

**THE USE OF SWELL METHOD TO THE STUDENTS'
WRITING ACHIEVEMENT AT TENTH GRADE
SMA HARAPAN MEKAR**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
For degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By :

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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH NORTH SUMATERA
MEDAN
2020**



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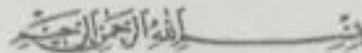
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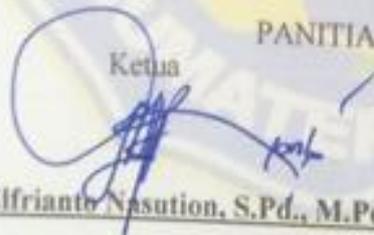
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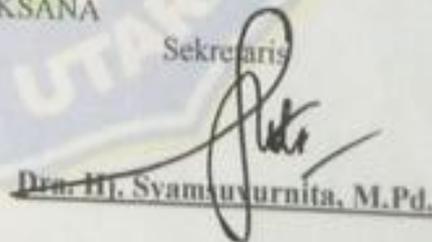
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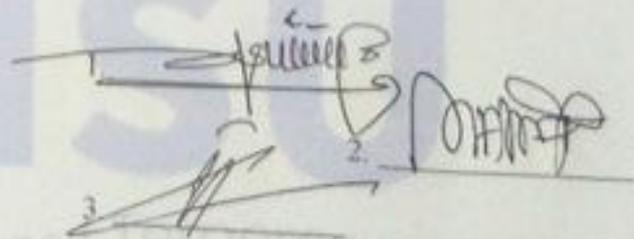
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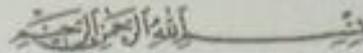




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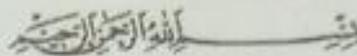
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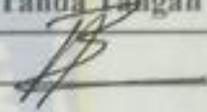
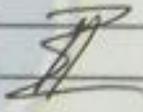
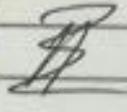
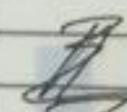
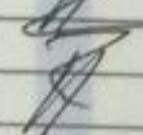
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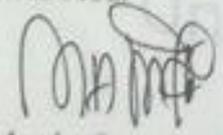


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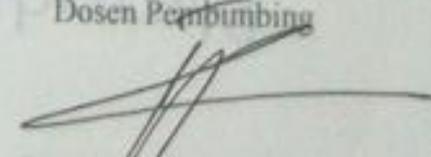
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	Chapter II Conceptual Framework	
	Chapter III Research Design	
	Chapter IV Data Analysis Research Finding	
	Reference	
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ABSTRACT

Dia Anggina Nasution. 1502050005 “The Use of SWELL Method to the students’ Acievement at Tenth Grade SMA Harapan Mekar”. Skripsi: English Education Program. Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU) Medan. 2020

This research was aimed to find out the usability of SWELL method in teaching writing descriptive text. This research was conducted by using Classroom Action Research (CAR). The subject of this research was tenth grade of SMA Harapan Mekar in academic year 2019/2020 which consisted of 20 students. The objective of this research was to investigate the use of SWELL method on teaching writing descriptive text. This research was conducted in two cycles which each consists of planning, acting, observing, and reflecting. The data were gathered through quantitative and qualitative data. The result of this reserach showed that there was increasing of students in writing. The mean of pre-test was 51.8. The mean of post-test 1 was 70.25. the mean of post-test 2 was 82.25. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >75 also grew up. In the pre-Test, the students who got point >75 up were 2 students (10%). In the post-test of cycle 1 students who got point >75 up were 12 students (60%). The post-test of cycle 2, students who got point >75 were 16 students (80%). In other words, the students’ are more interest and motivate in writing descriptive text during teaching and learning process by used SWELL method. The result shows that ability in writing descriptive became well in the first meeting to the next meeting by used SWELL method.

Keywords: Writing Descriptive Text, Classroom Action Research, SWELL Method.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Generally, the purpose of teaching English language at school is to develop the students' language skills. Teaching English in Indonesia concerns with communicative based acquisition. It contains four basic skills that are usually taught in an integrated way. The basic skills are listening, speaking, reading, and writing. Writing is the skill that involves communicating a message by making sign on page.

Burhan Nurgiyantoro, (2001) states in terms of language skills, writing is the ability to speak the final master. The ability to write is more difficult to control, even by native speakers of the language concern though. This is due to the ability to write which requires mastery of various linguistic elements and elements outside the language itself. Writing is one of the most significant cultural accomplishments of human being. It allows us to record and convey information and stories beyond the immediate moment. Writing is not only just talking about the post, but also the process of writing that would make a lot of writing that makes people interested.

As one of the language skill, writing cannot be ignored from its role to improve students' knowledge. Writing skill needs to be mastered by the learners, because learning how to write in English is important. In last few years, the schools have been emphasizing the importance of knowing how to write. In many countries, education systems emphasize writing for taking tests. Almost students, the only

reason to practice writing is to pass examinations or to get a good grade in the class. This is not likely to make students interested in writing.

In English classes, students frequently complain that finding something to write about is more difficult than writing. They do not have any idea of what to write. The students also can not choose the right words, and they do not know how to start their writing. One factor causes the problem is the strategy applied by the English teachers. They do not have sufficient and suitable teaching techniques, and also lack of appropriate materials in their classes. Besides, many teachers still use the traditional teacher-centered method in writing classes, which makes classes boring and ineffective.

To solve the problem, English teachers would do well to provide students with as many acceptable suggestions as they can. Teachers also must find an effective strategy in teaching writing skill, especially in teaching writing descriptive text– and SWELL (Social-Interactive Writing for English Language Learners) is the answer. Based on the above problems the researcher intends to conduct research on “The Use of SWELL Method to the Students’ Achievement at Tenth Grade SMA Harapan Mekar Medan”.

B. Identification of the Problems

In relation to the background, the problems of this research are identified as the following:

1. The students have difficulties in writing, especially in writing descriptive text.
2. The teachers do not have sufficient and suitable teaching strategies in writing classes.

C. Scope and Limitation

Based on the identification of study above, the researcher limits problem on “The Use of SWELL Method to the Students’ Achievement at Tenth Grade SMA Harapan Mekar Medan”.

D. Formulation of the Problem

In the relation to the background of the study, the research addresses the problem as the following:

“How is the use of SWELL (Social-Interactive Writing for English Language Learners) method on students in writing descriptive text?”

E. Objective of the Study

Applying SWELL (Social-Interactive Writing for English Language Learners) method as one of the writing method in teaching is expected to help the students in writing competence and help teachers to use suitable teaching strategies in writing. Based on the question in the formulation of problem above, the objective of this study is to investigate the use of SWELL (Social-Interactive Writing for English Language Learners) strategy on teaching writing descriptive text.

F. Significances of the Study

The result of the study was expected to elaborate theoretically and practically.

1. Theoretically

The result of the study was expected to be useful for the readers, to enrich their horizon in theory of English learning. The result of the study is also expected to be useful for the researcher for their future study.

2. Practically

- a. English teachers, as an alternative teaching resource to give them more information about another strategy which can be applied in teaching writing, especially in descriptive writing.
- b. To school : as the archives for school and foster cooperation between teachers to improve the quality of education in sustainable manner.
- c. Researcher, be useful as a reference in the learning process in the future.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting the research, theories are needed to tell and explain the concept applied concerning to the research. The collection of literature that related to this study will be explain and conducted on this study. This chapter consist of the definition of writing, process of writing, genre of writing, purpose of writing, general concept of SWELL (Social-Interactive Writing for English Language Learners) method, definition of teaching, characteristics of descriptive text, the use of concept SWELL (Social-Interactive Writing for English Language Learners) method on teaching descriptive text, related study, conceptual framework, and hypothesis.

1. Writing

1.1 Definition of Writing

J.B. Heaton (1988) states“writing is a dynamic process. It is a process of translating ideas into written symbols; it combines thinking, feeling, and talking silently to readers and oneself. Writing is the ability which help the writers put their thoughts into words in a meaningful form. Utami Dewi (2013) states writing is an effort by thinking an idea or some experience that the result invented by written, then the writting added some editing or revising to make better than first time. Writing is the expression of language in the form of letters, symbol, or word. The primary

purpose of writing is communication. Regardless of the language, writing has many rules including grammar, spelling, and punctuation. People use many tools to assist in their writing such as dictionaries and thesaurus.

Based on some opinions on the above, researcher can conclude that writing is an effort to produce language by putting down words or ideas then make sentences that easy to understand. In writing needed rules to turn by writer that make easy to write the best written, and it is a learned process that takes time and concentrated practice because the writer has more time to think than they do in oral.

1.2 Process of Writing

In process of writing, these are stages of writing process, According to Utami Dewi (2013), the process of writing occurs in several stages:

1) Prewriting

Students generate ideas for writing: brainstorming, reading, literature; creating life maps, webs, and story charts; developing word banks; deciding on form, audience, voice, and purpose as well as through teacher motivation.

2) Rough Draft

Students get their ideas on paper. They write without concern for conventions. Written work does not have to be neat; it is a sloppy copy.

3) Reread

Students proof their own work by reading aloud and reading for sensibility.

4) Share With a Peer Reviser

Students share and make suggestions for improvement: asking who, what, when, where, why, and how questions about parts of the story the peer does not understand; looking for better words; and talking about how to make the work better.

5) Revise

Improve what the narrative says and how it says it: write additions, imagery, and details. Take out unnecessary work. Use peer suggestions to improve. Clarify.

6) Editing

Work together on editing for mechanics and spelling. Make sure the work is good proof^c.

7) Final Draft

Students produce their final copy to discuss with the teacher and write a final draft.

8) Publishing

Students publish their written pieces; sending their work to publishers; reading their finished story aloud, making books. This is a time to celebrate.

In other process of writing, there are three main process, namely: preparing to write, drafting, and revising. Can be described as follows:

1) Preparing to write

Most work in writing need some preparations. How to long spend on this preparation, and what you do, largely depends on your readers, your purpose, the

content and the writing situation. For example, a quick message to a friend requires deferent preparation from a letter to a company applying for a job.

2) Drafting

The drafting stage is where the writer really begin writing. The most important thing here is to get words into paper. It is not the time to worry about spelling, grammar, punctuation, or the best wording.

3) Revising

In this stage revising is the most importance in writing process. Revising might take place while drafting or after finished draft.

Revising are often helped by other readers or editors who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

1.3 Genre of Writing

Rudi Hartono (2005) states that genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose.

There are twelve types genre of writing, they are:

- 1) Spoof has function to retell an event with a humorous twist,
- 2) Recount has a function to retell or inform an event or activity in the past,
- 3) Report has a function to describe the way things are, with the reference to a range of natural or non-natural phenomena or things in the world,

- 4) Exposition has a function to persuade the reader that something in the case or not,
- 5) News item has a function to inform readers about events of a day,
- 6) Anecdote has a function to share with others an account of an unusual or amusing story,
- 7) Narrative has a function to amuse, entertain actual or vicarious experience in a different way,
- 8) Procedure has a function to explain how something through a sequence of action of steps is done,
- 9) Description has a function to describe a certain person, or thing,
- 10) Explanation has a function to explain the processes involved in the formation of natural or socio cultural phenomena,
- 11) Discussion has a function to present (at least) two points of view about an issue,
- 12) Review has a function to give critique about an art or event for a public audience.

