THE STRATEGIES OF TEACHING WRITING DESCRIPTIVE TEXT AT EIGHTH GRADE OF MTs N 1 PURBALINGGA

AN UNDERGRADUATE THESIS

Submitted to the Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree

by
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2022

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Declare that the thesis I wrote with the title, **"The Strategies of Teaching Writing Descriptive Text at Eighth Grade MTs N 1 Purbalingga"** in truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statement and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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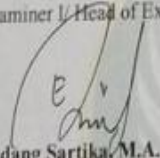
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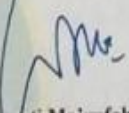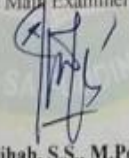
Purwokerto, 11 November, 2022

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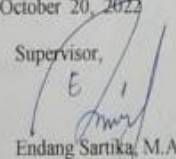
Study Program : English Education Study Program

Title : The Strategy of Teaching Writing Descriptive Text at Eighth Grade MTs N 1 Purbalingga

I recommended this thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain Sarjana Pendidikan (S.Pd.)/ Undergraduate Degree in Engliah Education.

Wassalamu'alaikum Wr.Wb.

Purwokerto, October 20, 2022

Supervisor,

Endang Sartika, M.A.

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THE STRATEGIES OF TEACHING WRITING DESCRIPTIVE TEXT AT EIGHTH GRADE OF MTs N 1 PURBALINGGA

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Abstract: The purpose of this study was to describe the strategies which are used by the English teachers in teaching writing descriptive text at eighth grade of MTs N 1 Purbalingga .This study used qualitative research. It was done in MTs N 1 Purbalingga. The subject of this research is two English teachers who teach at eighth grade of MTs N 1 Purbalingga. The data were collected through observation and interview. The researcher did three steps to analyze the data. There are data reduction, data display, and verification. The result of the study shows that both of the English teacher used different strategies in teaching writing descriptive text. The first teacher use creative, fun and, critical strategy. Then the second teacher build knowledge by make a large and groups and small groups discussion, then giving independent assignment and finally an evaluation. Both the strategy was given by the English teacher based on harmer (2004), began with prepare by make lesson plan and the material. Then, in learning process the teacher gave direct instruction to the students to do activities what they should do. The last is to brainstorm and generate discussion. After that, they convey learning objectives so that students know what they learn. Then core activities start with write and explain the material, give example and implement their own strategies. The last they closing with gave a conclusion for thematerial they learn. That also being observe based using checklist observation adapted by Zacarian and Sianturi (2018), providing comprehensible input, make lesson visual, link new information, determine key concept, modify vocabulary instruction, use cooperative learning strategies, and modify testing.

Keywords: teaching strategy, teaching writing, descriptive text.

MOTTO

"There is nothing impossible to him who will try"

-Alexander the Great

"For inded, with hardship [will be] ease"

-Qur'an 94:5

DEDICATIONS

I dedicate my thesis for:

My self who has fight so far

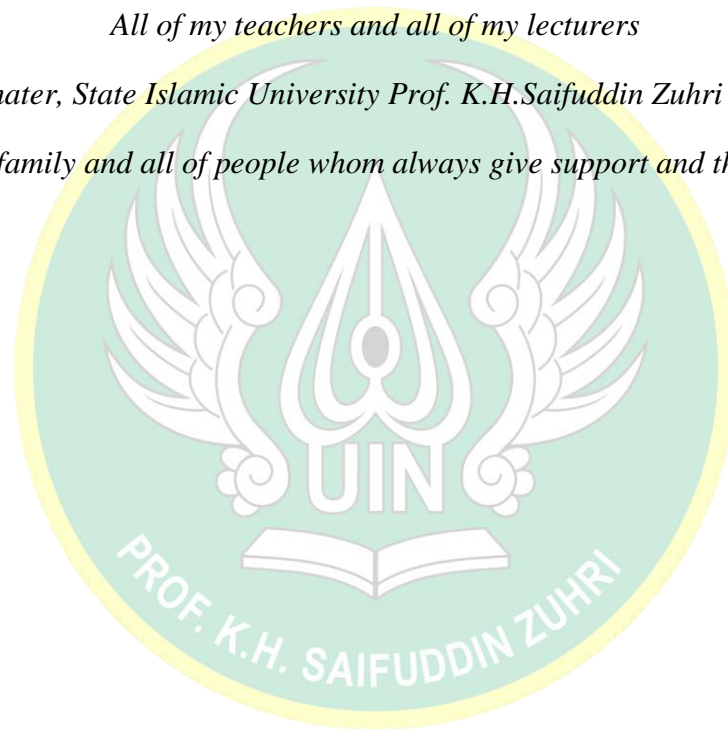*My great father (Tohari) and my beloved mother (Kamilah)*

My brother (Muchammad Cholid Alfajar)

My generous supervisor (Mrs. Endang Sartika, S.Pd.)

All of my teachers and all of my lecturers

My almamater, State Islamic University Prof. K.H.Saifuddin Zuhri Purwokerto

All of my family and all of people whom always give support and their prayers

ACKNOWLEDGEMENT

First of all, thanks to the almighty God, Allah SWT. The lord of the universe, who given mercies, blessing, love, guidance, and helps thus the researcher could complete this thesis entitled *"The Strategies of Teaching Writing Descriptive Text at Eighth Grade of MTs N 1 Purbalingga"* as a final assignment in achieving Undergraduate Degree *(S.Pd)* of English Education Study Program at State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto. Secondly, peach and salutation always be upon to our beloved prophet Muhammad SAW, his family, companions, and his faithful forever.

In the realized, this thesis would never been accomplished without the guidance, motivations support, and suggestions from many people. In this great occasion, the researcher would like to express the deepest gratitude and appreciation to the honourable:

1. Prof. Dr.H. Suwito, M.Ag., the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto who had approved this thesis.

2. Dr. Suparjo, M.Ag., a Vice Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

3. Dr. Subur, M.Ag., a Vice Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

4. Dr. Sumiarti, M.Ag., a Vice Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

5. Dr. Maria Ulpah, M.Si., the Head of Education Departement in Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

6. Muflihah, S.S., MA., the Secretary of Education Departement in Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

7. Desi Wijayanti Ma'rufah, M.Pd., the Coordinator of English Education Study Program and the great advisor of the thesis who always support and motivate for finishing this thesis.

8. Endang Sartika, MA., my supervisor who always patient, support, and motivate for finishing this thesis.

9. All lectures of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto especially lectures of English education Study Program, who always patiently convey the knowledge and open up the insights of provisions for the future.

10. All of staffs and officials of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

11. Siti Mudrikah, M.Pd.I. as the headmaster of MTs N 1 Purbalingga, who has allowed me to do research with English Teachers.

12. Ika fadilah Budiyani, S.Pd. and Abas rosadi, S.S., the English Teacher who has pleased to be a research resource of this research.

13. Dra. Hj. Nadhiroh Noeris, the principal of PP. Al-Hidayah Karangsuci Purwokerto, who has allowed me to study in her Islamic Boarding School.

14. My beloved parents (Tohari and Kamilah) who always work hard, give supports, prayers, and love in my life.

15. My beloved brother Muchammad Cholid Alfajar who always give me a strength and support.

16. All of my family who always give me support and prayers.

17. My best friend Sari Faturochmah and Dila Fadila for the friendship, togetherness, laugh, support, motivate, helped, and many stories we had made together.

18. All of my second family at PP. Alhidayah Karangsuci Purwokerto especially all of member Khadijah 1 room and 2 Aliyah A class who always gives me support.

19. My comrade in arms who never tired to transmit the spirit and strength, Nurotun Aliah, Mutiara Anggun Saputri, Ismi Afriani Windi Astuti, Fayi Aisy Amar, Inayah Wulandari, and Zain Qurrotu A'yuni.

20. My classmates TBI B 2018 State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto for the solidarity, support and also thanks for unforgettable happy memories for 4 years.

21. Everyone who has contributed motivated and helped to finish the study at State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

22. Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for my doing all this hard work, I wanna thank me where still strong and always fighting to every situation and condition. I always remember to self-reward, self-respect, and self-love.

Finally, there is no sentence that is more appropriate than the deepest thanks for all helps, supports, and suggestions. Only Allah can reply with her better replies. Hopefully, this thesis can be useful for the writer and all readers.

Purwokerto, August 20,2022

The researcher,

Nuri Cahyaningrum
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CHAPTER I
INTRODUCTION

A. Background of Problem

In learning English, four skills must be processed or mastered by the students. They are reading, listening, speaking, and writing. It is very important for English learners to master all these skills, however, many English learners have not mastered all these skills (Khasanah, 2019). For example, some English learners are good at listening, but not good at speaking. Another example, some English learners are good at reading, but not good at writing. This shows that English learners have different abilities in language proficiency.

Some argue that productive skills are more difficult than receptive skills (Hossain, 2015). Productive skills refer to producing or expressing language or information. Productive skills are speaking and writing because learners need to articulate words and write to produce language (Masduqi, 2016). The students are producing or expressing information when they speak or write. Receptive Skills are reading and listening. The students do not need to produce a language to do this, they simply accept and understand it. These skills are known as passive skills. They can be contrasted with productive or active skills (Masduqi, 2016). Therefore, receptive skills are easier because they will receive something instead of producing it. Thus, speaking and writing are more difficult than reading and listening (Hossain, 2015). Because producing information is more difficult than receiving information.

Among the four skills, writing skill is the most difficult skill to learn, because writing is different from other language skills. In reading and listening, students can get and find the message formulated by the author. In writing, students communicate with their ideas and they must be mastered to express and elaborate their ideas without involving the interlocutor, but also maintain the accuracy of each sentence and word in the text to make the reader understand the message in the text. Bryne in

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Kristiana, Yunita, and Syahrial, states that what makes writing difficult are language use and vocabulary (linguistics), content aspect (Psychology), as well as organization and mechanics (cognitive difficulty). Meanwhile, according to Kristiana, Yunita, and Syahrial, writing difficulties can include linguistics difficulties, physiology difficulties, and cognitive difficulties. Linguistics difficulties include difficulty in arranging vocabulary, grammar, language use, and choice of sentence. The physiology difficulties are about the writer's difficulty. Meanwhile, cognitive difficulties are punctuation, capitalization, spelling, and paragraphing. According to Harmer in Kristiana, Yunita, and Syahrial, the difficulties in writing can be difficulties in generating topics and ideas, doing little planning, having no strategy for producing and organizing text, having difficulty with the mechanics of writing, and engaging in little or no revision, make writing skills are becoming increasingly difficult for students to master (Kristiana et al., 2021).

