIS : 19620413-198803-1-002
Jabatan : Pembimbing I

nama : Fitri Budi Suryani, S.S, M.Pd.
NIP/NIS : 0610701000001155
Jabatan : Pembimbing II

menerangkan bahwa

nama : Fitriani Armanul Husna
NIM/Semester : 2010-32-172/VIII
program studi : Pendidikan Bahasa Inggris

telah menyelesaikan bimbingan skripsi dengan judul:

**Improving Writing Ability of the Tenth Grade Students of SMA NU Al
Ma'ruf Kudus in Academic Year 2013/2014 by Using Think-Pair-Share
(TPS) Technique**

Demikian surat keterangan ini dibuat sebagai syarat untuk mengajukan
permohonan ujian terakhir.

Pembimbing II

Fitri Budi Suryani, S.S, M.Pd.
NIS.0610701000001155

Kudus, Juli 2014

Pembimbing I

Drs. Muh. Syafei, M.Pd.
NIP.19620413-198803-1-002

YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
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Kampus UMK Gondangmanis Bae Kudus PO. Box 53 Phone/Fax. 0291 -438229

PERMOHONAN UJIAN SKRIPSI

Yang bertanda tangan dibawah ini:

nama : Fitriani Armanul Husna
NIM/Semester : 2010-32-172/VIII
Progam studi : Pendidikan Bahasa Inggris

mengajukan permohonan menempuh ujian skripsi.

Bersama ini kami lampirkan hal-hal sebagai berikut.

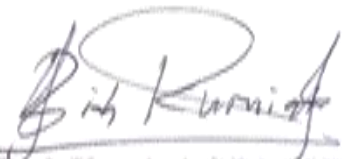
1. Surat pernyataan mahasiswa tentang orisinilitas skripsi
2. Surat keterangan selesai bimbingan skripsi
3. Naskah skripsi 4 eksemplar.
4. Tanda bukti pembayaran biaya bimbingan dan ujian skripsi
5. Transkrip nilai yang telah lulus dengan IPK minimal 3,0.


Kudus, Juli 2014

Mengetahui

Ka. Prodi Pendidikan Bahasa Inggris

Pemohon


Diah Kurniati, S.Pd, M.Pd.
NIS. 0610701000001190


Fitriani Armanul Husna
NIM. 2010-32-172

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Kampus UMK Gondangmanis Bae Kudus PO. Box 53 Phone/Fax.0291 -438229

STATEMENT

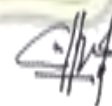
Nama : Fitriani Armanul Husna
NIM : 2010-32-172
Study program : English Education Department
Skripsi title : "Improving Writing Ability of the Tenth Grade Students of SMA
NU Al Ma'ruf Kudus in Academic Year 2013/2014 by Using
Think-Pair-Share (TPS) Technique"

State that this skripsi is indeed the scientific work of mine, not that of others. I only
make certain quotations from others' as references I need to support my skripsi.

I am fully responsible for this statement

Kudus, Juli 2014

The writer



Fitriani Armanul Husna

YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
UNIVERSITAS MURIA KUDUS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Kampus UMK Gondangmanis Bae Kudus Po Box 53 phone/fax.0291-438229

BERITA ACARA BIMBINGAN

Nama : FITRIANI ARMANUL HUSNA
Nim/semester : 2010-32-172 / VII
Program studi : PENDIDIKAN BAHASA INGGRIS
Pembimbing : 1. DRG. MUH. SYAFELI, M.Pd
2. FITRI BUDI SURYANI, S.S., M.Pd

No.	Hari/ Tanggal	Bagian/Bab/Hasil Yang Dikonsultasikan	Tanda Tangan		Keterangan
			Pembimbing	Mahasiswa	
1.	25/10-13	Proposal			Revisi 1- Revisi
2.	17/01-14	Proposal			Revisi 2- Revisi
3.	07/02-14	Proposal			Revisi 3- Revisi

No.	Hari/ Tanggal	Bagian/Bab/Hasil Yang Dikonsultasikan	Tanda Tangan		Keterangan
			Pembimbing	Mahasiswa	
4.	24/2	Proposal			Revisi all,
5.	25/2-2014	Proposal			Gramatical mistakes think of research design
6.	28/2-2014				Revisi grammar your paper
7.	10/3	Proposal			Revisi
8.	18/3	Proposal			Revisi
9.	18/6-2014				
10.	20/6-2014				Revisi final draft
11.	23/6	Chapter 1			Revisi

Pedoman Siskol FKIP UMM – 2012Predominant Surgical Flap (mm) = 2012

CURRICULUM VITAE



Fitriani Armanul Husna is the last child of Mr. Sukarman and Mrs. Komariah. She was born on March 25th, 1993 in Kudus. She has four brothers. She lives with her family at Ngembalrejo village, RT. 03 RW V Bae Kudus. She graduated from Elementary School, MI DarulUlum 01 in 2004, and then continued in MTs Darul Ulum at Ngembalrejo Bae Kudus, she graduated in 2007. After that she continued her school at SMA NU Al Ma'ruf Kudus majoring language program. She graduated from SMA NU Al Ma'ruf Kudus in 2010. Then, she continued her study in Muria Kudus University. She chose Teacher Training and Education Faculty, majoring in English Education Department. Because, she wants to improve her knowledge about English Education. After graduate from this university, she hopes that she will be an English teacher.