1.4 The Purpose of Writing

In purpose of writing, there are three general purpose in writing that can occur in a single essay, and usually one the purpose can be dominant, there are three purpose of writing:

1. To explain (educate, inform)
2. To entertain (amuse, give pleasure)
3. To persuade (convince, change the reader's mind)

From three purpose they can be external purpose or internal based on what kind of writing that writers' has wrote. Some purpose are made to fulfill an assignment, to demonstrate knowledge to people, and to enrich good grade.

The researcher concludes that writers' should focus on the purpose of writing that can help to guide what writers' have to do, what kind of information they need, and how they get, organize or develop the information, and the reason the important of it.

2. Descriptive Text

According to Mc. Crimmon (2002) that descriptive can be defined as a process of describing something in words with use a skill that make the reader get a reasonable impression to certain object. It means that descriptive is a type of writing in introducing verbal representation of person, place, place, thing, event, or process into an essay. A good descriptive is able to evoke all sense such as touch and taste.

Firstly, making a descriptive text we should able to understand the rhetorical structure (identification, description) and language features of descriptive text. Also, rhetorical construction must be used to clear the purpose communication of the text and representing with cohesively and coherently in series of sentence.

a) **The Generic Structure of Descriptive Text**

Gerot and Wignell (1994) stated that the generic structure of descriptive text are related in describing of identifications, such as things or phenomenon and describing the description in detail, such as good shapes, properties and characteristics of someone or something.

b) **The Language Features of Descriptive Text**

The generic structures always support by the language features. To support form of descriptive text, it must be has the significant language features to complete it. Knapp and Watkins (2005) said that the linguistics features of descriptive text are often using present tense in presenting descriptive text, using verb “be”, “has/have”, or linking verbs such as look, seem, smell, sound, etc., using mental verb in describing feelings, using adjective, adverb, and adverbial phrase in presenting the descriptive text.

Based on the theory above, it can concluded language features of descriptive text as follows :

- a) Specific participant : has a certain object, is not common and unique (only one).
- b) The use of the adjective (an adjective) to clarify the noun.
- c) The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- d) Action verb: verbs that show an activity

c) **The Example of Descriptive Text**

In this below are the example and the rhetorical structure of descriptive text:

Borobudur Temple

(Identification)

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

(Description)

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.

The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, kamadhatu, rupadhatu, and arupadhatu. The first sphere, kamadhatu, represents respectively the sphere of desires where we are bound to our desires; the second sphere, rupadhatu, represents forms where we abandon our desires but are still bound to name and form; and the last sphere, arupadhatu, represents formlessness where there is no longer either name or form. Borobudur temple which is rededicated as an

Indonesian monument in 1983 is a valuable treasure for Indonesian people. With its magnificent size and architecture, no wonder that Borobudur Temple includes 7 wonders of the world.

3. SWELL (Social-Interactive Writing for English Language Learning)

In this part, the researcher will explain about definition of SWELL (Social-Interactive Writing for English Language Learning), SWELL method modification, and SWELL method procedures.

3.1 Definition of SWELL (Social-Interactive Writing for English Language Learning)

Swell is Collaborative writing that encourages social interaction among writers through activities such as peer response. The social interaction and dialogue with others are considered crucial by social interactionist theorists.

3.2 SWELL method modifications

The SWELL modifications are described below.

- a. Use students' linguistic and cultural knowledge in L1. In this context, the outcomes were positive.
- b. Provide timely, explicit, and direct intervention, students evaluate each other's writing in the final step and are expected to proofread and edit each other's writing on their own without the teacher's intervention.

- c. To help novice writers, SWELL has the Writer read the draft with as much expression and attention to punctuation as possible, while both the Helper and the Writer look at the text together. This gives the Writer the opportunity to see if the writing is clear to the audience.
- d. SWELL method, the words meaning, order, spelling, and punctuation, which are the editing criteria, are listed in the box in Step 4 (Editing) as a reference for the students as they edit their own and their peer's writing.
- e. SWELL adds the editing criterion style to the four described above. Style is defined as "the clarity of sentences," which includes making appropriate word choices and using correct sentence structure. Style was added to help students ensure that their sentences are clearly written in their final draft.

This modification is based on belief that most English language learners are novice writers, still struggling with L2, and might not be able to choose for themselves an appropriate stage. Teachers are thus encouraged to play an active role in their students' writing process by choosing a stage for each pair based on the teachers' understanding of their students' writing levels. An additional advantage of having the teacher choose a stage for each pair is that the students can focus solely on the writing task without having to worry about whether they chose the appropriate stage.

3.3 SWELL Method Procedures

The following steps describes in detail the procedures that teachers of English language learners can use to implement SWELL in their classrooms.

Step 1: Ideas to help students understand important components such as character, setting, problem, and solution in descriptive writing, SWELL provides complete questions, most of which begin with wh- words. They are: Who did what?, Who did what to whom?, What happened?, Where did it happen?, When did it happen?, Who are the important people (main characters) in the story?, Why did he/she/they do that?, What was the problem?, How did he/she/they solve the problem?, What happened next?, Then what?, Did anyone learn anything at the end? What was it?, (Ask any other questions you can think of).

To help Writers stimulate ideas, their Helpers raise the questions stated above in any order that seems appropriate, or the Helpers can put forth their own questions. As Writers respond verbally to the questions, they jot down key words and are encouraged to add any relevant information they might want to write about. The pairs then review the Writer's key words to establish some kind of rough order or organization for the writing.

This could be indicated by numbering the ideas or, perhaps, by observing that they fall into obvious categories. Such categories could be color-coded, with the ideas belonging to them underlined or highlighted with a marker. Pairs may also choose to draw lines linking related ideas, thereby constructing a "semantic map." They could also organize ideas using word webs, clustering, and mind maps.

Step 2: Draft with their amended and reorganized idea notes clearly in sight, and after the pairs receive instruction from the teacher on what they are expected to do in the stage the teacher chose for them, the Writer begins writing. In this step, the teacher emphasizes that Writers do not have to worry much about spelling as they write their first draft. Rather, the stress should be on allowing ideas to flow. In determining the writing stage for the pair, the teacher should remain flexible, relying on the students' writing development and process (or lack thereof) to guide them. It may be necessary for the pair to go back one or more stages if they encounter a particularly difficult problem.

Step 3: Read The Writer reads the writing aloud. If a word is read incorrectly, the Helper provides support if able to do so.

Step 4: Edit Helper and Writer look at the draft together, and consider what improvements might be made. Problem words, phrases, or sentences could be marked. The Writer and Helper inspect the draft more than once, checking the following five SWELL editing criteria: Meaning, Order (organization of the separate ideas in the text, organization within a phrase or sentence, and organization of the order of sentences), Spelling, Punctuation, Style (word choice and sentence structure) While editing, the Writer and Helper consider the following questions: Does the Helper understand what the Writer wants to say? (idea and meaning), Does the writing have a clear beginning, middle, and end? (order), Are the words and sentences correct? (style), Are the words spelled correctly?, Is the punctuation correct and in the right place?

The order of each question shows its relative importance in writing. With the questions in mind, the Helper marks areas the Writer has missed; the Helper can also suggest other changes. The symbol ‘ used in the Edit step indicates that it is an interactional process between Writer and Helper. They use a dictionary to check spelling.

Step 5: Best Copy the Writer copies out a readable “best” version of the corrected draft and turns it in to the teacher. The Helper may help if necessary, depending on the skill of the Writer.

Step 6: Teacher Evaluate In this final step, the teacher meets with the pair and, based on what she or he observes in the product they turned in, provides explicit instruction in writing and grammar or provides other corrective feedback associated with the five editing criteria of Step 4. The pair then review the teacher’s comments together.

B. Related Study

1. Tossi Ana (2014) conducted a research about ‘ Improving The Ability In Writing Descriptive Texts Through Brainstorming Technique For Grade VIII Students At Smp N 1 Piyungan. The results of this study showed that the implementation of brainstorming technique in the writing classes was believed to be effective to improve students’ ability in writing descriptive texts.
2. Descriptive Text of Second Semester of English Educational Program At Stkip Nurul Huda Oku Timur. From the data presentation, it can be concluded that

writing descriptive text skill of the second semester of English educational program in STKIP Nurul Huda was in average level. Furthermore, on the research, the last point is that there are five aspects in assessing aspects toward the students' writing ability in descriptive text of the second semester of English educational program in STKIP Nurul Huda. They are developing ideas, organizing ideas, grammar, vocabulary, and mechanic in which vocabulary was becoming the component which become the strength of students' writing ability which the students got the highest mean score 78. It was indicated that this part mainly affect the students' writing descriptive text ability while the weakness came from organizing ideas aspect. In this aspect the mean score was 57,14 which is the lowest of all aspects. Thus, from the data presentation, it can be concluded that the writing descriptive text skill of the second semester of English educational program in STKIP Nurul Huda was in excellent level.

3. Apriliansyah (2016) conducted a research About 'Students' Ability In Writing Descriptive Text of The Tenth Grade Year Students of SMK N 6 Surakarta In 2015/2016 Academic Year. In this research, the researcher uses a descriptive qualitative as the type of the research. The object of the study is to find out the students' ability in writing descriptive text. The data of this research are English students of SMK N 6 Surakarta and the sentence of descriptive text written by the tenth grade students of SMK N 6 Surakarta 2015/2016 academic year.

The results of the study show that the students' ability in SMK of SMKN 6 Surakarta in 2015/2016 academic year is fair. 9 students belong to good

category (the score 17-15) or 29,03%. 23 students belong to fair category (the score 14-12) or 74,19%, and there is no student who belongs to very good and poor category. In the other class.

C. Conceptual Framework

Writing is an essential skill besides speaking, reading, and listening. Writing as a process of transferring ideas, thoughts, feelings, and intentions in the written form, is important for student to be learnt. By learning writing, students train their ability to express their idea and knowledge to give information in certain situation by using words.

The problem is the student find difficulty how to begin and to organize ideas and extent the idea because the lack of vocabulary, interest and prior knowledge particularly in descriptive writing. Descriptive writing is one of the writing texts that functions to describe and reveal a particular person, place, or thing.

As writing is a part of the English teaching syllabus, it is important to find an effective strategy in order to let students get better achievement in writing. And SWELL method writing is one of the best strategies which can be applied in the classroom. It is kind of collaborative writing, this method provides opportunities to students to work in groups for generating ideas, organize the materials, to support group cooperation and interaction among students. Being active learners is essential for students when they work in group more than work individually.

Swell is Collaborative writing that encourages social interaction among writers through activities such as peer response, it is best method by social interaction and dialogue with others are considered crucial by social interactionist theorists.