Descriptive text is a text that has the purpose to describe something that uses the simple present tense. According to Husna in Yoandita, descriptive text is a type of description of the characteristics and definitions of an object or something. (Yoandita, 2019). Meanwhile, Gerot and wignel in Yoandita, state that descriptive text aims to describe a certain thing, person, or place to show readers about the physical appearance of something clearly. From the definition above, it can be concluded that descriptive text is a text that describes people, places, and things physically (Yoandita, 2019).

To teach writing descriptive text, the teacher should have various strategies so that the students can understand how to write descriptive text well. Many strategies can be used to involve students in writing descriptive text. According to Haynes and Zacarian in Veronika Sianturi there are seven strategies that can be used by the teacher in teaching writing: provide comprehensible input, make lessons visual, link new information, determine key concept, modify vocabulary instruction, use

cooperative learning strategies, modify testing (Sianturi, 2018).The first is to provide comprehensible input in which the teachers needs to speak more slowly, use gestures and body language to get accros meaning to students. So that the students will understand the message that is conveyed. The Second, make lessons visual. A visual learning style is a way of learning in which information related to pictures or graphics. Haynes and Zacarian in Veronika Sianturi, state that the teacher also need to think of visual aids that will help understanding, how to simplify the language of instruction, and how to convey targeted at students' level of english proficiency and their grade level contens. Third, link new information in which teachers must take into account the schema that each student brings to the classroom and to link instruction to the students' personal, cultural, and global experiences. Teachers must also be aware of what their students are not learning. They need to be aware of how culture affects student learning in the classroom.

The other strategies that can be use in teaching writing according to Sianturi here is determine key concept where the teacher writes the key concepts for the learning unit in a students-friendly language and posts them in the room. At the end of the lesson, students should be asked whether goals are met. The other strategies is modify vocabulary instruction. The teacher should also provide practice in pronouncing new words. Then they need to associate new vocabulary with previous learning and use visuals to reinforce meaning. Another strategies is use cooperative learning strategies. A systematic instructional technique known as the cooperative strategy encourages students to cooperate in small groups to accomplish a common objective. Working in small groups is benefical to students who have an authentic reason to use academic vocabulary and real reasons to discuss key concept. Lastly, by modify testing in which contens area testing and assessment needs to be different for students. In the classroom, the teacher assesses the students understanding of the

subject. Keep in mind that not all students will be able to take notes (Sianturi, 2018).

On the other hand, sometimes teachers find it difficult to teach writing descriptive text like students did not enthusiastic about the material, students did not understand the text, students are still confused when `they are ordered to write, and students did not catch up with the subject. These problems also happened in MTs N 1 Purbalingga based on the premiermanary interview on September 2021 and April 2022. Moreover, not all students who attend MTs N 1 Purbalingga have basic English because not all elementary schools in the area still have English lessons. In addition, during the pandemic, online learning was also carried out so that many students were having difficulties in receiving material causing a decrease in understanding, including writing descriptive text. This also can be seen from the students' scores that almost most of them have a below-average scores.

Based on the background above, it is interesting and important to know the strategies being used by the English teacher at MTs N 1 Purbalingga to overcome the students in writing descriptive text. Therefore, the writer is interested in conducting research entitled **''The Strategy of Teaching Writing Descriptive Text at Eighth Grade of MTs N 1 Purbalingga "**

B. **Operational Definition**

    1.   Teaching Strategy

        Teaching strategy is the teacher's action when implementing the plan of teaching, meaning that the teacher's efforts to use several teaching (materials, objectives, methods, and tools as well as evaluation) to influence students to achieve goals that have been set. Thus, the teaching strategy is teacher real action to carry out teaching in a certain way, which is considered more effective and efficient (Siti Muzaro et al.,2021).

2. Teaching Writing

According to Harmer teaching means giving someone knowledge or training or instructing someone (Harmer,2004*)*. Teaching is a term to cause someone to acquire knowledge or skills, usually by providing the information needed for unexpected help and encouragement. Writing is one of the important skills for learning a language at school. Writing is one of the four skills in language learning, there are reading, speaking, listening, and writing. Writing means a system of written symbols represent sounds, syllables, or language words, with mechanism-caitalization, punctuation, spelling, tenses, and function (Durga, 2018). Based on the above explanation, teaching writing is a process of interaction between teachers and students when learning process in the classroom that result in written production.

3. Descriptive Text

Descriptive is one way to tell about something in more detail so you can visualize what it actually looks like, what it feels like, and so on through the senses. Descriptive is usually used by writers to create living objects, scenes, and places in their work because they give readers more experience while reading. Therefore, it will be easier for readers to explore their imagination if the writing is explained in a clear description (Riyanti, 2015).

C. **Research Question**

Based on the background of the problem above, the research question in this research is "what are the strategies used by the English teachers to teach writing descriptive text at eighth grade of MTs N 1 Purbalingga?"

D. **Objectives and significances of the research**

1. Objectives of the research

This research aims to describe the strategies which are used by the English teachers in teaching writing descriptive text at 8th-grade MTs N 1 Purbalingga.

2. Significances of the research

    a. Theoretical significances

    This research is an enriching strategy in teaching writing especially in teaching descriptive text.

    b. Practical significances

      a) For English teacher

      This research is enriching their teaching strategies and giving a lot of references for the English teachers there are many strategies on how teaching writing.

      b) For the other researcher

      This research is expected to give some information and contribution to the strategy of teaching writing descriptive text used in MTs N 1 Purbalingga, and to inspire other researchers to conduct similar or even further research related to strategies in teaching writing.

E. Structure of The Research

To make a logical and systematic discussion, it is necessary to frame the structure of this research. This research is divided into five chapters:

Chapter I is contain an introduction which consists of the background of the problem, operational definition, research question, objective and significance of the research, and structure of research.

Chapter II contains the theories of the strategies of teaching writing descriptive text which is of three sub-chapters: the first is teaching strategies, the second is teaching writing and the last is descriptive text and review of relevant studies.

Chapter III contains the research method which is consisting of six sub-chapters namely: kinds, location, subject and object of the research, methods of collecting data, and technique of data analysis.

Chapter IV contains about results of the research report which is consisting of an explanation of the strategies for teaching writing descriptive text at Eighth grade Mts N 1 Purbalingga.

Chapter V contains the conclusion, advice, and closing words.

CHAPTER II
THEORITICAL REVIEW

A. **Teaching Strategy**

1. Definition of Teaching Strategy

Strategy is a comprehensive approach to carrying out an idea, planning, and carrying out an activity within a spesific timeframe. Strategy is a comprehensive approach to the development, planning, and implementation of an activity during a specific timeframe. When it comes to education, strategy described as a strategy, approach, or set of actions intended to accomplsh a spesific goal pbjective in education. The learning strategy is a plan that includes about series of activities designed to achieve certain educational goals. It could also be said that the learning strategy is the teachers plan and delivery method for the lesson (Irikawati, 2017).In the context of teaching, Sabri Ahmad state that the strategy is intended as a teacher's effort in creating an environmental system that allows the teaching process so that the learning objectives that have been formulated can be achieved achievable and successful. So the teacher is required to have the ability to generally organize the components of learning, so that the interralated functions between students the relevant learning component (Irikawati, 2017)

Teaching strategy is the teacher's action when implementing the plan of teaching, meaning that the teacher's efforts to use several teaching (materials, objectives, methods, and tools as well as evaluation) to influence students to achieve goals that have been set. So, the teaching strategy is real action from the teacher or practice teachers carry out teaching in a certain way, which is considered more effective and efficient (Siti Muzaro et al.,2021). Teaching strategy is some strategies that used by the teacher in teaching learning. Kistner in Tambak state that teaching

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learning strategies is one crucial component of the frequently asserted encouragement of self-regulated learning in class. Teacher's strategies is one of the key methods for encouraging students to learn is through tactics. Their ability to think creatively, solve problems, and become more active interaction and participation in the learning (Tambak, 2021).

2. Types of Teaching Strategies

   a. Brainstorming

   Brainstorming is the method used by a group to produce lots of ideas from some topics. This is important in teaching strategy, especially in groups, and will appear many ideas for product creation.

   b. Small Grup Discussion

   According to the Department of Education, a small group is group learning when the students in learning. This is help students to increase their reading skills. In addition, the small group consists of 3-4 students.

   c. Games

   Games are a place of fun learning that is used to bring competition, participation, and feedback into the learning experience. Thus, Play games will be useful, decrease bored and motivate to increase study.

   d. Independent Study

   Independent Study as alone study. This type gives the opportunity to learn something independently by using printed, tape recording in learning material. One of the problems is difficult to study when the students do not focus on this material.

B. Teaching Writing

1. Definition of Writing

Writing is one of the four skills in language learning, there are reading, speaking, listening, and writing. Writing means a system of written symbols represent sounds, syllables, or language words, with mechanism-caitalization, punctuation, spelling, tenses, and function (Durga, 2018). Moreover, According to Ma'rufah et.al., in educational processes, the purpose of teaching writing are to make students produce, understand fluently, and accurate and appropriate written English (Wijayanti & Awaliyah, 2021). According to Richard and Renandya in Muzaro et, al., writing is the most difficult skill for second language learners to master. One of the elements of difficulty in writing is in define a topic. Correspondingly, wiedarti stated that the difficulties in determining the topic or problem to be written is something that is often found and served by everyone who will write (Muzaro et al., 2021). Writing skills is one of the teaching and learning process. It is far very critical ability in life each in instructional lifestyles and in network existence. Writing is certainly one of four elements of language talents that students must own. Gaining knowledge of to write is the second aspect that the students should master after studying. Writing is a ability used to speak in a roundabout way. The writing activity is identical to using graphic symbols, a combination of letter associated with spoken language sounds. The symbols need to be compiled and in accordance with the appropriate provision, either in forming words, composing words into sentences, composing sentences into paragraphs, or arrange paragraphs into a textual content (Irikawati, 2017).

Acording to Asul in Irikawati, wrote writing has teo meanings. First, writing means changing the audible sound into visible signs. Second, writing means the activity of expressing ideas in writing. Then karim and Rachmadi in Irikawati states, writing is to convey ideas in

piece of paper where this activity aims to produce a good articles by each writers in this case that is meant students. Writing asone of the productive skills that must be mastered by students or writers is a process of conveying ideas on a piece of paper. Produce good writing that meets the rules of writing is the goal of every writer or students because of that it is very important for the success of every students or writers in learning a language (Irikawati, 2017).

2. Strategies in Teaching Writing

Teaching writing is a way of conveying message or keeps a record of what is in our mind into written form (Wahidiyati, 2020). In teaching writing the teacher should have various strategies. Harmer (Harmer, 2004) states that there are four strategies for teaching writing as follow:

a. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say.

b. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final.

c. Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. More

skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often deal with later in the process.