D. Hypothesis

A hypothesis is the statement or estimation of identifying feature in temporary of research problem which has weak correctness on that it needs empirical experiment. In this research, the hypothesis may be stated as follow: SWELL (Social-Interactive Writing for English Language Learners) method can improve students' ability in writing descriptive text.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

An action research was conducted by teachers in the classroom. Classroom action research is a research aimed to improve the quality of learning practice, that focus on the process of teaching and learning in the class. Besides that, classroom action research is one of strategies for solving problem which use real action and developing capabilities to detected and solve the problem.

Classroom action is a method of finding out what the best way in the classroom. So that, we can improve students ability in learning process. This action research tries to identify the problem that happened in the teaching and learning class and then decides an action to overcome the problems. In this research, the researcher identified some problems related to the students' writing skill. In classroom action research, there were four phases that should be conducted namely: planning, action, observation and reflecting. The four phases were done in two cycles, each cycle consisting of 4 stages. This aim of classroom action research is to improve the teachers' teaching their own classroom or school.

B. Subject of the Research

The subject of this study is the Tenth grade of SMA Harapan Mekar II Medan. This total number of students in the class is 20 students.

C. Location and Time of the Research

This study take place in SMA Harapan Mekar which is located in Jl.Marelan Raya Ps II no 77 Medan Marelan, Kota Medan. The research study is conducted at X-1 Grade of SMA Harapan Mekar.

D. The Instrument of Research

The instrument used by researcher in collecting data were test and observation sheet.

E. Procedure of Observation**1. Planning**

Planning is the beginning process of research to conduct treatments or after making sure about the problem of the research, a researcher needs to make a preparation before doing an action research.

- a. Researcher prepares some materials that was use in research process,
- b. Make lesson plan based on the teaching material,
- c. Choose the theme,
- d. Prepare the materials that needed in the learning process, and

- e. Prepare checklist for observation and formative test.

2. Acting

This section discusses about the steps and activities that was taken by the researcher. The steps in activities are:

- a. Researcher tries to take how much students' abilities to understand in writing descriptive text,
- b. Guide students to write step by step,
- c. Give students assignments in group,
- d. Evaluate their mistakes and make summarize about materials.

3. Observing

In this step, a researcher has to observe all events or activities during the research. The steps are:

- a. Researcher observes the situation in class during lesson,
- b. Response and attitude of students when they are given explanation,
- c. Doing task, and know their difficulties.

4. Reflecting

Reflecting is the inspecting effort on the success or failure in reaching the temporary purposes in order to determine the alternative steps that are probably make to gate the final goals of the research.

F. Technique of Collecting Data

In this research, the data was collected by using quantitative and qualitative data. Quantitative is broadly used to describe what can be counted or measured and can be considered objective. In collecting quantitative data, the researcher conducting reading test, while qualitative data is used to describe data which are not able to counted or measured in an objective way.

1. The Quantitative Data

In scoring of writing test the researcher used the categories that evaluate for criteria. There are five scoring scales in scoring students' writing test, namely content, organization, vocabulary, language use and mechanics. The specific criteria are described by Arthur Hughes as follows:

2. The Qualitative Data

- a. Observations: is a technique for collecting data about researcher and students' activities in teaching and learning process. Then observation sheet is given based on reality in the classroom, the type of observation which is used in this research is direct observation.
- b. Interview: used to get data about implementation of Classroom Action Research (CAR) to the teacher.
- c. Documentation: To collect all the data, a camera were utilized to record the students' performance in the teaching and learning process.

G. Technique of Analysis Data

This study applied the quantitative and qualitative data. The quantitative data was used to analyze the score of students while qualitative data was used to describe the situation during on the teaching process.

1. Quantitative Data

The quantitative data was analyzed to see the improving of students writing ability. The writer searched the mean of each post test from every cycle. The researcher applied the following formula:

$$X = \frac{\sum X}{n}$$

Where :

X = The mean of the students score

$\sum X$ = The total score

N = The member of the students

In order to categories the member of master students, the writer used the following formula:

$$P = \frac{R}{T} \times 100 \%$$

Where:

P = The percentage of students who get the point 75

R = The number of students who get point up to 75 above

T = The total of students who do the test

Then, after getting mean of students' score per actions, the writer identifies whether or not there might have students' improvement score on writing skill from pre-test and post-test score in cycle 1 and cycle 2. In analyzing that, the writer uses the formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

Where:

P = Percentage of students' improvement

y = Pre-test result

y₁ = Post-test I

$$P = \frac{y_2 - y}{y} \times 100\%$$

Where:

P = Percentage of students' improvement

y = Pre-test result

y₂ = Post-test II

2. Qualitative Data

In analyzing the qualitative data, the researcher used qualitative technique as suggested by Miles and Huberman. The analysis can be define as consisting as three current flows of activity that is data reduction, data display, and conclusion drawing/verification so there are three steps to do, they are:

a. Data Reduction

Data reduction become the first steps to do in analyzing the data in this research. According to Miles (1994:10), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript. Based on Miles theory, in this step the researcher firstly analyzing the data checking the data by reading the students writing in descriptive text.

The next step, the researcher decided to evaluation criteria of good writing in descriptive text and also make summarize to make easy in analyzing the data in next step.

b. Data Display

The second steps data display. According to Miles (1994:11), generally a display is an organized, compressed assembly of information that permits conclusion drawing and action. In display data, the researcher analyze what was happening with the data presented. And the researcher began to do the next plan of the research.

c. Conclusion Drawing

After finishing data reduction and data display, the last steps to analyze the data in this research is drawing conclusion. According to Miles (1994:11), final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; coding storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively. In conclusion drawing In this step the researcher concludes the result of the research based on the research problems.

CHAPTER IV
RESEARCH FINDING

A. Data Analysis

The research analyzed two kinds of data. They were qualitative and quantitative data. The quantitative data were taken from the test score. The qualitative data involved observation sheet and interview. The data were taken only one class. The class X- MIA which 20 students. This research was done in two cycles. Every cycle consisted of four steps of classroom action research, namely : Planning, action, observation, and reflection.

1. The Quantitative Data

The quantitative data were taken the test results during conducted research which carried out in two cycles. Form of the test is writing. Writing test was taken from pretest, post test of cycle 1 and post test of cycle 2. The result of the student's score could be seen in the following table.

TABLE 4.1
The student's Score from the Pre-Test, the Post-Test in
Cycle I and the Post-Test in Cycle II

No	Initial Name	Student Score		
		Pre-test	Post Test of Cycle 1	Post Test of Cycle II
1.	AS	68	75	80

2.	SPS	55	65	75
3.	FH	40	55	85
4.	RS	55	75	90
5.	ZH	60	80	95
6.	AM	45	55	65
7.	NA	73	80	85
8.	FNZ	30	50	65
9.	SNJ	25	50	70
10.	IPS	40	55	75
11.	FW	45	80	90
12.	LH	50	75	85
13.	HA	35	70	85
14.	DS	45	75	90
15.	IF	50	70	75
16.	JMS	75	80	95
17.	SNH	70	75	85
18.	BA	45	75	90

19.	AN	50	80	70
20.	AL	80	85	95
Total		1036	1405	1645
Mean		51,8	70,25	82,25

1.1. The Pre-Test

Pre-cycle meeting was conducted at the beginning of the research. The purpose of this meeting was to find out the students' ability in writing descriptive text. In pre-cycle consist of four steps: planning, action, observation, and reflection.

a. Planning

In planning step, the researcher prepared in teaching learning, such as make lesson plan with the theme which has been discussed about experience, material about descriptive text, pre-test as instrument to collect the data, and observation sheet.

b. Action

In action, researcher opened the teaching and learning process by greeting, ask students condition, and check the attendance list. Teacher gave the explanation about the definition, generic structure, and grammatical features of descriptive text. Teacher explained to the students about how to make descriptive text writing by gave them some examples of descriptive text. Then, teacher gave a piece of paper to the students and asked the student to describe material, thing or person.

c. Observation

From the observation in this activity, the researcher found some facts that happen in the classroom during in English lesson. In teaching learning process, the students did not being active by asking to the teacher related to the material. They just kept silent and did the exercise from the teacher without understand the point of the material. There were only half of the students were active and enthusiastic. A half of students need more attention from the teacher in teaching and learning process.

d. Reflection

After finishing the writing, the teacher asked them to collect their writing. Most of them said that writing is very difficult, because they had to remember their experience and wrote it into paragraph. Besides that, they got difficulties in translating the Indonesian into English. After implementing the test, the researcher examined the answer sheet and finds the result. The result of test can be seen in Appendix 5. From the result, researcher calculated the mean of the score of students' writing result, therefore the mean of pre-test:

The number of students who pass the test was calculated as follows:

$$X = \frac{\sum X}{n}$$

$$X = \frac{1036}{20} = 51,8$$

The percentage of student writing descriptive text formulated as below:

$$P \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{18}{20} \times 100\% = 90\%$$

$$P_2 = \frac{2}{20} \times 100\% = 10\%$$

From the result of students writing test in this cycle, the researcher calculated the percentage of achievement of study and classified into different criteria. The result was below:

TABLE 4.2

Distribution of Students' Ability in Writing Descriptive Text in Pre-Test

Criteria	Total students	Percentage
Successful	2	10%
unsuccessful	18	90%

From the table above, it can be concluded that the students' ability in writing descriptive text was low. The mean of student was 51,8. from the table above shown that 2 students got successful it was 10% and 18 students got unsuccessful it was 90%. It means that the students ability in writing descriptive text is low. Based on the achievement above, the means of students' score in pre-cycle was still poor and not satisfactory. The researcher was aware that most the students still had difficulties to write a descriptive text.

1.2 The Cycle I

There were several procedure that were conducted this cycle I, such as planning, action, observation, and reflection. The detail of each procedure was as follow:

a. Planning

Based on the result of pre-cycle, it showed that the students' ability in writing descriptive text was still low. In the planning step, the researcher prepared the teaching learning design, such as:

1. Arranged lesson plan based on teaching material.
2. Prepared to observe the students and teachers performance by using observation sheet.
3. Prepared to post-test 1 to collect the data to know the students improvement after used SWELL Method.

b. Action

In the action phase have some activities in action, they were:

1. Researcher opened the teaching and learning process by greeting, ask students condition, and check the attendance.
2. Then researcher give explanation about descriptive and give the example of descriptive text.
3. The researcher introduced and explain the SWELL Method and how to use it by make example.
4. The researcher demonstrated how to use SWELL Method in writing descriptive text.

5. After that researcher give students the sample question based on example of descriptive text by used SWELL Method.
6. Then researcher gave feedback to students.
7. In the last, the researcher gave conclusion which is about material.

c. Observation

The observation was done to observe the students' behavior and what the students problem during the teaching learning process. Most of the students had participated effectively during the teaching and learning process and also most of students joined the class most enthusiast than previous meeting.

d. Reflection

After whole activity had finished, the researcher assessed the students' writing result. From the result, researcher calculated the mean of the score students' writing result, therefore the mean of post-test in cycle I:

$$X = \frac{\sum X}{n}$$

$$X = \frac{1405}{20} = 70,25$$

The number of students who pass the test was calculated as follows:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{8}{20} \times 100 \% = 40\%$$

$$P_2 = \frac{12}{20} \times 100 \% = 60\%$$

From the result of students writing test in this cycle, the researcher calculated the percentage of achievement of study and classified into different criteria. The result was belows:

TABLE 4.3**Distribution of Students' Ability in Writing Descriptive Text in Post-Test I**

Criteria	Total students	Percentage
Successful	12	60%
Unsuccessful	8	40%

From the table above, there was an improvement of students' ability in writing descriptive text from pre-test. It could be seen from that the mean of students in post-test I was 70,25. From the table above shown 12 students got successful it was 60% and 8 students got unsuccessful it was 40%. Based on the problem above, researcher conducted cycle 2 in order to improve the students writing descriptive text.

1.3 The Cycle II

The cycle II was done based on the result of cycle I. If the result from observation tells that the quality was still low, so it was needed another action in order the next cycle made some improvement of the quality. The second cycle was done by the researcher in order to get better improvement of students' result. The researcher conducted the steps as follow:

a. Planning

Based on the result of the cycle I, it showed that the students' ability in writing descriptive text was still low. The researcher made some planning that was conducted in this cycle. The planned as below:

1. Researcher arranging lesson plan based on the teaching material by used SWELL Method but there were some modification.
2. The use of SWELL Method in this phase using sticky note to write down the difficult word.
3. Then, asked the students demonstrated the material in front of class.
4. The researcher prepared the observation sheet to analyze students and teachers activity in during learning and teaching.

b. Action

The researcher did the appropriate treatment to solve the problem that was faced by the students in the previous test (assesment). The procedure of teaching and learning process in this treatment is made sure every student sit well.

1. Researcher started ask one writer and helper to come to front and read they are difficult word that have write.
2. Then researcher give feedback about their writing and ask the helper to fixed the wrong word in their written.
3. As the previous meeting, the researcher ask the students to make a descriptive based on their experience.

c. Observation

The observation was still done during the teaching and learning process. The activities of the students were observed and it showed the most of the students did not have significant problems about writing. The majority of the students joined actively response with the teacher explanation, it can be seen

while the teacher was presenting the lesson they were paying attention enthusiastically then before meeting.

d. Reflection

In this cycle, the researcher motivated the students before writing the paragraph. The students' activity in learning process was enough maximum they were more interesting and enthusiastic in the learning process. After whole activity had finished, the researcher assessed students' writing result as in second cycle.

From the result, researcher calculated the mean of the score students' writing result. The result of the evaluation test in cycle II was as follow:

$$X = \frac{\sum X}{n}$$

$$X = \frac{1645}{20} = 82,25$$

The percentage of student writing narrative text formulated as below:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{4}{20} \times 100 \% = 20\%$$

$$P_2 = \frac{16}{20} \times 100 \% = 80\%$$

From the result of students writing test in this cycle, the researcher calculated the percentage of achievement of study and classified into different criteria. The result was below:

TABLE 4.4**Distribution of Students' Ability in Writing Descriptive Text in Post-Test II**

Criteria	Total students	Percentage
Successful	16	80%
Unsuccessful	4	20%

From the table above, shown that 16 students get success score or it was 80% and 4 students got unsuccessful score or it was 20%. It could conclude that the students ability in writing descriptive text. The researcher concluded that the problems have been solving through social-interactive writing for english language learners in teaching descriptive text and the teaching and learning process is effective to improve their writing skill.

2. The Qualitative Data

The Qualitative data were taken from the result of the observation and interview. Both teacher and student's behavior during the teaching learning process in the classroom were evaluated in qualitative data.

2.1 Observation Sheet

In the observation sheet, there were some items that are supposed represents the situation during the accomplishment of each cycle of this research. Aspects in observation activity follows: students participate toward teacher explanation, students activity in make a note from teacher explanation, students

asks question to the teacher clarify understanding, the students are enthusiastic in responding teacher's question, and the students are enthusiastic doing and complete the written test.

Researcher observed the learning process by asking the collaborator to help him in monitoring the class situation and students enthusiastic using observation checklist. in pre-cycle there were only half of the students were active and enthusiastic. A half of students need more attention from the teacher in teaching and learning process. In cycle I most of the students had participated effectively during the teaching and learning process. In cycle II the activities of the students were observed and it showed the most of the students did not have significant problems about writing. The majority of the students joined actively response with the teacher explanation. The result of observation during the research can be seen in Appendix 8, and Appendix 9.

2.2. Interview

The interview was done before conducting the first cycle. The researcher interviewed the teacher and students. Researcher also shared with Mrs. Tuti as the English teacher of ninth grade students of SMA Harapan Mekar. The teacher explained that the students of ninth grade still poor on ability in writing especially in writing descriptive text, because the motivation of students to learn English was poor.

The interview also was done after implemented the technique to the English teacher and some students who got the low and high value during the

learning process. From the students and teacher's answer in interview, showed that the teacher felt the learning process was more active and the students' ability in writing was improve. From the students in interview pointed that they pleasure and enjoy learned narrative text by used SWELL Method in Appendix 7.

B. Research Finding

Based on the analysis of the whole meeting, it can be seen that there were some significant improvements from pre-cycle to cycle I and cycle II. The improvements of students' ability in writing descriptive text can be seen in the following table:

TABLE 4.5
Comparison the Results of Observation on Pre-Test, Cycle I, and Cycle II

Name of Test	Number of the Students who Got the Score >75	Percentage
Pre-test	2	10%
Post-test I	12	60%
Post-test II	16	80%

The students' score in those three test were varied. In the first lowest score was 25 and the highest one was 80. In the second test, the lowest score was 55 and highest one was 85. In the third test, the lowest score was 65 and the highest one was 95. The achievement of the students' score in the vocabulary tests can be seen in the table:

TABLE 4.6
The Comparison of the Students' Score in Three Test

Name of Test	Pre-Test	Post-Test I	Post-Test II
Lowest Test	25	55	65
Highest Test	80	85	95
<i>X</i>	51,8	70,26	82,26
<i>N</i>	20	20	20

The result of students ability was indicated that there was an improvement on the students' ability in writing descriptive text by used swell method. The mean of the pre-test 51.8, it was very low. The mean of the post-test I cycle I was 70.26, then the mean of post-test II cycle II was 82.26. It was indicated that the scores and the mean in second cycle were better than pre-test and post-test I.

C. Discussion

Using a strategy can influence the result of teaching. There are a lot of media can be applied in the classroom. When the teacher teach in front of class, that teacher should chooseen the good and creative strategy or media that can make their students understanding the lesson and enjoy their study. From the statistic data, the students' ability in writing descriptive text by SWELL method in post-test II shows the highest score was 95 and the mean was 82.25, and if without strategy the highest score 25 and the mean 51.8. It mean that the students' score was increased.

The fact said that the students more interested in learning writing descriptive text by SWELL method. They were fun and still serious to study about descriptive text. Based on the research in SMA Harapan Mekar at the tenth grade, the researcher found that social interactive writing was good strategy to increase the students ability in writing descriptive text, because this strategy made students enjoy, fun, easy, and freely to write descriptive text as a material in class. The students also more braveness and had self convidence and know what they will write. Based on the result, there was an effective improvement on the students' ability in writing descriptive text by SWELL method.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis, the researcher concluded that:

1. SWELL Method can improve students' skill in writing descriptive text. SWELL can make students more interest with the material of writing descriptive text. By SWELL Method, teacher can stimulate the students to write their experience in paper. Students more enjoy to write their experience, students also remember their experiences and arrange it in the simple paragraph descriptive text. SWELL Method is interest and motivate students to learn English writing easily.
2. Based on the result of the research that had been done in two cycle (cycle I and cycle II). The teaching of writing descriptive text by SWELL Method is very effective. It was supported by the significance result of students score in the pre-cycle (51.8), Cycle I (70.25), and Cycle II (82.25).
3. Based on the observatiom sheet, interview sheet, and documentation were found that the students' responses in teaching and learning process in use SWELL Method was effective for students writing descriptive text. It showed the students enthusiast, active, interested and enjoy the teaching and learning process by use SWELL Method.

B. Suggestions

From the conclusions above, there are a number of suggestions made by researchers:

1. This research is expected to be able to contribute in descriptive text learning by using the SWELL Method.
2. For researchers as a learning model and media to improve the quality of education in Indonesia.
3. For principals need to motivate teachers to broaden their horizons about various innovative and supportive learning models to apply models in learning.
4. For teachers is a good way to use because it makes learning to write more interesting in writing descriptive texts.
5. For students, it is good to practice their writing skills, because it can make them easier and enjoy writing activities.

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LESSON PLAN

CYCLE I

Sekolah	: SMA Harapan Mekar II Medan
Mapel	: Bahasa Inggris
Kelas/Semester	: X/2
Topik	: Descriptive Text
Skill	: Writing
Pertemuan	: ke 1 - 2
Waktu	: 2 x 45 Menit

A. KOMPETENSI INTI:

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif 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 pergaulan dunia.
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif dalam 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.
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

<ul style="list-style-type: none">• Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none">• Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya• Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya• Menerapkan fungsi sosial, struktur teks, dan
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	<p>unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya</p> <ul style="list-style-type: none"> • Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya
<ul style="list-style-type: none"> • Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, terkait cerita pendek 	<ul style="list-style-type: none"> • 4.5.1 Menjelaskan makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, terkait cerita pendek • 4.5.2 Menyimpulkan makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, terkait cerita pendek

C. Indikator

Spiritual

- Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris.

Sosial

- Peserta didik bertanggung jawab selama proses belajar berlangsung
- Peserta didik menunjukkan rasa peduli selama proses belajar berlangsung
- Peserta didik mampu bekerjasama selama proses belajar berlangsung
- Peserta didik mampu menunjukkan rasa cinta damai selama proses belajar berlangsung

Pengetahuan

- Peserta didik mampu mengidentifikasi fungsi social dari deskriptif text dalam bentuk teks.
- Peserta didik mampu mengidentifikasi unsur kebahasaan pada deskriptif teks dalam bentuk teks.
- Peserta didik mampu menulis deskriptif teks dalam bentuk teks dari contoh tertulis yang telah diberikan. (Writing)

Skill

- Peserta didik mampu mengidentifikasi generic structure dari deskriptif text dalam bentuk teks.
- Peserta didik mampu mengidentifikasi unsur kebahasaan pada deskriptif teks dalam bentuk teks.
- Mengidentifikasi ide utama dari deskriptif teks.

- Mengidentifikasi informasi spesifik dari teks
- Mengetahui arti kata yang terdapat pada deskriptif text.

D. Tujuan Pembelajaran

Spiritual

- Pada akhir pelajaran, peserta didik bersyukur mendapat kesempatan belajar bahasa Inggris dengan membuat refleksi pribadi (manfaat belajar teks deskriptif dalam bentuk teks) dengan bahasa Inggris yang benar.

Sosial

- Dengan belajar materi pada teks deskriptif dalam bentuk teks, peserta didik mampu bertanggung jawab akan tugas yang diberikan secara konsisten.
- Dengan belajar materi pada teks deskriptif dalam bentuk teks, peserta didik mampu menunjukkan rasa peduli pada lingkungan selama proses belajar secara aktif.
- Dengan belajar materi pada teks deskriptif dalam bentuk teks, peserta didik mampu bekerjasama dalam kelompok maupun dengan yang lain selama proses belajar dengan bekerjasama
- Dengan belajar materi pada teks deskriptif dalam bentuk teks, peserta didik mampu menunjukkan rasa cinta damai secara konsisten.