Reflecting and revising are often helped by other readers (oreditors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

d. Final Version

Once writers have etided their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

According to Haynes and Zacarian in Sianturi (Sianturi, 2018), there are seven strategies that can be used by the teacher in teaching writing as follow:

a. Provide comprehensible input

The learners must understand the message that is conveyed. The teachers needs to speak more slowly, use gestures and body language to get accros meaning to students.

b. Make lessons visual

A visual learning style is a way of learning in which information is related to pictures or graphics. Haynes and Zacarian in Veronika Sianturi, state that the teacher also needs to think of visual aids that will help to understand, how to simplify the language of instruction, and how to convey targeted at students' level of English proficiency and their grade level contents.

c. Link new information

Teachers must take into account the schema that each student brings to the classroom and link instruction to the student's personal, cultural, and global experiences. Teachers must also be aware of what their students are not learning. They need to be aware of how culture affects student learning in the classroom.

d. Determine key concept

The teacher writes the key concepts for the learning unit in a students-friendly language and posts them in the room. At the end of the lesson, students should be asked whether goals are met.

e. Modify vocabulary instruction

The teacher should also provide practice in pronouncing new words. Then need to associate new vocabulary with previous learning and use visuals to reinforce meaning.

f. Use cooperative learning strategies

A systematic instructional technique known as the cooperative strategy encourages students to cooperate in small groups to accomplish a common objective. Working in small groups is beneficial to students who have an authentic reason to use academic vocabulary and real reasons to discuss key concepts.

g. Modify testing

Contents area testing and assessment need to be different for students. In the classroom, the teacher assesses the pupils' understanding of the subject. Keep in mind that not all students will be able to take notes.

C. Descriptive Text

1. Definition of Descriptive Text

Descriptive is one way to tell about something in more detail so you can visualize what it actually looks like, what it feels like, and so on through the senses. Descriptive is usually used by writers to create living objects, scenes, and places in their work because they give readers more experience while reading. Therefore, it will be easier for

readers to explore their imagination if the writing is explained in a clear description (Riyanti, 2015). According to Oshima and Hogue, as quoted in Utami, descriptive writing appeals to the senses, thus telling how something looks, feels, smells, tastes, and/or sounds. In addition, a good description is like a "word picture"; readers can imagine a place, object, or person in their mind. Descriptive text is the text that serves to describe things such as places, objects, etc (Rianda, 2020).

According to Gerot and Wignel in Anggun, Descriptive text is a kind of text with a purpose to give information. The type of text's context is the description of a specific object, animal, a person, or others, for instance: our pets or a person we know well (Anggun, 2016). Descriptive Text is a type of text that is widely used in life in describing objects, places, people, animals and so on. Descriptive text is an English text to describe what an object or living thing looks like describe, either by appearance, smell, sound, or texture of the object or living things (Indriastuti, 2018). According to knapp & Watkins in Fitriani, Rafi Hamdi Nur,. Et.al., descriptive text is a kind of a text used by any writer or person to explain something, individuals, animals, locations or events to the listener or reader (Fitriani, Rafi Hamdi Nur, Bustamin, Syahban Mada Ali, 2019). Descriptive text is a type of text that aims to provide information. This context of this kind is the description of the particular thing, person, animals or others.in contrast to the report which describes objects, people, animals, or other people in general.

Descriptive text is one of type writing form that tells about a story details of a particular person, place,or thing. In descriptive text, the author tries to describe the characteristics of the object to the reader based on from the author's point of view. In addition, according to Gerot and Wignell in Jayanti, descriptive text is the type we use totell how something that looks, tastes, smells, acts, sound, etc (Jayanti, 2019). Based on the explanation above, the descriptive text focus on

describe a place,person,or thing to make the reader understand it. In addition, descriptive text also makes the reader understand, see, feel what the author feels or sees about an object, person, etc. Therefore, it can be concluded that descriptive text is a text about describe something.

2. Generic Structure of Descriptive Text

   a. Identification

   Identification is one of the descriptive text structures that will provide information about the object that will be explained. The Identification section describes the introduction of an object, people, or place, and describes the topic in general terms. Identification is usually at the beginning of the paragraph to identify what to explain in the next paragraph. (Riyanti, 2015).

   b. Description

   The description is part of a generic structure consisting of a particular thing. This is the main problem that has distinguishing features from other genres. The description describes the parts, properties, and properties of parts of the object. It is put after the identification or the next identification paragraph until the last paragraph. For example, if students describe a class, students name parts of the class, tables, and walls. Students mention the characteristics of the class as color, size, or quality. (Rianda, 2020)

D. Review of Relevant Studies

In order to differentiate the importance of this research from the other research, it is necessary to review some previous research which relevant to this research. There are some previous research that is to be reviewed as follows:

The First research was conducted by Anis Uswatun Khasanah in 2019 entitled *"Teaching Method in Writing Descriptive Text"*. She had

focused on the Teaching Method of writing descriptive text. The method used by the researcher is descriptive qualitative research and the problem faced by the teacher in teaching. The instruments used for data collection are observation, interview, and study document (lesson plan, syllabus, and students' worksheets). The researcher analyzed the data by using data reduction, data display, and verification conclusions. The subject of this research consists of 37 students from VII H in SMP N 3 Klaten academic year 2016/2017. The research shows that there is an interesting method in teaching writing descriptive text including all in line with the framework of task-based language teaching. Then there are three stages in implementing task-based language teaching in a classroom, which are the pre-task stage, the task cycle, and the language focus. Hence, the problem faced was the student's lack of vocabulary and did know how to use the appropriate verb in sentences.

The second research was conducted by Nadya Karimah in 2016 entitled *"Teaching writing of descriptive text"*. She had focused on the teaching method in teaching writing descriptive text and the media used by the teacher in teaching writing descriptive text. The method used by the researcher in qualitative research. The techniques of data collecting are observation, interview, documentation, and questionnaire. The researcher analyzed the data by using data reduction, data display, and verification/conclusion. The subject of this research is the English teacher. The object of the research is to teach the writing of descriptive text in the seventh grade of SMP N 3 Tangerang Selatan. The research shows that the method used by the teacher is using speech and use pictures as media to explain the material. As well as the teacher used formative tests in evaluating students' ability in descriptive text.

The third, research was conducted by Hanna Pratiwi fazri in 2018 entitled *"The teaching of writing descriptive text at the grade of SMP N 1 Martapura Timur School year 2014/2015"*. She had focused on the techniques used by the teacher in teaching writing descriptive text and the

problem faced by the teacher in teaching. The researcher used descriptive qualitative design because the research to get descriptions. The techniques of data collecting are observation, interview, and document. The subject of this research is an English teacher Mrs. F of class VII. The research shows that the technique used by the teacher uses speech, question, and answer methods as well as using pictures as media to support the teaching and learning process. The problem faced by the teacher is getting into trouble controlling his students because they are noisy too loud in the learning process so they lost their spirit.

The fourth research was conducted by Mahdiyah, Siti Lestari, and Sukma Ardini in 2020 entitled *"The Use of PLEASE Strategy in Teaching Writing Descriptive Text for the Tenth Grade"*. She had focused on the significant difference between the students' writing skills taught with and without using the PLEASE strategy. The researcher used a quasi-experimental design with two groups. The population of the research was the tenth-grade students of SMK N Jenawi. The researcher took two classes an experimental class and a control class. The technique of data collecting is an essay test. The research shows that there are any significant differences. The mean of the post-test in the experimental class was 83.5 and the mean of the post-test in the control class was 62.3. the researchers concluded that the PLEASE strategy can improve students writing of descriptive text. Finally, the pedagogical implication of the research, hopefully, can be used as a supplementary reference for different discussions.ds

The fifth, research was conducted by Yulianto Sabat in 2018 entitled *"Teaching Writing Descriptive Text by Using FreeWriting Technique to The Tenth Grade Students at SMK PGRI 3 Sidoarjo"*. She focused on teaching and learning activities in the classroom. The researcher used a descriptive qualitative method. The subjects of this research are the teacher and the tenth-grade students SMK PGRI 3 Sidoarjo. The research shows that the teacher makes teaching and learning

activities in three stages, pre-activity (the teacher explained descriptive and free writing), whilst activity (the teacher and the students corrected the students' work together). All students are very enthusiastic when writing descriptive text. They are very interested and have fun with the use of free writing activities. It can be seen from the questionnaire that they answered. Therefore, this research conducted that free writing activities can help students in learning to write a descriptive text. .

The similarities from the five research above with this research are the focus of the research that is equally focused on researching the teaching strategies that use in teaching writing descriptive text. Beside that, the strategies that used by the english teacher also same as found in second and third research. Where the english using questions and answer as well as using model example. Example earn from case/relevant picture as media to support the teaching and learning process in writing descriptive text. then using speech and pictures as media to explain the material. Meanwhile, the different from the five research with this research is in the research methods. For example the fourth research used quasi-experimental research. Meanwhile this research used qualitaive research.
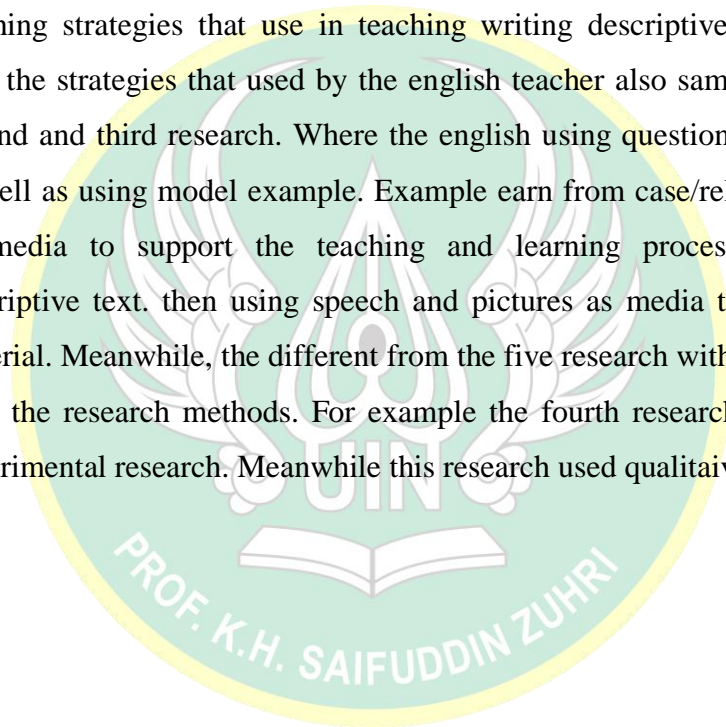
CHAPTER III
RESEARCH METODE

A. Type of The Research

The type of this research is qualitative research. Qualitative research is concerned with developing explanations of social phenomena.(Hancock, 2006) Furthermore, qualitative research plans to assist people in understanding the social world in which individuals live and why these are how they are. Qualitative research is research that leads to a detailed description and in-depth both the processes and conditions, as well as the relationship regarding the main things found in the taet research. This research used a qualitative approach with the data of this research explain through the descriptive method. In this research, the researcher describes the strategies of teaching writing descriptive text at eight of MTs N 1 Purbalingga.