Pengetahuan

- Setelah belajar materi pada teks deskriptif dalam bentuk teks, peserta didik mampu mengidentifikasi fungsi social dalam deskriptif teks terutama pada bentuk teks menggunakan bahasa Inggris yang tepat.
- Setelah belajar materi pada teks deskriptif dalam bentuk teks, peserta didik mampu mengidentifikasi unsur bahasa pada teks deskriptif dalam bentuk teks menggunakan bahasa Inggris yang benar dan tepat
- Setelah belajar materi pada teks deskriptif dalam bentuk teks, peserta didik mampu mengidentifikasi generic structure pada teks deskriptif dalam bentuk teks menggunakan bahasa Inggris yang benar dan tepat.
- Setelah belajar materi pada teks deskriptif dalam bentuk teks, peserta didik mampu mengidentifikasi generic structure dari teks deskriptif text yang disajikan dalam bentuk audio maupun lisan menggunakan bahasa Inggris yang baik dan benar.

Skill

- Setelah belajar materi pada teks deskriptif dalam bentuk teks peserta didik mampu membuat tulisan dalam bentuk deskriptif pendek dan sederhana dengan bahasa Inggris yang baik dan benar

E. Materi Pembelajaran

Teks Deskriptif:

- Teks deskriptif

Fungsi Sosial:

- Menggambarkan dan mengungkapkan ciri-ciri dari benda, tempat, atau makhluk secara umum dan sederhana

Struktur teks: Gagasan utama dan informasi rinci

- Identification (bagian dari descriptive text yang berisi tentang topik atau “apa” yang akan digambarkan atau dideskripsikan).
- Description (bagian terakhir dari descriptive text yang berisi tentang pembahasan atau penggambaran tentang topik atau “apa” yang ada di identification , mengenai kenampakan fisik, kualitas, perilaku umum maupu sifat-sifatnya).

Unsur Kebahasaan

- Menggunakan simple present tense,
- Menggunakan kata sifat (adjective) yang bersifat menggambarkan (describing) menomorkan (numering) dan mengklasifikasikan (classifying).
- Menggunakan linking verb (kata kerja penghubung) seperti; is, are, appear, feel, grow, look, prove, remain, smell, etc.
- Menggunakan kata keterangan (adverbs) untuk memberikan informasi tambahan mengenai perilaku atau sifat (adjective) yang dijelaskan.

Teks Naratif

- My Beloved Mother
- Ir. Sukarno

F. Kegiatan Belajar Mengajar

Pertemuan 1.

Aktivitas	Deskripsi Kegiatan	Waktu	Media
Pembukaan.	<ul style="list-style-type: none">• Guru memberi salam.• Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa.• Guru memeriksa kehadiran peserta didik.• Guru menyiapkan peserta didik secara psikis dan fisik• Guru menjelaskan tentang tujuan dan metode pembelajaran atau kompetensi dasar yang akan dicapai.• Guru menyampaikan cakupan materi dan	10 Menit	Power Point

	uraian kegiatan sesuai RPP.		
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Peserta didik memperhatikan gambar dan teks narasi bahasa Inggris berjudul “My Beloved Mother”. • Peserta didik mengamati dan menentukan hal-hal yang mereka ingin tahu tentang teks tersebut seperti, (generic structure, social function, language feature, main idea, etc) <p>Menanya (ASK)</p> <ul style="list-style-type: none"> • Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks yang telah disaksikan. • Dengan bimbingan guru, peserta didik • Dengan bantuan guru, peserta didik mencari ide pokok dan keywords maupun kata-kata sulit yang telah mereka dapat. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Peserta didik secara individu menulis kembali cerita dari ide utama maupun ide pendukung dari setiap paragraph dari teks cerita berjudul “My Beloved Mother” • Peserta didik menyusun kembali teks cerita berdasarkan keyword yang mereka dapat sebelumnya untuk mengecek pemahaman mereka terkait dengan teks yang telah dipelajari. <p>Menkomunikasikan</p> <ul style="list-style-type: none"> • Peserta didik mempresentasikan hasil teks cerita mereka dengan membaca teks deskriptif yang beberapa kata dan kalimatnya telah berubah. merumuskan pertanyaan tentang bagaimana cara menentukan dan menuliskan main idea dan supporting idea dengan kalimat sendiri. • Peserta didik mengamati kembali teks yang telah dipelajari dan menemukan kata-kata sulit di dalam teks 	70 Menit	
Penutup	<ul style="list-style-type: none"> • Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. • Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. 	10 Menit	

	<ul style="list-style-type: none"> • Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang. 		
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Pertemuan 2.

Aktivitas	Deskripsi Kegiatan	Waktu	Media
Pembukaan.	<ul style="list-style-type: none"> • Guru memberi salam. • Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa. • Guru memeriksa kehadiran peserta didik. • Guru menyiapkan peserta didik secara psikis dan fisik • Guru menjelaskan tentang tujuan dan metode pembelajaran (SWELL method) atau kompetensi dasar yang akan dicapai. • Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP. 	10 Menit	Power Point
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Peserta didik memperhatikan gambar dan teks bahasa Inggris berjudul “Ir.Sukarno”. • Peserta didik mengamati dan menentukan hal-hal yang mereka ingin tahu tentang teks tersebut seperti, (generic structure, social function, language feature, main idea, etc) <p>Menanya (ASK)</p> <ul style="list-style-type: none"> • Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks yang telah disaksikan. <p>Mengumpulkan data (Collecting Information)</p> <ul style="list-style-type: none"> • Dengan bimbingan guru, peserta didik dibuat menjadi beberapa kelompok consist of two person (Helper and Writer) yang menjadi Helper mulai merumuskan ide dengan memulai menentukan 5W+1H dan menuliskannya • Peserta didik yang menjadi writer menjawab pertanyaan Helper dan boleh menambahkan selain yang ditulis oleh helper • Peserta didik mencari arti kata sulit dengan bantuan kamus • peserta didik (helper and writer) mulai menulis. 	70 Menit	

	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Peserta didik yang menjadi writer membacakan yang telah ditulis dalam catatan dan teman yang menjadi helper akan menambahkan kekurangan jika ada. • Peserta didik yang menjadi helper membantu peserta didik yang menjadi writer untuk menuliskan bagaimana mengeja kata sulit yang telah ditemukan <p>Menkomunikasikan</p> <ul style="list-style-type: none"> • Peserta didik yang menjadi writer membacakan kembali yang dicatatnya dan Helper memeriksa kebenaran dan kesalahannya mempresentasikan hasil teks • peserta didik saling bertukar catatannya dan setiap peserta didik menyampaikan pendapatnya mengenai tulisan apa yang perlu ditambah dan dikurangi. 		
Penutup	<ul style="list-style-type: none"> • Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. • Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. • Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang. 	10 Menit	

G. Media Pembelajaran

- Teks
- Lembar kerja
- White board
- Spidol
- Power point
- LCD

H. Teknik

Pendekatan : Scientific Learning

Strategi : Clustering Technique

I. Assessment

Component	Criteria	Score
Content	Excellent to very good (Knowledgeable, substantive relevant to assigned topic)	30-27
	Good to average (Some knowledge of subject, adequate range, mostly relevant to topic, but lacks detail)	26-22
	Fair to poor (Limited knowledge of subject, little substance inadequate development of topic)	21-17
	Very poor (Does not show knowledge of subject, non substantive, not pertinent, or not enough to evaluate)	16-13
Organization	Excellent to very good (Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive)	20-18
	Good to average (Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing)	17-14
	Fair to poor (Non-fluent, ideas confused or disconnected, lacks logical sequencing and development)	13-10
	Very poor (Does not communicate, no organization, or not enough to evaluate)	9-7
Vocabulary	Excellent to very good (Sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register)	20-18
	Good to average (Adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured)	17-14
	Fair to poor (Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured)	13-10
	Very poor (Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate)	9-7
Language Use	Excellent to very good (Effective complex constructions, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions)	25-22
	Good to average (Effective but simple)	21-18

	constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured)	
	Fair to poor (Major problems in simple/ complex constructions, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions, meaning confused or obscured)	17-11
	Very poor (Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate)	10-5
Mechanics	Excellent to very good (Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing)	5
	Good to average (Occasional errors or spelling, punctuation, capitalization, paragraphing but meaning not obscured)	4
	Fair to poor (Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured)	3
	Very poor (No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate)	2
Total Score		100

1. Material

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. Descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others

Social Function:

- Describe and express the characteristics of objects, places, or creatures in general and simple terms

Text structure: Main ideas and detailed information

- Identification (the part of descriptive text that contains a topic or "what" to be described or described).

- Description (the last part of descriptive text that contains a discussion or description of the topic or "what" is in the identification, about the physical appearance, quality, general behavior and characteristics).

Linguistic Elements

- Using simple present tense,
- Using adjectives that describe numbering and classify.
- Using linking verbs such as; is, are, appear, feel, grow, look, prove, remain, smell, etc.
- Use adverbs to provide additional information about the behavior or adjectives described.

- Describe and express the characteristics of objects, places, or creatures in general and simple terms

Text structure: Main ideas and detailed information

- Identification (the part of descriptive text that contains a topic or "what" to be described or described).
- Description (the last part of descriptive text that contains a discussion or description of the topic or "what" is in the identification, about the physical appearance, quality, general behavior and characteristics).

Linguistic Elements

- Using simple present tense,
- Using adjectives that describe (numbering) and classify.
- Using linking verbs (verbs) such as; is, are, appear, feel, grow, look, prove, remain, smell, etc.
- Use adverbs to provide additional information about the behavior or adjectives described.

The example of Descriptive Text

My Beloved Mother

Every people certainly have a mother. It is because people are born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. And here is my mother.

My mother's name is Khodijah. She was born 49 years ago. She is short, but not too short. She is little fat. And she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person. She never stops to support me. She always tells me to not give up so easily.

She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her willing.

LESSON PLAN

CYCLE II

Sekolah	: SMA Harapan Mekar II Medan
Mapel	: Bahasa Inggris
Kelas/Semester	: X/2
Topik	: Descriptive Text
Skill	: Writing
Pertemuan	: ke 1 - 2
Waktu	: 4 x 45 Menit

A. KOMPETENSI INTI:

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif 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 pergaulan dunia.
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif dalam 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.
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

<ul style="list-style-type: none">• Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none">• Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya• Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya• Menerapkan fungsi sosial, struktur teks, dan
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	<p>unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya</p> <ul style="list-style-type: none"> • Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya
<ul style="list-style-type: none"> • Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, terkait cerita pendek 	<ul style="list-style-type: none"> • 4.5.1 Menjelaskan makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, terkait cerita pendek • 4.5.2 Menyimpulkan makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, terkait cerita pendek

C. Indikator

Spiritual

- Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris.