B. Time and Location of The Research

The research was conducted in MTs N 1 Purbalingga which is located in JL. Sokawera No.1, Karanganyar, Kec. Karanganyar, Kab. Purbalingga, Jawa Tengah 53354. It was conducted from 09 August 2022-22 August 2022. This school was choosen because not all students who attend MTs N 1 Purbalingga have basic English because not all elementary school in the area still have English lesson.

C. The Object and Subject of The Research

The object of this research was the strategies of teaching writing descriptive text at eighth grade of MTs N 1 Purbalingga. The subject of this research are two English teachers who teach at eighth grade of MTs N 1 Purbalingga. They were chosen because one represents a male teacher and the other a female teacher to give more perceptive related to gender difference. They are also teachers who teach in eighth grade of MTs N 1 Purbalingga.

D. Technique of Collecting Data

Data collection is one of the supporting activities implementations of research activities, where data collection is carried out to determine the success or failure of a study. Data collection procedures used by researchers include :

1. Observation

According to Sutrisno Hadi in Sugiono, observations are defined as systematic observation and recording of a phenomenon researched. Observation is the way of collecting data by plunging and seeing the spaciousness of the object under study (Sugiono., 2019). Based on the explanation of this the author can understand that observation is a way of collecting data by going directly to the field that becomes the object of research. Observation is the process of listening or observing to something or someone acting both some and non-verbally. By observing teaching when learning process, researchers can get data from natural situations. This action is done to collect data andsee teacher behavior teaching in class observation (Siregar, 2018).

Observations was carried out in grades 8A and 8F on 09-22 August 2022 at MTs N 1 Purbalingga. The observation instrument used in an observation guide sheet using the checklist technique by going to class to see the strategies used by the English teacher. The observation checklist is attached in the appendices.

2. Interview

The interview is a data collection technique by asking a direct question to respondents, and answers from respondents are recorded. Activities interviews are usually submitted orally to the subject under study. Interviews according to Lexy J.Moleong, an interview is a conversation with a spesific purpose. The conversation was carried out by two parties, interview who asked the question and interviewee who gave the answer to the question given. Besides that, the purpose of the

interview as described by Licoln and Guba is to construct about people, organization, events, feelings, concerns, and demands, reconstruct expectations in the future, verify, change, and extend information from others (Prof.Dr.Lexy J. Moeloeng, 2017). Interview is the process of getting information by using conversation. Conversation is a question and answer process between interviewer and informant (Sugiyono, 2016).

The interview was conducted with two English teachers at MTs N 1 Purbalingga. They were Mrs. Ika Fadhilah Budiyani and Mr. Abas Rosyadi. This research used structured interviews to get some information about the English teaaching strategy in teaching writing at eighth grade MTs N 1 Purbalingga. This research used structured interviews, so that the questions that asked to the informants are well structured. The interviews with two English teachers were conducted directly at MTs N 1 Purbalingga at 12 and 18 August 2022. The interview guidance is attached in the appandices.

3. Documentation

This research used documentation as a data collection technique. It aims to help display the process and result of observation and interviews, as well as serve as research evidence (Shidiq, U., & Choiri, 2019). The data documented in this research are Lesson Plan (RPP), interview guidance, observation checklist, photos of interview activities and observation activities.

E. **Technique of Analyzing Data**

According to Bodgan in Siyoti, data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your understanding of them. This data analysis is conducted by data reduction, data display, and verification (Siyoti, 2016).

1. Data Reduction

Reducing data means summarizing, choosing basic or basic things, focusing on important things, and looking for themes based on patterns. .Thus, the data to be summarized will provide a clearer picture and make it easier for researcher to carry out further data collection. Data reduction can use electronic devices such as mini computers by providing code on certain aspects (Salim, 2012). Sugiono state that reduction of data means summarizing, choosing the main thing, focusing on the important thing, and finding the theme and structure. So, this research used data reduction to get information, and easy for the researcher in the collecting data (Sugiono., 2019).

To analyze the data obtained through observation and interview, this research requires reduction as a data analysis technique in this research. By using data reduction, can process data that is truly the focus of the discussion. In this research, after all data were collected through observation and interviews, data reduction was carried out to grouping relevant and irrelevatnt data to the discussion of the research.

2. Data Display

Data display is a data collection technique that is carried out after reduced the data. In this study using data display as data collection techniques for processing data, compiling information, and concluding descriptively. The purpose of this stepis to describe the next plan that should be done by the researcher. The data display makes it easier for researcher to plan further work and understand what is happening. Data will be set so that the structure of this research can be understood. It can be displayed in a grapgh, with multiple categories, and so on. In this research, to show achievement will use descriptive text.

In the process of displaying, the data must be adjusted between the data obtained at MTs N 1 Purbalingga and guidelines for data

collection and theories. In this research, the researcher arrange the result of data reduction. Firstly, the researcher collect the results of interview and observation. Secondly, the researcher makes a result pont. Last, researcher compiled the result through descriptive text.

3. Verification

Verification means conclusion and will be valid if there is proof. In this step, the result of data can be obtained by observation and interview. Then, the result of the research may be able to answer of research question from earlier. Because the researcher's problem in qualitative research is still temporary and will be developed after the researcher does the next research.

F. Truthworthiness of the Data

This research requires a thechnique of checking the validity of the data.this research using tringulation to check the validity of the data. Moeloeng states that there are four types of tringulation, namely by utilizing sources methods, researchers, and theories (Prof.Dr.Lexy J. Moeloeng, 2017). However, the tringulation used in this research is tringulation of sources and tringulation of theoritical. Sources tringulation is a type of tringulation that determines the validity of data by compiling information fromvariety of sources. In this research, the tringulation of sources carried out was tocompare the data from observations in the clsaaroom with the reslut of interviews with two English teachers at MTs N 1 Purbalingga, as well as documents related to the research. The documents are a Lesson Plan (RPP). Then tringulation of theoritical that are done in this research are the data obtained is analyzed based on the theories that support the research.this means that in research connecting and analyzing the data obtained with theories about the strategies of teaching writing descriptive text. By doing so, the data concluded in this study is based on the results of data validity.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this Chapter, presents research findings and discussion about strategies used by the English teacher in teaching writing descriptive text in the eighth grade of Mts N 1 Purbalingga. This research was conducted at MTs N 1 Purbalingga taken from August 9th-22th August 2022. The research aimed to investigate and describe the teaching strategies in teaching writing descriptive text at eighth grade Mts N 1 Purbalingga. This sub-chapter explained what the researcher got after doing the research. The researcher made a structured interview and observation with two English teacher who teach VIII C and VIII H at MTs N 1 Purbalingga. The strategies will be described based on each teacher and will be elaborated based on the results of observations, where observations were carried out using a checklist adapted by Haynes and Zacarian in Sianturi (2018).

A. **Research finding**

Based on the result of the interview and observation, it was found that the two English teachers in Mts N 1 Purbalingga use teaching strategies in teaching writing descriptive text differently. The brief summary of the result of this research can be seen in the following table :

Table 4. 1 The strategies used by the english teacher

First Teacher	Second Teacher
The strategy used by the first teacher in teaching writing descriptive text is build knowledge with make a large groups and small groups or groups discussions, then giving independent assignments and finally an evaluation.	The strategy used by the second teacher in teaching writing descriptive text is creative, fun, and critical strategy. Where the teacher give students learning materials that are interesting and then stimulates students by providing an example with an image on the screen. Then the teacher gives examples about the material by bringing an example from

	their real life.

An explanation of each strategy used by the teacher will be presented in the form of a description as follows :

1. **The strategy in teaching writing descriptive text at MTs N 1 Purbalingga by the first teacher**

   During the learning process of writing descriptive text, the teacher implemented creative, fun, and critical strategies. The English teacher gave stimulus to the students, to analyze and think about what would happen and then make an evaluation.

   > *"I apply creative, fun, and critical strategy where I give to students teach learning materials that interesting then stimulate students when providing an example with an image on the screen. Then I give example about the material by bringing an example in their real life. So, the students may tell describe the picture and do evaluation well" (Interview with the first teacher, 12 August 2022).*

   In line with her statement when she taught in VIII C grade, she asked students to explain and describe things on the picture that she shows on the PowerPoint. She just gave a picture and asked them to mention what things were on the screen. Nevertheless, the researcher found that only a few students could answer and confess their opinion. After that, she instructed the students to pay attention to the material on the screen which is then explained by the English teacher. The students were given a real example and then an example by using a puzzle to be able to answer it. the students are given an exercise to describe a picture by writing one sentence on the whiteboard and then discussing it with the English teacher. Then students were divided into several groups and given the practice to describe the image of the character in one paragraph on paper to be collected. After completion, students were instructed to describe their idol figures by writing on one sheet of paper. Last, the English teacher shares the results of their assignments and discusses group assignments together.

In implementing the strategy above, the first teacher did planning with made preparations by making lesson plan and the material to be taught.

> "I prepared lesson plan and material that will be taught using PowerPoint as a media" (Interview with the fisrt teacher, 12 August 2022).

In line with her statement before the teacher teach in the class, She prepared to make a lesson plan and the material will be taught using PowerPoint as a media. The teachers also made rules that in every learning, every student should memorize three new vocabularies. In preparations, the teacher motivates the students so that they are active by asking previous material or questions related to the material. In delivering the material, the teacher also uses pictures, so that students are interested and willing to pay attention to what is being conveyed. In conveying the material, the teacher also builds communication with students by interacting and asking questions when given real examples. After that, the teacher implements the strategy above.

After implementing the strategy the teacher also evaluates the strategy use. Where the extent to which the strategy applied during the learning process help students in writing skills.

> "By applying this strategy, the students are more interested, enthusiastic, and able to understand the material that I provide" (Interview with the first teacher, 12 August 2022).

In line with her statement, by applying the strategy, the students are more interested, enthusiastic, and able also to understand the material that provides. This can be seen in the learning process, where students are enthusiastic about making a sentence. However, there are also obstacles when implementing the strategy that is the students were still minimal in mastering vocabulary. So, the students still need a dictionary to work on. In

addition, some students do not take part in learning. So, they do not receive the material and make assignments. To overcome that the teacher asks students to borrow dictionaries from the library and students who do not attend classes are asked to borrow a friend's book and ask to keep making an assignment.

> " Students who are left behind or do not attend class, I will later order them to borrow a friend's book and I will still ask for their assignment in the next lesson" (Interview with the firs teacher, 12 August 2022).