Sosial

- Peserta didik bertanggung jawab selama proses belajar berlangsung
- Peserta didik menunjukkan rasa peduli selama proses belajar berlangsung
- Peserta didik mampu bekerjasama selama proses belajar berlangsung
- Peserta didik mampu menunjukkan rasa cinta damai selama proses belajar berlangsung

Pengetahuan

- Peserta didik mampu mengidentifikasi fungsi social dari deskriptif text dalam bentuk teks.
- Peserta didik mampu mengidentifikasi unsur kebahasaan pada deskriptif teks dalam bentuk teks.
- Peserta didik mampu menulis deskriptif teks dalam bentuk teks dari contoh tertulis yang telah diberikan. (Writing)

Skill

- Peserta didik mampu mengidentifikasi generic structure dari deskriptif text dalam bentuk teks.
- Peserta didik mampu mengidentifikasi unsur kebahasaan pada deskriptif teks dalam bentuk teks.
- Mengidentifikasi ide utama dari deskriptif teks.

- Mengidentifikasi informasi spesifik dari teks
- Mengetahui arti kata yang terdapat pada deskriptif text.

D. Tujuan Pembelajaran

Spiritual

- Pada akhir pelajaran, peserta didik bersyukur mendapat kesempatan belajar bahasa Inggris dengan membuat refleksi pribadi (manfaat belajar teks deskriptif dalam bentuk teks) dengan bahasa Inggris yang benar.

Sosial

- Dengan belajar materi pada teks deskriptif dalam bentuk teks, peserta didik mampu bertanggung jawab akan tugas yang diberikan secara konsisten.
- Dengan belajar materi pada teks deskriptif dalam bentuk teks, peserta didik mampu menunjukkan rasa peduli pada lingkungan selama proses belajar secara aktif.
- Dengan belajar materi pada teks deskriptif dalam bentuk teks, peserta didik mampu bekerjasama dalam kelompok maupun dengan yang lain selama proses belajar dengan bekerjasama
- Dengan belajar materi pada teks deskriptif dalam bentuk teks, peserta didik mampu menunjukkan rasa cinta damai secara konsisten.

Pengetahuan

- Setelah belajar materi pada teks deskriptif dalam bentuk teks, peserta didik mampu mengidentifikasi fungsi social dalam deskriptif teks terutama pada bentuk teks menggunakan bahasa Inggris yang tepat.
- Setelah belajar materi pada teks deskriptif dalam bentuk teks, peserta didik mampu mengidentifikasi unsur bahasa pada teks deskriptif dalam bentuk teks menggunakan bahasa Inggris yang benar dan tepat
- Setelah belajar materi pada teks deskriptif dalam bentuk teks, peserta didik mampu mengidentifikasi generic structure pada teks deskriptif dalam bentuk teks menggunakan bahasa Inggris yang benar dan tepat.
- Setelah belajar materi pada teks deskriptif dalam bentuk teks, peserta didik mampu mengidentifikasi generic structure dari teks deskriptif text yang disajikan dalam bentuk audio maupun lisan menggunakan bahasa Inggris yang baik dan benar.

Skill

- Setelah belajar materi pada teks deskriptif dalam bentuk teks peserta didik mampu membuat tulisan dalam bentuk deskriptif pendek dan sederhana dengan bahasa Inggris yang baik dan benar

E. Materi Pembelajaran

Teks Deskriptif:

- Teks deskriptif

Fungsi Sosial:

- Menggambarkan dan mengungkapkan ciri-ciri dari benda, tempat, atau makhluk secara umum dan sederhana

Struktur teks: Gagasan utama dan informasi rinci

- Identification (bagian dari descriptive text yang berisi tentang topik atau “apa” yang akan digambarkan atau dideskripsikan).
- Description (bagian terakhir dari descriptive text yang berisi tentang pembahasan atau penggambaran tentang topik atau “apa” yang ada di identification , mengenai kenampakan fisik, kualitas, perilaku umum maupu sifat-sifatnya).

Unsur Kebahasaan

- Menggunakan simple present tense,
- Menggunakan kata sifat (adjective) yang bersifat menggambarkan (describing) menomorkan (numering) dan mengklasifikasikan (classifying).
- Menggunakan linking verb (kata kerja penghubung) seperti; is, are, appear, feel, grow, look, prove, remain, smell, etc.
- Menggunakan kata keterangan (adverbs) untuk memberikan informasi tambahan mengenai perilaku atau sifat (adjective) yang dijelaskan.

Teks Deskriptif

- My Beloved Mother
- Ir. Sukarno

F. Kegiatan Belajar Mengajar

Pertemuan 1.

Aktivitas	Deskripsi Kegiatan	Waktu	Media
Pembukaan.	<ul style="list-style-type: none">• Guru memberi salam.• Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa.• Guru memeriksa kehadiran peserta didik.• Guru menyiapkan peserta didik secara psikis dan fisik• Guru menjelaskan tentang tujuan dan	10 Menit	Power Point

	<p>metode pembelajaran atau kompetensi dasar yang akan dicapai.</p> <ul style="list-style-type: none"> • Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP. 		
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Helper membuat pertanyaan kepada writer seperti (siapa, kapan, dimana, kenapa dll) • Peserta didik sebagai writer menulis dan menjawab yang dibuat oleh helper. <p>Menanya (ASK)</p> <ul style="list-style-type: none"> • Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait hal hal yang tidak diketahui helper. • Dengan bantuan guru, peserta didik mencari ide pokok dan keywords maupun kata-kata sulit yang telah mereka dapat. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Peserta didik membacakan kembali kalimat/ kata yang telah ditulis sebelumnya • Peserta didik menyusun kembali teks cerita dan membuat draft dan saling memberi masukan satu sama lain <p>Menkomunikasikan</p> <ul style="list-style-type: none"> • Peserta didik mempresentasikan hasil teks cerita mereka dengan membaca teks deskriptif yang beberapa kata dan kalimat nya telah berubah. merumuskan pertanyaan tentang bagaimana cara menentukan dan menuliskan main idea dan supporting idea dengan kalimat sendiri. • Peserta didik mengamati kembali teks yang telah dipelajari dan menemukan kata-kata sulit di dalam teks 	70 Menit	

Penutup	<ul style="list-style-type: none"> • Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. • Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. • Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang. 	10 Menit	
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Pertemuan 2.

Aktivitas	Deskripsi Kegiatan	Waktu	Media
Pembukaan.	<ul style="list-style-type: none"> • Guru memberi salam. • Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa. • Guru memeriksa kehadiran peserta didik. • Guru menyiapkan peserta didik secara psikis dan fisik • Guru menjelaskan tentang tujuan dan metode pembelajaran (SWELL method) atau kompetensi dasar yang akan dicapai. • Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP. 	10 Menit	Power Point
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Helper membuat pertanyaam kepada writer seperti (siapa, kapan, dimana, kenapa dll) • Peserta didik sebagai writer menulis dan menjawab yang dibuat oleh helper. <p>Menanya (ASK)</p> <ul style="list-style-type: none"> • Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait hal hal yang tidak diketahui helper. • Dengan bantuan guru, peserta didik mencari ide pokok dan keywords maupun kata-kata 	70 Menit	

	<p>sulit yang telah mereka dapat.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Peserta didik membacakan kembali kalimat/ kata yang telah ditulis sebelumnya • Peserta didik menyusun kembali teks cerita dan membuat draft dan saling memberi masukan satu sama lain. • peserta didik saling memeriksa dan menambahi satu sama lain jika diperlukan <p>Menkomunikasikan</p> <ul style="list-style-type: none"> • Peserta didik mempresentasikan hasil teks cerita mereka dengan membaca teks deskriptif yang beberapa kata dan kalimat nya telah berubah. merumuskan pertanyaan tentang bagaimana cara menentukan dan menuliskan main idea dan supporting idea dengan kalimat sendiri. • Peserta didik mengamati kembali teks yang telah dipelajari dan menemukan kata-kata sulit di dalam teks • peserta didik yang menjadi writer menyalin kalimat yang bagus yang telah diperiksa oleh helper 		
<p>Penutup</p>	<ul style="list-style-type: none"> • Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. • Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. • Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang. 	<p>10 Menit</p>	

G. Media Pembelajaran

- Teks narasi
- Lembar kerja
- White board
- Spidol
- Power point
- LCD

H. Teknik

Pendekatan : Scientific Learning

Strategi : Clustering Technique

I. Assesment

Component	Criteria	Score
Content	Excellent to very good (Knowledgeable, substantive relevant to assigned topic)	30-27
	Good to average (Some knowledge of subject, adequate range, mostly relevant to topic, but lacks detail)	26-22
	Fair to poor (Limited knowledge of subject, little substance inadequate development of topic)	21-17
	Very poor (Does not show knowledge of subject, non substantive, not pertinent, or not enough to evaluate)	16-13
Organization	Excellent to very good (Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive)	20-18
	Good to average (Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing)	17-14
	Fair to poor (Non-fluent, ideas confused or disconnected, lacks logical sequencing and development)	13-10
	Very poor (Does not communicate, no organization, or not enough to evaluate)	9-7

Vocabulary	Excellent to very good (Sophisticated range, effective word/ idiom choice and usage, word from mastery, appropriate register)	20-18
	Good to average (Adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured)	17-14
	Fair to poor (Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured)	13-10
	Very poor (Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate)	9-7
Language Use	Excellent to very good (Effective complex constructions, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions)	25-22
	Good to average (Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured)	21-18
	Fair to poor (Major problems in simple/ complex constructions, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions, meaning confused or obscured)	17-11
	Very poor (Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate)	10-5
Mechanics	Excellent to very good (Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing)	5
	Good to average (Occasional errors or spelling, punctuation, capitalization, paragraphing but meaning not obscured)	4

	Fair to poor (Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured)	3
	Very poor (No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate)	2
Total Score		100

1. Material

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. Descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others

Social Function:

- Describe and express the characteristics of objects, places, or creatures in general and simple terms

Text structure: Main ideas and detailed information

- Identification (the part of descriptive text that contains a topic or "what" to be described or described).
- Description (the last part of descriptive text that contains a discussion or description of the topic or "what" is in the identification, about the physical appearance, quality, general behavior and characteristics).

Linguistic Elements

- Using simple present tense,
- Using adjectives that describe numbering and classify.
- Using linking verbs such as; is, are, appear, feel, grow, look, prove, remain, smell, etc.
- Use adverbs to provide additional information about the behavior or adjectives described.

- Describe and express the characteristics of objects, places, or creatures in general and simple terms

Text structure: Main ideas and detailed information

- Identification (the part of descriptive text that contains a topic or "what" to be described or described).

- Description (the last part of descriptive text that contains a discussion or description of the topic or "what" is in the identification, about the physical appearance, quality, general behavior and characteristics).

Linguistic Elements

- Using simple present tense,
- Using adjectives that describe (numbering) and classify.
- Using linking verbs (verbs) such as; is, are, appear, feel, grow, look, prove, remain, smell, etc.
- Use adverbs to provide additional information about the behavior or adjectives described.

The example of Descriptive Text

My Beloved Mother

Every people certainly have a mother. It is because people are born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. And here is my mother.

My mother's name is Khodijah. She was born 49 years ago. She is short, but not too short. She is little fat. And she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person. She never stops to support me. She always tells me to not give up so easily.