In line with her statement, students who are left behind r do not attend class, the teachers ask them to borrow a friend's book and read alone to understand the material. If the students still do not understand, they can ask their friends for help to explain it. The assignment will be asked in the next lesson because the value of the assignment is also needed for the value of each student's report card.

To make the data research valid, the researcher also conducted an observation. The observation was held three times using checklist observation. The checklist observation was used by Haynes and Zacarian (2018). It helped the researcher to cross-check the adequate data interview and facts field.

The researcher observe for three days starting on the 9th,10th, and 12th of August 2022. Based on the observation, the researcher found that the strategy in teaching writing descriptive text by the English teacher at MTs N 1 Purbalingga starts with a greeting, praying, and checking the attendance list. Then the teacher gives some pictures as brainstorming before giving the material. In this case, some students can be enthusiastic. After that, the teacher write the material on the whiteboard and explains the materials, followed by the teacher gave time for students to write it down in their books. Then, the English teacher gave an

apperception to the students by giving a picture on the screen and they were asked to attend and look at the picture. First the teacher gave example with picture and writen in the below like tick and thin lips, then the teacher read the sentences followed by students imitating. After that gave the other picture, the English teacher describes the picture and instructs students to describe the next picture by allowing students who are ready to write it on the blackboard.

After that, the teacher shows some descriptive text then the students follow and read the English teacher. After this step, the English teacher gave a game that the students were asked to answer the descriptive text sentence puzzle given by the English teacher. The English teacher grouped students into several groups by providing exercises to make descriptive texts about physical descriptions of people's favorites. Previously the English teacher gave a clue and directions to each group. Then while working, the English teacher went around each group. After the group finished, the English teacher gave an assignment to all students to make a descriptive text about their idol and collected it. Last, the teacher gave a conclusion for the material they learn and a closing word.

2. **The strategy applied by the second English teacher in teaching writing descriptive text at MTs N 1 Purbalingga**

During the learning process of writing descriptive text, the teacher implemented the strategy with build knowledge, making large groups and then small groups after by giving independent assignments and the last evaluations.

> "The strategy that I apply is to build knowledge of the material I convey, then divide students into large groups and then small groups after that by giving independent assignment and finally an evaluation." (Interview with the second teacher, 18 August 2022).

In line with his statement when he taught in VIII H grade, he explain the material then he shows a picture to observe by the students. Then he builds interaction with the students. After that, the teacher gives an example of descriptive text. The students were asked to read following the English teacher and mean it. Most students can already interpret although there are still some who are passive. Then the teacher divides students into large groups, each group consist five students. Each group was asked to analyze and interpret the descriptive text that was given. Then each group presents the result of their discussion. The English teacher evaluates After that the English teacher divide students into small group consist two students. Each group was given the task of making a descriptive text and collected. Last, the teacher gave a conclusion for the material they learn and a closing word.

In implementing the strategy above, the second teacher made preparations by making lesson plan before starting the class.

"I prepared lesson plan before starting the class"
(Interview with the second teacher, 18 August 2022).

in line with his statement before the teacher teach in the class, he prepared to make a lesson plan. The teacher also made rules when learning process, like the rules in general, that is applying not allowed to eat in class. In preparations, the teacher manage class management by admonishing students who are still chatting to focus and ready to follow in learning process. The teacher also build communication with students by interacting and asking questions, if no one responds the teacher appoint a students. After that the teacher implements the strategy above.

After implementing the strategy the teacher also evaluates the strategy use. Where the extent to which the strategy applied during the learning process help students in writing skills.

"By applying this strategy, the students have improvement in writing skills" (Interview with the second teacher 18 August 2022).

In line with his statement, by applying the strategy, the students have improvement in writing skills. This can be seen from evaluation. However, there are also obstacles when implementing the strategy that is the students who have uneven abilities, and still need to motivate students to be more enthusiasyic in learning. In addition, some students who left behind or do not participate in learning process, the teacher has his own way of dealing with it, that is by asking students to take notes from a friend's book.

"Students who are left behind or do not attend class, I instucted to take notes from a friend's book" (Interview with the second teacher, 18 August 2022).

In line with his statement, students who are left behind or do not attend class, the teacher ask students to take notes from a friend's book. The teacher also ask students to keep making assignments, if the students attends class but does not make assigment will be given a consequence. But, if they do not attend class, the teacher will give them follow-up assignment.

To make the data research valid, the researcher also conducted an observation. The observation was held three times using checklist observation. The checklist observation was used by Haynes and Zacarian (2018). It helped the researcher to cross-check the adequate data interview and facts field.

The observation was conducted for three days starting on the 9th,18th, and 22th of August 2022. The researcher gained how the English teacher strategy in teaching writing descriptive text process. The English teacher conducted the learning process starting with a greeting, praying, and checking the attendance list. Then the English teacher builds interaction by asking "look at the

picture!" then "what pictures are they". After the students answer the question. Then the English teacher explains the descriptive text and gives an example of the descriptive text. the students were asked to read following the English teacher and mean it. Most students can already interpret although there are still passive.

Then the teacher divide students into large groups with asked them to count to form groups. Every group consists of five to six students. Each group was asked to analyze the generic structure of the descriptive text and they were also asked to interpret the descriptive text that was given. After all of the groups finished, each group choose one student as a group representative to present the results of their discussion. After all of the groups present the results the teacher does the evaluation. For the next, the English teacher divides students into small groups consist two students. Each group was given the task to make a description of an artist by choosing the picture that was given on the whiteboard. Each group chooses one picture to describe. After all of the groups finish the result of their discussion was collected. Last, the teacher gave a conclusion for the material they learn and a closing word.

B. The Strategies used by the English teachers to teach writing descriptive text at eighth grade of MTs N 1 Purbalingga

According to the data in previous subchapter, the English teacher in MTs N 1 Purbalingga was usiing teaching strategies in teaching writing descriptive text differently. The first teacher use creative, fun and, critical strategy. Then the second teacher build knowledge by make a large and groups and small groups discussion, then giving independent assignment and finally an evaluation. Both the strategy was given by the English teacher based on harmer (2004), began with prepare by make lesson plan and the material. Then, in learning process the teacher gave direct instruction to the students to do activities what they should do. The last is

to brainstorm and generate discussion. After that, they convey learning objectives so that students know what they learn. Then core activities start with write and explain the material, give example and implement their own strategies. The last they closing with gave a conclusion for thematerial they learn. That also being observe based using checklist observation adapted by Zacarian and Sianturi (2018). It will be describe :

1. **Provide comprehensible input**

The learners must understand the message that is conveyed. The teachers needs to speak more slowly, use gestures and body language to get accros meaning to students.

<div align="center">Table 4. 2 Provide comprehensible input</div>

No	Indicator	The second teacher	The first teacher
1.	Direct instruction (instructing the students on what they should do)	Instruct them to remember descriptive text material in seventh grade and convey their opinion about their understanding of descriptive text	Instruct students to see and think about the pictures shown by the teacher
2.	Provide a clear of the topic at hand	Convey learning objective	Convey learning objective
3.	Brainstorm and generate discussion	Ask about the previous material and ask about descriptive text	Show pictures on PowerPoint and do question-and-answer interaction

In the learning process, the teachers provide comprehensible three indicators. First, instruct the students on what they should do in the learning process. The two teachers gave direct instructions to the students

on what they should do. However, they instruct the students to do activities differently. The second teacher instruct the students to remember descriptive text material from the previous class. Meanwhile, the first teacher instructs the students to see and think about the pictures shown by the teachers.

The second indicator is providing a clear of the topic at hand. Before the learning process started, both of them convey learning objectives so that students know what they will learn. The last is to brainstorm and generate discussion. Before learning begins, both of them give brainstorm and generate discussion. The second teacher do brainstorm by asking previous material and ask about the descriptive text. The first teacher did brainstorm with show pictures related to the material on PowerPoint followed by a question and answer interaction by asking the students to mention the description of the picture on the PowePoint. Nevertheless, the researcher found that only a few students could answer and confess their opinion. This is also the same as found in a previous study by Nadya Karimah in 2016. Where, one of the strategies in teaching writing descriptive text by the teacher is using speech and pictures as media to explain the material.

2. **Make lesson visual**

A visual learning style is a way of learning in which information is related to pictures or graphics. Haynes and Zacarian in Veronika Sianturi, state that the teacher also needs to think of visual aids that will help to understand, how simplify the language of instruction, and how convey targeted at students' level of English proficiency and their grade level contents.

Table 4. 3 Make lesson visual

No	Indicator	The second teacher	The first teacher
1.	Use virtual	Explain all learning	Explain the material

		material	at the beginning of learning and media for students to write sentences
	whiteboards for collaboration and sharing		
2.	Encourage students to visually demonstrate what they have learned	Ask the student to write a sentence on the whiteboard	Ask again what has been explained and ask them to write it on the whiteboard
3.	Convey complex concepts with digital media	Do not digital media, only use flashcards	Using PowerPoint in building students' enthusiasm
4.	Use concept maps to drive critical thinking	Make structure on the whiteboard	Make a chart in PowerPoint
5.	Use compelling visual media (including art, video, film, etc.)	Using flashcard	Using pictures on PowerPoint slide

In the learning process, the teachers should make the lesson visual. First, during when learning process both of them use virtual whiteboards for collaboration and sharing. they use a whiteboard to explain the material. The second teacher use to explain all the learning material. Meanwhile, The first teacher use to explain the material at the beginning of learning and use it as media for students to write sentences where the students are given a real example and then an example by using a puzzle to be able to answer it. the students are given an exercise to describe a picture by writing one sentence on the whiteboard and then discussing it with the English teacher.

For the next, the teachers use concept maps to drive critical thinking. Both of them use it, where the second teacher make structure

on a whiteboard and the first teacher makes a chart on PowerPoint. The last the teacher uses compelling visual media (including art, video, film, etc). The second teacher using flashcard to discuss and the first teacher used pictures on the PowerPoint to give an example about the material and to explain about details. This is also the same as found in previous research by Nadya Karimah in 2016. Where the english teacher used picture as media to explain the material.

3. **Link new information**

Teachers must take into account the schema that each student brings to the classroom and link instruction to the student's personal, cultural, and global experiences. Teachers must also be aware of what their students are not learning. They need to be aware of how culture affects student learning in the classroom.

Table 4. 4 Link new information

No	Indicator	The Second Teacher	The First Teacher
1.	Link instruction to the student's personal	Related to student's personal	Related to student's personal
2.	Link instruction to the cultural	Related to the culture	Related to the culture
3.	Link instruction to the environment	Related to environment	Related to the environment

In the learning process, the teachers link new information. There are three that link instruction to the student's personal, culture and environment. Both of them use it to give an example related to the real. The teachers gave an example of personal experiences. The second teacher gave an example about his experience when holidaying in Watu Gumilang and the first teacher gave an example about their pets at home. The second link instruction to the cultural. The teachers gave

an example about their idol. The last link instruction to the environment. The teachers gave an example of the environment at home and school. This is also the same as found in previous study by Hanna Pratiwi in 2018. Where the english teacher using question and answer as well as using model example and examples. Example earn from case/relevant picture as media to support the teaching and learning process in writing descriptive text.

4. **Determine key concept**

The teacher writes the key concepts for the learning unit in a students-friendly language and posts them in the room. At the end of the lesson, students should be asked whether goals are met.

Table 4. 5 Determine key concept

No	Indicator	The Second Teacher	The First Teacher
1.	Writes the key concepts for the learning unit in a student's friendly language	Write in on the whiteboard	Write it on the whiteboard and show it on PowerPoint slide
2.	Shows in the classroom	Write on whiteboard	Shows on screen
3.	Asked whether goals are met at the end of the lesson	Appoint students to explain what they have learned	Ask whether they understand or not and allow students to review the material

In the learning process, the teachers should determine key concept. First, they write the key concept for the learning unit in a student's friendly language. Both of them write the key concepts on the whiteboard in short sentences and easy to understand. Second, shows in the classroom, The second teacher shows with writes on the whiteboard and the first teacher

shows on PowerPoint screen and writes on the whiteboard. This is also the same as found in previous research by Hanna Pratiwi in 2018. Where the english teacher use picture and picture as learning media that using and paired/short to become logical sequence. The last, asked whether goals are met at the end of the lesson. The second teacher appoint students to explain what they have learned and the first teacher asks whether they understand or not and allows students to review the material before the learning end.

5. **Modify vocabulary instruction**

The teacher should also provide practice in pronouncing new words. Then need to associate new vocabulary with previous learning and use visuals to reinforce meaning.

Table 4. 6 Modify vocabulary instruction

No	Indicator	The Second Teacher	The First Teacher
1.	Provide practice in pronouncing new words	Ask a foreign word and asked to be interpreted	Provide examples and practice pronouncing new words together
2.	Associate new vocabulary with previous learning	Interpret the words read by the teacher	Ask students for vocabulary then tell
3.	Use visuals to reinforce the meaning	Just writing on the whiteboard	Using pictures

In the learning process, the teachers modify vocabulary instruction. First, provide practice in pronouncing a new word. The second teacher asked for a foreign word and asked to be interpreted and the first teacher provide an example about a descriptive text then, the students practice pronouncing new words together. second, associate new vocabulary with previous learning. The second teacher interpret the

words read by the teacher then he asks them for the new vocabulary to interpret every sentence. The first teacher asks students for vocabulary and then tells.

6. **Use cooperative learning strategies**

A systematic instructional technique known as the cooperative strategy encourages students to cooperate in small groups to accomplish a common objective. Working in small groups is beneficial to students who have an authentic reason to use academic vocabulary and real reasons to discuss key concepts.

Table 4. 7 Use cooperative learning strategies

No	Indicator	The Second Teacher	The First Teacher
1.	Organize students	Divide students into several groups	Divide students into several groups
2.	Guide each groups	Give instruction or clues to all groups	Give instruction or clues to all groups
3.	Evaluation	Do not evaluation	Do evaluation

In the learning process, the teachers use cooperative learning. First, both of them organize students. The second teacher divide students into large groups with asked them to count to form groups. Every group consists of five to six students. grouped students into several groups based on the order of the front and rear seats by providing exercises to make descriptive texts about physical descriptions of people's favorites. Second, guide each groups. The second teacher was asked to analyze the generic structure of the descriptive text and they were also asked to interpret the descriptive text that was given. Then the first teacher gave a clue and directions to each group. Then while working, the English teacher went around each group to provide direction if there are still questions that needed to explain. The last evaluation. For the second teacher do not give an evaluation but the

first teacher give an evaluation with each group to present and the teacher gives the evaluation.

7. **Modify testing**

Contents are testing and assessments need to be different for students. In the classroom, the teacher assesses the pupils' understanding of the subject. Keep in mind that not all students will be able to take notes.

Table 4. 8 Modify testing

No	Indicator	The Second Teacher	The First Teacher
1.	The topics vary	Not use topics vary	Explain descriptive text with PowerPoint and games
2.	The test is written by myself	Collaboration	Collaboration
3.	Assessment according to RPP	Not according to RPP	Not according to RPP

In the learning process, the teachers modify testing. First, the topics vary. The second teacher just use the whiteboard when explaining the material, but uses real like appointing students to forward in front of the class then he shows the real example like " two students have different hair, nose, etc. The first teacher explains the material with PowerPoint and games puzzle with there are some sentences and the student asked to answer them. Second, the test is written by my self. Both of them were written with collaboration between books and the internet. The last, Assessment according to RPP. Both of them are not according to RPP because just adjust.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter   presented the conclusion and research suggestions. Conclusion are based on research findings and suggestions addressed to teachers, students, and researchers.

A. Conclusion

After conducting research and analyzing research on the strategies used by the English teachers to teach writing descriptive text at eighth grade of MTs N 1 Purbalingga with two English teacher who teach at VIII C and VIII H, it has resulted that:

According to the research finding and discussion, it was found that the two English teacher in MTs N 1 Purbalingga use teaching strategies in teaching writing descriptive text differently. The first teacher use creative, fun and, critical strategy. Then the second teacher build knowledge by make a large and groups and small groups discussion, then giving independent assignment and finally an evaluation. Both the strategy was given by the English teacher based on harmer (2004), began with prepare by make lesson plan and the material. Then, in learning process the teacher gave direct instruction to the students to do activities what they should do. The last is to brainstorm and generate discussion. After that, they convey learning objectives so that students know what they learn. Then core activities start with write and explain the material, give example and implement their own strategies. The last they closing with gave a conclusion for thematerial they learn. That also being observe based using checklist observation adapted by Zacarian and Sianturi (2018), providing comprehensible input, make lesson visual, link new information, determine key concept, modify vocabulary instruction, use cooperative learning strategies, and modify testing.

B. Limitation of study

Based on the results of the research that has been presented, the researcher would like to explain the limitation of the study as follows:

1. Not all students can present in class due time constraints.
2. One of the teachers does not conduct an evaluation, so that students do not know what should be improved.

C. Suggestion

Based on the conclusion of this study, the researcher would like to give some suggestion as follows:

1. **For teachers**

   The english teacher should need more time to prepare the material and can find a lot of material in the internet. In other hand, they also needs more media to attract the attention of students are more enthusiastic in participating in learning and they also not bored.

2. **For students**

   From this research, students are expected to be more active during learning process. Furthmore, students are also more expected to follow the teacher's instructions with more focus during learning process. So the learning process of teaching-learning can run well and better understand the material presented.

3. **For future researchers**

   The researcher is aware of the flaws and far fromperfect. However, the researcher hopefolly will be useful and beneficial to others. The researcher also hopes this research can help further researchers, to conduct their research.

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APPENDICES

Lampiran. 1 Interview Guidance

<div align="center">

INTERVIEW GUIDANCE

</div>

1. **The Interviewee**

   Time and setting   : 12 August 2022

   Name   : Ika Fadilah Budiyani, S.Pd.

   Position   : English Teacher

2. **Instrument of the interview**

NO	Question	Answer
	Interviewer	**Interviewee**
1.	Apa saja yang dipersiapkan sebelum kegiatan belajar mengajar?	Yang saya siapkan tentunya RPP dan materi yang akan saya ajarkan. Biasanya saya menggunakan PowerPoint juga salam menyampaikan materi.
2.	Apakah ada rules and policy di dalam kelas?	Ya pastinya ada, setiap pembelajaran salah satunya dua minggu sekali setiap siswa menghafal tiga vocabulary/kosa kata baru. Cuman ya tetap saja ada yang belum bisa mengikutinya dengan baik.
3.	Bagaimana menerapkan manajemen kelas dalam proses kegiatan belajar mengajar?	Pertama kalau saya memotivasi siswa agar mereka aktif dengan menanyakan materi sebelumnya ataupun pertanyaan yang berkaitan dengan materi tersebut. Dalam menyampaikan materi juga saya menggunakan gambar agar bervariasi sehingga siswa tertarik dan mau memperhatikan apa yang saya sampaikan.

4.	Bagaimana cara membangun komunikasi antara guru dan siswa dalam proses pembelajaran?	Cara membangun komunikasi dengan siswa ya dengan bertanya dalam proses pembelajaran. Tidak hanya bertanya tetapi dengan mengajak ngobrol dengan memancing memberikan contoh yang nyata juga menurut saya akan membangun komunikasi dengan siswa.
5.	Ketika mengajar dikelas apakah sesuai dengan RPP yang telah dibuat?	Iya tergantung, tapi untuk pembelajaran deskriptif ini sesuai dengan RPP
6.	Strategi apa yang digunakan dalam kegiatan belajar mengajar?	Saya menerapkan strategi belajar yang kreatif, kritis, dan menyenangkan. Dimana saya memberikan siswa materi pembelajaran yang menarik kemudian siswa dapat menangkap dengan sebuah contoh yang saya berikan melalaui media gambar. Kemudian saya memberikan contoh tentang materi dikaitkan dengan real life mereka, sehingga siswa dapat menceritakan gambar dan melakukan evaluasi dengan baik.
7.	Sejauh mana strategi yang diterapkan selama proses kegiatan belajar mengajar membantu siswa dalam skill writing?	Dengan menerapkan strategi ini siswa lebih tertarik dan semangat, karena bisa dilihat dari proses pembelajaran siswa antusias dalam membuat suatu kalimat.

8.	Adakah kendala dalam menerapkan strategi tersebut?	Kendalanya yaitu mereka masih minim dalam menguasai kosa kata sehingga masih membutuhkan kamus dalam mengerjakan.
9.	Apakah kelebihan dari strategi yang digunakan?	Kelebihannya siswa lebih antusias dan bisa memahami materi yang saya berikan.
10	Bagaimana jika ada siswa yang tertinggal atau tidak mengikuti kegiatan belajar mengajar, apa tindakan yang dilakukan, dan bagaimana cara mengatasinya?	Siswa yang tertinggal atau tidak mengikuti kelas nantinya saya perintahkan untuk meminjam buku dan membaca sendiri untuk memahami materi.
11	Bagaiman menangani siswa yang tidak mengumpulkan tugas atau tidak pernah hadir dikelas dengan alasan belum paham dengan materi, apakah ada strategi khusus yang digunakan?	Untuk tugas tetap akan saya tanyakan di pembelajaran berikutnya, karena nilai dari tugas itu juga dibutuhkan untuk nilai raport setiap siswa nantinya. Jika alasan siswa tidak bisa mengumpulkan karena tidak hadir dikelas dan belum paham materinya, ya saya perintahkan mereka untuk meminjam buku dari temannya untuk dibaca dan meminta bantuan untuk menjelaskan jika memang dengan membaca saja belum paham.