She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her willing.

THE TEST OF WRITING ENGLISH SKILL

Cycle I

Nama :

Kelas :

Time : 45 minutes

1. Write down your personal description, do not forget to include the identification and description.

THE TEST OF WRITING ENGLISH SKILL

Cycle II

Nama `:

Kelas :

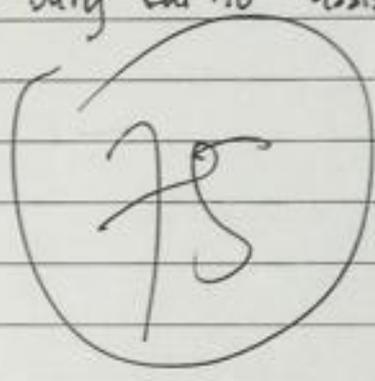
Time : 45 minutes

1. Write down your personal description, do not forget to include the identification and the description.

Name : Juni Mayang Sari
class : X - MIA

Ir. Soekarno or more famous Bung Karno.
Bung Karno is the first president of Indonesia.
Bung Karno is the important figure in the struggle of Indonesian people to achieve independence. He was the proclaimer of Indonesian independence (together with Mohammad Hatta). Which occurred on 17 August 1945. Soekarno was also the first person to introduce the concept of Pancasila as the foundation of the Indonesia. And he was the one who named it. Of course Bung Karno assisted by his Indonesian fellows.

- C = 13
- D = 17
- V = 20
- Lu = 22
- M = 3



Name : Junni Mayang Sari
class : X - MIA

Mother

My mother is an angel. She have soft heart, my mother always give me a loved everyday. My mother is an strong women. Everyday she always pray for me. She can make delicious food for me and my family. She always take care of our family. Everytime she never give up or tired for our family.

My mother named is wirakasih, my mother 57 age. She very like caring tradisional cake. In my home she always crake the cake for us. She alrady mad to me if i doing the mistake. I know, she mad for the sake of the best of me. She the best womne in my life. I love my mom so much.

C = 27
O = 21
V = 18
Lu = 11
M = 3

80

Name : Juni Mayang Sari
Class : X - MIA

Lake Toba is one of the most popular destination in Indonesia, especially in Medan, North Sumatra.

Lake Toba is the largest lake in Indonesia, even in Southeast Asia. What makes it even more special is taken from Samosir Island, and island that resides in the middle of a lake.

Samosir Island is the cultural center of the Batak tribe, a custom from North Sumatra.

Lake Toba is actually more like an ocean than a lake that remembers its size. Therefore, lake is placed as the largest lake in Southeast Asia and the second largest in the world after Lake Victoria in Africa. Lake Toba is also one of the deepest lakes in the world, which is around 450 meters.

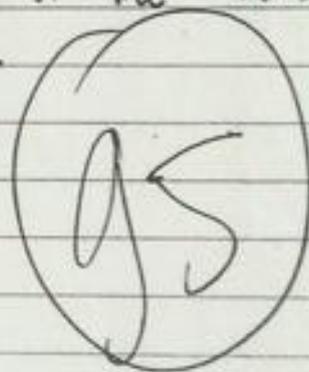
C = 30

D = 20

V = 18

LU = 22

M = 5



Interview Sheet

A. Interview with the teacher before using SWELL Method.

1. Bagaimana pendapat ibu mengenai kemampuan siswa dalam menulis?

Jawab: kalo kemampuan menulis siswa menurut saya masih sangat rendah karena dikendala oleh kurangnya menguasai kosa kata bahasa inggris dan masih sulit dalam menyusun kalimatnya.

2. Jika kemampuannya baik atau buruk, menurut ibu apa saja yang mendukung dan menghambat kemampuan siswa tersebut?

Jawab: minat siswanya lemah, kemudian mereka sangat minim dalam penguasaan vocabulary, maupun pemahaman grammar, jadi saya harus benar benar bias mengguide mereka dalam pembelajaran writing.

3. Metode yang seperti iapa yang anda gunakan dalam proses pengajaran writing?

Jawab: ya seperti metode biasa, beracuan pada contoh yang saya berikan

4. Apakah anda pernah mendengar SWELL sebagai metode ataupun strategi?

Jawab: pernah

5. Menurut ibu apakah SWELL efektif pada pengajaran skill writing?

Jawab: ya, saya rasa efektif untuk mengajarkan kepada siswa dalam menulis.

6. Menurut ibu, apakah SWELL Method dapat meningkatkan kemampuan menulis siswa dalam bahasa inggris?

Jawab : tentunya, karnadengan SWELL Method kita kan bias melihat kembali atau mengevaluasi perkembangan siswa kita.

B. Interview with the students before using SWELL Method.

1. Apakah kamu suka menulis menulis?

The student 1 :suka sih buk, tapi kadang-kadang

The student 2 :suka buk, tapi kalo ceritanya seperti cerita-cerita rakyat

The student 3 :nggak buk

2. Tulisan yang seperti apa yang kamu suka?

The student 1 :saya suka tulisan yang ada gambarnya gitu buk

The student 2 :ya tulisan seperti cerita rakyat itu lah buk

The student 3 :saya suka tulisan yang menceritakan pahlawan buk

3. Media/ metode apa yang sering digunakan guru pada saat mengajar writing?

The student 1 :kalo guru mengajarnya bukya biasanya di jelaskan dulu, di kasih contoh, terus kitalah di suruh menulis kayak yang sudah di contohkan

The student 2 :biasanya sih buk di jelaskan dan contoh di buku, setelah itu barukita di suruh buat kayak yang ada di buku

The student 3 :yabiasanya di suruh artikan dulu cerita yang ada di bukubarukita di jelaskan . terus barukita di suruh buatlagi buk.

4. Menurut kalian penting atau tidak media dalam writing?

The student 1 :penting buk

The student 2 :penting buk

The student 3 :ya penting lah buk

C. Interview with the teacher after used SWELL Method

1. Bagaimana pendapat ibu tentang pembelajaran descriptive text melalui metode SWELL?

Jawab : bagusya, karna dengan metode SWEEL ini anak-anak lebih bias bekerjasama dan sesama kawan juga kan tak sungkan bertanya jadi kawannya yang nggak tau pun bias leluasa menanyakan pada temannya, karna pada guru kan kadang anak-anak ini sukasungkan untuk menanyakan materi yang sulit.

2. Apakah anda merasa termotivasi setelah melihat penggunaan tehnik metode SWELL dalam pembelajaran dikelas?

Jawab : termotivasi ya buk, karna kan metodenya juga bagus pada saat di gunakan, dan terlihat juga perkembangannya.

D. Interview with the students at the second session

1. Apakah dengan metode baru (SWELL) memudahkan kamu dalam menulis?

The student 1 :lebih mudah sih buk

The student 2 :iya buk

The student 3 :iya lebih mudah buk

2. Apakah kamu setuju metode ini digunakan guru saat proses menulis descriptive teks?

The student 1 :setuju buk

The student 2 :setuju

The student 3 :setuju

Observation Sheet Teaching And Learning Process In Writing Descriptive Text Using Swell Method To The Tenth Grade Students Of SMA Harapan Mekar in Cycle I

For Students' Activities			
No	Students' Activities	yes	No
1	H asks W Questions (Who did what? Who did what to whom? What happened? Where did it happen? When did it happen?,(Ask any questions you can think of.))	√	
2	W answers and takes notes. W can add things that are not in H's questions.	√	
3	Both H & W read the notes. Are ideas in proper places? Make changes if needed.	√	
4	Both H & W make draft about hard words, Use your notes	√	
5	W read drafts out loud and makes it sound good! H corrects words read wrong if he/she can.	√	
6	H and W both look at Draft. W asks himself/herself (Does H understand what I want to say in my writing? (meaning) H asks himself/herself (Do I understand what W wants to say in his/her writing? (meaning)	√	
7	We make changes ' H suggests changes. Use dictionary when necessary.	√	
8	W copies "best" writing from Step 6. H may help if necessary. Write both H and W's names on paper. Turn in the completed copy to teacher.	√	

Observation Sheet Teaching And Learning Process In Writing Descriptive Text Using Swell Method To The Tenth Grade Students Of SMA Harapan Mekar in Cycle I

No	Teacher's Activities	Indicators		Yes	No
1	Pre-Activities	1	Preparing the syllabus, lesson plan, teaching material, and everything in relation with the teaching learning process.	√	
		2	Starting the class with pray.	√	
		3	Taking students' attendance list.	√	
		4	Giving motivation to students.	√	
		5	Asking students some pre-questioning related to the topic which being learned.	√	
		6	Telling the objectives of teaching and learning process to the students at the time.	√	
2	While Activities	1	Presenting materials.	√	
		2	Giving example to students	√	
		3	Giving motivation to students	√	
		4	Playing a role as a facilitator	√	
		5	Creating an active teaching and learning process	√	
		6	Helping the students in difficulties	√	
		7	Walking from one student to another student to monitor their writing	√	
		8	Answering students' questions	√	
3	Post activities	1	Guiding the students to make conclusion	√	
		2	Giving students (quizzes).	√	

		3	Giving reward to the best students.	√	
		4	Giving motivation.	√	
		5	Closing class with pray.	√	
4	Classroom management	1	Starting the class on time	√	
		2	Determining the time allocation in doing the tasks	√	

Observer

Dia Anggina Nasution

Observation Sheet Teaching And Learning Process In Writing Descriptive Text Using Swell Method To The Tenth Grade Students Of SMA Harapan Mekar in Cycle II

For Students' Activities			
No	Students' Activities	yes	No
1	H asks W Questions (Who did what? Who did what to whom? What happened? Where did it happen? When did it happen?,(Ask any questions you can think of.))	√	
2	W answers and takes notes. W can add things that are not in H's questions.	√	
3	Both H & W read the notes. Are ideas in proper places? Make changes if needed.	√	
4	Both H & W make draft about hard words, Use your notes	√	
5	W read drafts out loud and makes it sound good! H corrects words read wrong if he/she can.	√	
6	H and W both look at Draft. W asks himself/herself (Does H understand what I want to say in my writing? (meaning) H asks himself/herself (Do I understand what W wants to say in his/her writing? (meaning)	√	
7	We make changes ' H suggests changes. Use dictionary when necessary.	√	
8	W copies "best" writing from Step 6. H may help if necessary. Write both H and W's names on paper. Turn in the completed copy to teacher.	√	

Observation Sheet Teaching And Learning Process In Writing Descriptive Text Using Swell Method To The Tenth Grade Students Of SMA Harapan Mekar in Cycle II

No	Teacher's Activities	Indicators		Yes	No
1	Pre- Activities	1	Preparing the syllabus, lesson plan, teaching material, and everything in relation with the teaching learning process.	√	
		2	Starting the class with pray.	√	
		3	Taking students' attendance list.	√	
		4	Giving motivation to students.	√	
		5	Asking students some pre-questioning related to the topic which being learned.	√	
		6	Telling the objectives of teaching and learning process to the students at the time.	√	
2	While Activities	1	Presenting materials.	√	
		2	Giving example to students	√	
		3	Giving motivation to students	√	
		4	Playing a role as a facilitator	√	
		5	Creating an active teaching and learning process	√	
		6	Helping the students in difficulties	√	
		7	Walking from one student to another student to monitor their writing	√	
		8	Answering students' questions	√	

3	Post activities	1	Guiding the students to make conclusion	√	
		2	Giving students (quizzes).	√	
		3	Giving reward to the best students.	√	
		4	Giving motivation.	√	
		5	Closing class with pray.	√	
4	Classroom management	1	Starting the class on time	√	
		2	Determining the time allocation in doing the tasks	√	

Observer

Dia Anggina Nasution

Scoring Scale in Scoring Writing Test by Arthur Hughes (2003)

Component	Criteria	Score
Content	Excellent to very good (Knowledgeable, substantive relevant to assigned topic)	30-27
	Good to average (Some knowledge of subject, adequate range, mostly relevant to topic, but lacks detail)	26-22
	Fair to poor (Limited knowledge of subject, little substance inadequate development of topic)	21-17
	Very poor (Does not show knowledge of subject, non substantive, not pertinent, or not enough to evaluate)	16-13
Organization	Excellent to very good (Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive)	20-18
	Good to average (Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing)	17-14
	Fair to poor (Non-fluent, ideas confused or disconnected, lacks logical sequencing and development)	13-10
	Very poor (Does not communicate, no organization, or not enough to evaluate)	9-7
Vocabulary	Excellent to very good (Sophisticated range, effective word/ idiom choice and usage, word from mastery, appropriate register)	20-18

	Good to average (Adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured)	17-14
	Fair to poor (Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured)	13-10
	Very poor (Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate)	9-7
Language Use	Excellent to very good (Effective complex constructions, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions)	25-22
	Good to average (Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured)	21-18
	Fair to poor (Major problems in simple/ complex constructions, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions, meaning confused or obscured)	17-11
	Very poor (Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate)	10-5

Mechanics	Excellent to very good (Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing)	5
	Good to average (Occasional errors or spelling, punctuation, capitalization, paragraphing but meaning not obscured)	4
	Fair to poor (Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured)	3
	Very poor (No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate)	2
Total Score		100

DOCUMENTATION



(The students do the task)



(The students collaborate each other)





(Interview)

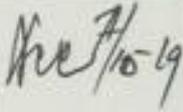


MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umstu.ac.id> E-mail: fkip@umstu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Dia Anggina Nasution
NPM : 1502050005
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Use of Swell (Social Interactive Writing for English Language Learners) method in Teaching Writing Descriptive Text at Tenth Grade Students of SMA Harapan Mekar II Medan	

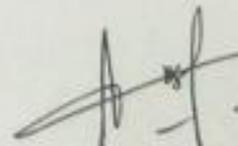
Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing



Erlindawaty, S.Pd, M.Pd

Medan, ~~04~~ September 2019
Hormat Pemohon,



Dia Anggina Nasution



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.ummu.ac.id> E-mail: fkip@ummu.ac.id

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Dia Anggina Nasution
NPM : 1502050005
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 138 SKS

IPK = 3,37

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
6/11-2019	The Use of Swell (Social Interactive Writing for English Language Learners) method in Teaching Writing Descriptive Text at Tenth Grade Students of SMA Harapan Mekar II Medan	
	An Analysis the Translation Mandailing Proverb into English and Bahasa	
	Improving Students Writing Ability in Descriptive Text by Using Cue Card Technique	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 04 September 2019
Hormat Pemohon,

Dia Anggina Nasution

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umma.ac.id> E-mail: fkip@umma.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Dia Anggina Nasution
NPM : 1502050005
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Use of Swell (Social Interactive Writing for English Language Learners)
Method in Teaching Writing Descriptive Text at Tenth Grade Students of
SMA Harapan Mekar II Medan

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Erlindawaty, S.Pd, M.Pd

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 04 September 2019
Hormat Pemohon,

Dia Anggina Nasution

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan



Nomor : 6093 /IL3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Dia Anggina Nasution
N P M : 1502050005
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Use of Sweel (Social Interactive Writing For English Language Learners) Method in Teaching Writing Descriptive Text at Tenth Grade Students of SMA Harapan Mekar II Medan.

Pembimbing : Erlindawati, S.Pd, M.Pd

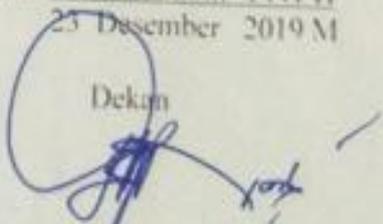
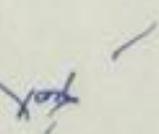
Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 23 Desember 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

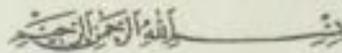
Dikeluarkan pada Tanggal :
Medan, 26 Rab. Akhir 1441 H
25 Desember 2019 M

Dekan


Dr. H. Elfrianto Nst, S.Pd, M.Pd. 
NIDN : 0115057302

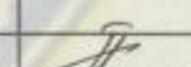
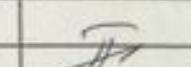
Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR

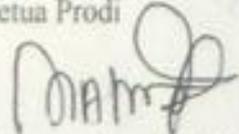


BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Dia Anggina Nasution
 N.P.M : 1502050005
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Use of Swell (Social-Interactive Writing for English Language Learners) Method in Teaching Writing Descriptive Texts at Tenth Grade of SMA Harapan Mekar II Medan

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
15/12-2020	Chapter I 1. Background of the Study 2. Limitation of Study 3. Objective of the Study	
2/12-2020	Chapter II Conceptual Framework	
27/12-2020	Chapter III Technique of Collecting Data - " - of Analyzing Data	
3/01-2021	Reference	

Diketahui oleh:
Ketua Prodi


(Mandra Saragih, S.Pd., M.Hum.)

Medan, Desember 2019

Dosen Pembimbing


(Erlindawaty, S.Pd, M.Pd)



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umssu.ac.id> E-mail: fkip@umssu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Mahasiswa : Dia Anggina Nasution
NPM : 1502050005
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Use of SWELL (Social-Interactive Writing for English Language Learners) method in Teaching Writing Descriptive Text at Tenth Grade of SMA Harapan Mekar II

Sudah layak diseminarkan.

Medan, Januari 2020

Disetujui oleh
Pembimbing

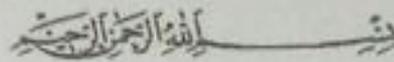
Erlindawati, S.Pd, M.Pd



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Dia Anggina Nasution
N.P.M : 1502050005
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Use of Swell (Social-Interactive Writing for English Language Learners) Method in Teaching Writing Descriptive Text at Tenth Grade of SMA Harapan Mekar II

Pada hari Selasa tanggal 28 bulan Januari tahun 2020 sudah layak menjadi proposal skripsi.

Medan, Februari 2020

Disetujui oleh:

Dosen Pembahas

Dosen Pembimbing

Fatimah Sari Siregar, S.Pd, M.Hum

Erlindawati, S.Pd, M.Pd

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada : Yth. Bapak Ketua
Program Studi Pendidikan Bahasa Inggris
FKIP Universitas Muhammadiyah Sumatera Utara

Perihal : Permohonan Perubahan Judul Skripsi

*Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb*

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Dia Anggina Nasution
N P M : 1502050005
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan perubahan judul Skripsi sebagaimana tercantum dibawah ini :

The Use of SWELL (Social-Interactive Writing for English Language Learners) Method in Teaching Writing Descriptive Text at Tenth Grade of SMA Harapan Mekar II
Menjadi

The Use of SWELL Method to The Students' Writing Achievement at Tenth Grade SMA Harapan Mekar II Medan

Demikianlah permohonan ini saya sampaikan untuk mendapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Ketua Program Studi
Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Medan, Februari 2020
Hormat saya

Dia Anggina Nasution

Diketahui Oleh :

Dosen Pembahas

Dosen Pembimbing

Fatimah Sari Siregar, S.Pd, M.Hum

Erlindawati, S.Pd, M.Pd



UMSU

Bila menjabat surat ini agar disebutkan nomor dan tanggalnya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: <http://fkip.umsu.ac.id> E-mail: fkip@yahoo.co.id

Nomor : 192 /IL3/UMSU-02/F/2020
Lamp : ---
Hal : Mohon Izin Riset

Medan, 12 Jum Akhir 1441 H
06 Februari 2020 M

Kepada Yth, Bapak/Ibu Kepala
SMA Harapan Mekar II Medan
di-
Tempat

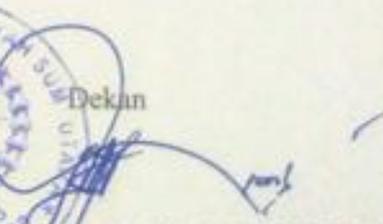
Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Dia Anggina Nasution
N P M : 1502050005
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Use of Sweet Method to The Students' Writing Achievement at Tenth Grade SMA Harapan Mekar II Medan.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.


Dekan
Dr. H. P. Prianto Nst, S.Pd, M.Pd.
MEDAN : 0115057302

** Pertiinggal **



SEKOLAH MENENGAH ATAS SMA "HARAPAN MEKAR"

NSS : 304076011250

NDS : 3007120165

NPSN : 10210871

AKREDITASI : "B"

Kantor : Jalan Marelan Raya No. 77 Telp (061) 6859065 Medan Marelan 20255

SURAT KETERANGAN

NO : L.33/ YPHM /SMA-331/II/ 2020

Yang bertanda tangan dibawah ini, Kepala Sekolah SMA Harapan Mekar Medan dengan ini menerangkan bahwa :

Nama : Dia Anggina Nasution
NPM : 1502050005
Jurusan : Pendidikan Bahasa Inggris
Judul Penelitian : The Use of Sweel Method to The Student's Writing Achievement at Tenth Grade SMA Harapan Mekar Medan.

Adalah benar telah melaksanakan penelitian/Riset pada SMA Swasta Harapan Mekar Medan terhitung mulai tanggal 17 Februari s/d selesai.

Demikianlah surat keterangan ini diperbuat dengan sebenarnya dan untuk dapat dipergunakan seperlunya.

Medan, 19 Februari 2020

Kepala Sekolah SMA
Harapan Mekar Medan.



CURICULUM VITAE

Name : Dia Anggina Nasution
Place and Date Birth : Roburan Lombang, 26 August 1997
Gender : Female
Nationality : Indonesia
Religion : Islam
Address : Jl. Bukit Siguntang No.8 Glugur Darat II Medan Timur

Parent's Name

Father : Drs. H. Effendy Nasution
Mother : Hj. Sangkot Syarifah
Address : Desa Roburan Lombang, Kec. Panyabungan Selatan.
Kab. Mandailing Natal

Education

2003-2009 : SD Negeri 144453 Roburan Lombang
2009-2012 : SMP Negeri 1 Panyabungan Selatan
2012-2015 : SMA Negeri 1 Panyabungan Selatan
2015-2020 : Students of English Department Faculty of Teachers' Training and Education, UMSU 2020 Until Reaching The Degree of Sarjana.