INTERVIEW GUIDANCE

1. The Interviewee

Time and setting　　　: 18 August 2022

Name　　　　　　　: Abas Rosadi, S.S.

Position　　　　　　: English Teacher

2. Instrument of the interview

NO	Question	Answer
	Interviewer	**Interviewee**
1.	Apa saja yang dipersiapkan sebelum kegiatan belajar mengajar?	Saya menyiapkan RPP.
2.	Apakah ada rules and policy di dalam kelas?	Kalau dikelas saya ya ada cuman rules biasa seperti tidak boleh makan dikelas.
3.	Bagaimana menerapkan manajemen kelas dalam proses kegiatan belajar mengajar?	Dalam mengatur manajemen kelas cukup dengan ditegur jika masih ada yang ngobrol.
4.	Bagaimana cara membangun komunikasi antara guru dan siswa dalam proses pembelajaran?	Cara membangun komunikasi dengan siswa dengan melakukan tanya jawab, jika memang tidak ada yang merespon ya saya tunjuk.
5.	Ketika mengajar dikelas apakah sesuai dengan rpp yang telah dibuat?	Tergantung sejalannya saja nanti ketika pembelajaran.
6.	Strategi apa yang digunakan dalam kegiatan belajar mengajar?	Membangun pengetahuan terhadap materi yang saya sampaikan, membuat kelompok besar kemudian kecil setelahnya tugas mandiri

		kemudian evaluasi.
7.	Sejauh mana strategi yang diterapkan selama proses kegiatan belajar mengajar membantu siswa dalam skill writing?	Mengalami peningkatan dalam skill writing dilihat dari evaluasi
8.	Adakah kendala dalam menerapkan strategi tersebut?	Banyak seperti motivasi anak, kemampuan yang tidak merata, dan masih banyak lainnya.
9.	Apakah kelebihan dari strategi yang digunakan?	Kelebihannya seperti tadi siswa mengalami peningkatan
10	Bagaimana jika ada siswa yang tertinggal atau tidak mengikuti kegiatan belajar mengajar, apa tindakan yang dilakukan, dan bagaimana cara mengatasinya?	Siswa yang tertinggal saya perintahkan mencatat dari buku teman
11	Bagaiman menangani siswa yang tidak mengumpulkan tugas atau tidak pernah hadir dikelas dengan alasan belum paham dengan materi, apakah ada strategi khusus yang digunakan?	Menangani siswa yang tidak mengumpulkan tugas dengan terus menanyakan dan memberi konsekuensi jika tidak mengumpulkan, tetapi kalau tidak mengikuti kelas ya saya beri tugas susulan.

OBSERVATION CHECKLIST

A. **Object of Observation**

Time and Place   : 09 August 2022-15 August 2022 / MTs N 1 Purbalingga

Teacher   : Ika Fadilah Budiyani, S.Pd.

Class   : Eighth Grade C

Material   : Descriptive Text

B. **Idicators of Observation**

According to Haynes and Zacarian in Sianturi (Sianturi, 2018) there are seven strategies that can be used by teacher in teaching writing as follow:

1. Provide comprehensible input
2. Make lesson visual
3. Link new information
4. Determine key concept
5. Modify vocabulary instruction
6. Use cooperative learning strategies
7. Modify testing

C. **Observation Sheet**

1. **Provide comprehensible input**

No	Indicator	Option		Description
		Yes	No	
1.	Direct instruction (instructing the students on what they should do)	✓		
2.	Provide a clear of the topicat hand	✓		
3.	Brainstorm and generate dicussion	✓		

2. Make lesson visual

No	Indicator	Option Yes	Option No	Description
1.	Use virtual whiteboards for collaboration and sharing	✓		
2.	Encourage students to visually demonstrate what they have learned	✓		
3.	Convey complex concept with digital media	✓		
4.	Use concept maps to drive critical thinking	✓		
5.	Use compelling visual media (including art, video, film, etc.)	✓		

3. Link new information

No	Indicator	Option Yes	Option No	Description
1.	Link instruction to the students' personal	✓		
2.	Link instruction to the cultural	✓		
3.	Link instruction to the environment	✓		

4. Determine key concept

No	Indicator	Option Yes	Option No	Description
1.	Writes the key concepts for the learning unit in a	✓		

VIII

No	Indicator	Option		Description
		Yes	No	
	students friendly language			
2.	Shows in the classroom	✓		
3.	Asked wheter goals are met at the end of the lesson	✓		

5. **Modify vocabulary instruction**

No	Indicator	Option		Description
		Yes	No	
1.	Provide practice in pronouncing new words	✓		
2.	Associate new vocabulary with previous learning	✓		
3.	Use visuals to reinforce meaning	✓		

6. **Use cooperative learning strategies**

No	Indicator	Option		Description
		Yes	No	
1.	Organize students	✓		
2.	Guide each group	✓		
3.	Evaluation	✓		

7. **Modify testing**

No	Indicator	Option		Description
		Yes	No	
1.	The topics vary	✓		
2.	The test is written by myself		✓	
3.	Assessment according to RPP	✓		

OBSERVATION CHECKLIST

A. Object of Observation

Time and Place   : 09 August 2022-15 August 2022 / MTs N 1 Purbalingga

Teacher   : Abas Rosadi, S.S.

Class   : Eighth Grade G

Material   : Descriptive Text

B. Idicators of Observation

According to Haynes and Zacarian in Sianturi (Sianturi, 2018) there are seven strategies that can be used by teacher in teaching writing as follow:

1. Provide comprehensible input
2. Make lesson visual
3. Link new information
4. Determine key concept
5. Modify vocabulary instruction
6. Use cooperative learning strategies
7. Modify testing

C. Observation Sheet

1. Provide comprehensible input

No	Indicator	Option		Description
		Yes	No	
1.	Direct instruction (instructing the students on what they should do)	✓		
2.	Provide a clear of the topicat hand	✓		
3.	Brainstorm and generate dicussion	✓		

2. Make lesson visual

No	Indicator	Option		Description
		Yes	No	
1.	Use virtual whiteboards for collaboration and sharing	✓		
2.	Encourage students to visually demonstrate what they have learned	✓		
3.	Convey complex concept with digital media		✓	
4.	Use concept maps to drive critical thinking		✓	
5.	Use compelling visual media (including art, video, film, etc.)	✓		

3. Link new information

No	Indicator	Option		Description
		Yes	No	
1.	Link instruction to the students' personal	✓		
2.	Link instruction to the cultural	✓		
3.	Link instruction to the environment	✓		

4. Determine key concept

No	Indicator	Option		Description
		Yes	No	
1.	Writes the key concepts for the learning unit in a	✓		

No	Indicator	Yes	No	Description
	students friendly language			
2.	Shows in the classroom	✓		
3.	Asked wheter goals are met at the end of the lesson	✓		

5. **Modify vocabulary instruction**

No	Indicator	Option		Description
		Yes	No	
1.	Provide practice in pronouncing new words	✓		
2.	Associate new vocabulary with previous learning	✓		
3.	Use visuals to reinforce meaning	✓		

6. **Use cooperative learning strategies**

No	Indicator	Option		Description
		Yes	No	
1.	Organize students	✓		
2.	Guide each group	✓		
3.	Evaluation		✓	

7. **Modify testing**

No	Indicator	Option		Description
		Yes	No	
1.	The topics vary	✓		
2.	The test is written by myself		✓	
3.	Assessment according to RPP		✓	

Lampiran. 3 Lesson Plan

<p style="text-align:center">RENCANA PELAKSANAAN PEMBELAJARAN (RPP)</p>

SEKOLAH : MTs Negeri Karanganyar
MATA PELAJARAN : Bahasa Inggris
KELAS/SEMESTER : VIII
MATERI POKOK : My Uncle Is A Zookeeper (Descriptive Text)
ALOKASI WAKTU : 2 X 40 menit (2 JP)

A. Kompetensi Inti (KI)

K1	Menghargai dan menghayati ajaran agama yang dianutnya
K2	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
K3	Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
K4	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

3.5. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan keberadaan hewan dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya.

Indikator :

3.5.1. Menerapkan struktur teks untuk melaksanakan fungsi sosial menyatakan dan menanyakan keberadaan hewan.

3.5.2 Menerapkan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan keberadaan hewan.

4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keberadaan hewan dalam jumlah yang tidak tertentu, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

Indikator :

4.6.1 Menyusun teks lisan untuk menyatakan dan menanyakan tentang keberadaan hewan dalam jumlah yang tidak tertentu, dengan memperhatikan fungsi sosial,struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

4.6.2 Menyusun teks tulis untuk menyatakan dan menanyakan tentang keberadaan hewan dalam jumlah yang tidak tertentu, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Akhir pelajaran siswa :

Menunjukkan kesungguhan dalam belajar bahasa Inggris, perilaku santun, peduli, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan kemampuan tulis dan lisan untuk menyatakan dan menanyakan tentang keberadaan hewan dalam jumlah tidak tertentu, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

Descriptive Text

Fungsi sosial:

Descriptive text adalah teks yang digunakan untuk menceritakan gambaran atau keadaan(orang /Hewan/Benda)

Unsur kebahasaan

Penggunaan kata kerja infinitive/V 1 dan V 1 berakhiran s/es

Penggunaan auxilliary verbs:Do dan Does

Penggunaan Tobe:Is,Are

Penggunaan kata tanya apakah dengan tobe

Penggunaan kata tanya WHERE

E. Metode Pembelajaran

1. Pendekatan : Scientific Approach
2. Strategi : observe – practice.
3. Model pembelajaran : problem based learning
4. Teknik : Diskusi

F. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Pembelajaran	Siswa	Guru	Alokasi Waktu
A. Kegiatan awal	**Apersepsi.** Menjawab salam Berdoa bersama **Motivasi** Mendengarkan motivasi Mendengarkan informasi ttg tujuan yg harus dicapai selama PBM	Mengucapkan salam Mengajak berdoa yg dipimpin oleh ketua kelas Memotivasi peserta didik Menyampaikan tujuan yg harus dicapai siswa selama PBM	10 menit
B. Kegiatan Inti :	**Mengamati** 1. Peserta didik mengamati gambar dan menyebutkan ciri-cirinya 2. Peserta didik menirukan guru mengungkapkan kalimat menyatakan dan menanyakan keberadaan hewan	1.a.Look at the pictures,... b.What pictures are they? c.Mention the names ofthe animals. d.What is a girrafe look like? e. What is an elephant look like?....etc 2.Where do you usually find the tiger? Where do you usually find the	60 menit

Kegiatan Pembelajaran	Siswa	Guru	Alokasi Waktu
	Menanya 1. Peserta didik menanyakan tentang perbedaan kalimat yang menyatakan dan menanyakan keberadaan hewan. 2. Peserta didik menanyakan hal tidak diketahui setelah mengamati **Mengeksplorasi** 1. Peserta didik membaca contoh-contoh kalimat yang menyatakan dan menanyakan keberadaan hewan 2. Peserta didik dapat mengungkapkan kalimat yang menyatakan dan menanyakan keberadaan hewan **Mengasosiasi** 1. Peserta didik bekerja kelompok menganalisisstruktur dan fungsi kebahasaan teks deskriptive 2. Peserta didik menyimpulkan hasil analisis tentang struktur dan fungsi kebahasaan teks deskriptive. **Mengomunikasikan** 1. Peserta didik menyampaikan /menyajikan hasil pengamatan, kesimpulan berdasarkan analisis secara tertulis 2. Peserta didik menanyakan balikan/feedback dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.	lion?,...etc The tiger lives in the forest TIDAK SAMA DENGAN The tigers live in the forest, The tiger is in the forest TIDAK SAMA DENGAN The tigers are in the forest. What animal is it?......It is a....... What animals are they?......... Where does the frog live?........... Where do the rhinoceroses live? .	
C. Keg. Akhir :	Peserta didik mendapatkan tindak lanjut tentang materi selanjutnya dan mengerjakan tugas.	.	10 menit

XV

1.2.Tes lisan.

Look at the picture given by the teacher! Answer the question orally!

INSTRUMENT
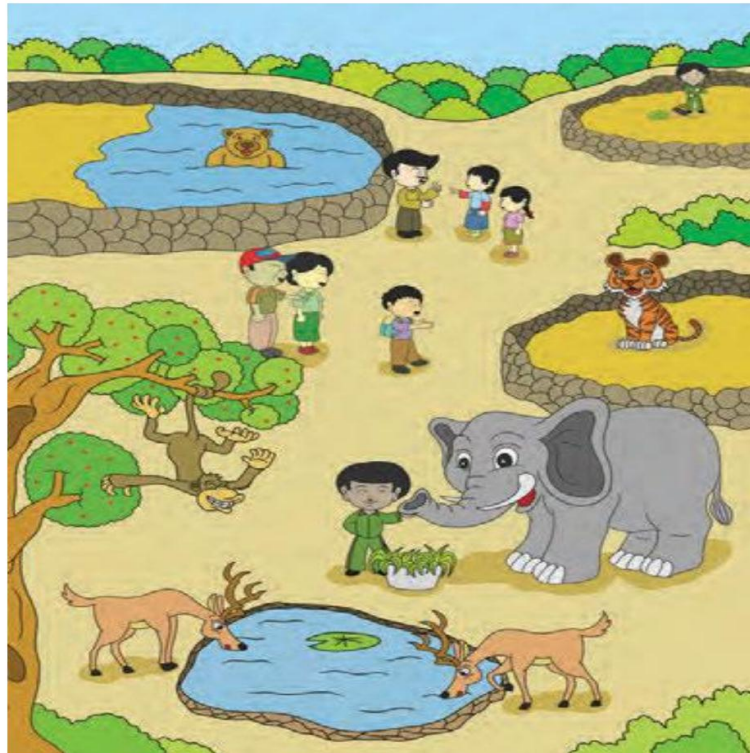
1.2.1Instrumen Pertanyaan

Disediakan daftar pertanyaan untuk siswa dalam satu kelas kemudian dijawab oleh siswa secara acak.

Questions

1. Where are the people now?
2. How many animals do you see in the picture?
3. What are the deer doing?
4. Where is the tiger?
5. Where is the monkey?

1.2.2. Kunci Jawaban

1. In the zoo.
2. Six.
3. They are drinking.
4. In the cage.
5. On the tree.

1.2.3.Pedoman Penilaian

      Skor maksimal per item 2

      Jumlah perolehan skor = nilai

      Nilai maksimal = 2X 5 = 10

1.3. Homework

Instrumen : (perintah)

Amati lingkungan sekitarmu! Buatlah sebuah bagan tentang hewan yang ada di sekitar rumahmu dengan jumlah mereka.

No.	Name of animals	Numbers

1. **Aspek keterampilan**

    2.1. tes unjuk kerja/tes praktek

        2.1.1 rubrik penilaian:

NO. SOAL	KOMPETENSI YANG DIUJIKAN	INDIKATOR	ASPEK YANG DINILAI	SKOR MAKs	KET
1	Membuat kalimat sederhana	Diberi sebuah gambar, siswa dapat mendeskripsi gambar tersebut dalam bentuk kalimat (minimal 5 kalimat)	1. Struktur kalimat 2. Ejaan kata 3. Tanda baca 4. Isi	3 3 2 2	
JUMLAH SCOR MAKSIMAL				10	
NILAI = JML SCORE					

    2.2. Project test/project assessment (tugas terstruktur) tugas jangka panjang: Guru memberi TMT

        2.2.1. aspek yang dinilai meliputi :

           perancangan,

           pelaksanaan dan

           pelaporan

    2.3. Portofolio :

      Instrument : kumpulan tugas siswa

2. **Aspek sikap :**
   1.1.Observasi
   1.1.1. Rubric penilaian yang diamati :
   b. Kesungguhan
   c. Kesantunan dan
   d. kepedulian,
   e. kejujuran,
   f. kedisiplinan
   g. tanggung jawab dan
   h. kerjasama

   1.2. Jurnal
   1.2.1. Catatan catatan istimewa baik menonjol sikapnya maupun nakalnya untuk acuan dan pertimbangan pemberian nilai

Karanganyar,   Juli 2022

Mengetahui,
Kepala MTs Negeri Karanganyar   Guru Bahasa Inggris

Dra.Hj. Siti Mudrikah, M.Pd.I   Abas Rosadi, S.S
NIP.19650919 199203 2 015   NIP.198207042005011002

Research Activities

A. OBSERVATION

B. INTERVIEW

Lampiran. 4 Curriculum Vitae

CURRICULUM VITAE

A. Personal Details
1. Full Name : Nuri Cahyaningrum
2. Students Number : 1817404076
3. Date of Birthday : Purbalingga, 28 November 2000
4. Address : Krangean 02/01, Kertanegara, Purbalingga
5. Name of Father : Komarudin Sukur
6. Name of Mother : Kamilah

B. Educational Details
1. Formal Education
   a. SD/MI, graduate : MI Negeri 1 Purbalingga, 2012
   b. SMP/MTs, graduate : MTs Negeri 1 Purbalingga, 2015
   c. SMA/MA, graduate : MA Al Hikmah 2, 2018
   d. S1, affiliate : UIN SAIZU Purwokerto, 2018
2. Non Formal Education
   a. Pondok Pesantren Alhikmah 2 Benda, Sirampog, Brebes
   b. Pondok Pesantren Alhidayah Karangsuci Purwokerto

C. Non-Academic Achievement
1. PKL di Kementrian Kesehatan Republik Indonesia (KEMENKES RI), Jakarta Selatan

D. Scientific Work
1. An article entitled "A Systematic Review: Telegram as Learning Media in Teaching"
2. An article entitled "Strategi Pembelajaran Bahasa Inggris Untuk Meningkatkan Vocabulary Anak-Anak di Dusun Picung"

E. Organization Experience
1. SEC Al-HIKMAH 2
2. OASIS MA AL HIKMAH 2
3. PADUS MA ALHIKMAH 2
4. ADIKSI UIN SAIZU PURWOKERTO
5. IPPNU UIN SAIZU PURWOKERTO
6. PIQSI UIN SAIZU PURWOKERTO

Purwokerto, 17 Oktober 2022

(Nuri Cahyaningrum)

Lampiran. 5 Letters

<div align="center">

LETTERS

</div>

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

Nomor   B-e.1178 /Un. 19/FTIK.J.TBI/PP.05.3/3/2021
Lampiran
Hal   **Permohonan Ijin Observasi Pendahuluan**

Kepada Yth.
Kepala Sekolah Mts N 1 Purbalingga Di
Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data
penyusunan skripsi mahasiswa kami:
1. Nama   : Nuri Cahyaningrum:
2. NIM   : 1817404076
3. Semester   : VII
4. Jurusan/Prodi   :TBI
5. Tahun akademik   : 2021/2022

Memohon kepada Bapak/Ibu berkenan memberikan izin observasi pendahuluan
kepada mahasiswa kami tersebut. Adapun observasi tersebut akan
dilaksanakan dengan ketentuan sebagai berikut:
1. Obyek   : The Strategy of Teaching Writing Descriptive
                       Text at 8 th Grade Mts N 1 Purbalingga
2. Tempat/Lokasi   : MTs N 1 Purbalingga / Desa Karanganyar,
                       Kecamatan Karanganyar,Kabupaten Purbalingga
3. Tanggal observasi : 21/09/2021 dan 07/04/2022

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum wr. wb.

Purwokerto, 21/09/2021
A.n. Wakil Dekan I
Koordinator Prodi

Desi Wijayanti Ma'rufah, M.Pd.
NIP. 19921215 201812003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimli (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor	: B.m.1486/Un.19/D.FTIK/PP.05.3/08/2022	08 Agustus 2022
Lamp.	: -	
Hal	: **Permohonan Ijin Riset Individu**	

Kepada
Yth. Kepala Mts N 1 Purbalingga
Di Tempat

Assalamu'alaikum Wr. Wb.
Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama	: Nuri Cahyaningrum
2. NIM	1817404076
3. Semester	: 8 (Delapan)
4. Jurusan / Prodi	: Tadris Bahasa Inggris
5. Alamat	: Krangean 02/01, Kertanegara, Purbalingga
6. Judul	: THE STRATEGIES OF TEACHING WRITING DESCRIPTIVE TEXT AT EIGHTH GRADE OF MTs N 1 PURBALINGGA

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Obyek	: The Strategies of Teaching Writing Descriptive Text
2. Tempat / Lokasi	: Mts N 1 Purbalingga, Desa Karanganyar, Kecamatan Karanganyar, Kabupaten Purbalingga
3. Tanggal Riset	: 09-08-2022 s/d selesai
4. Metode Penelitian	: Kualitatif

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

Tembusan :

1. Arsip

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KABUPATEN PURBALINGGA

MTs NEGERI 1 PURBALINGGA

Jl. Sokawera No.1 Karanganyar Purbalingga 53354 Telepon (0281) 7700110
Email : mtsn1purbalingga@gmail.com.

Nomor   : 237 / MTs.11.03.01/PP.00.5/06/2022   Purbalingga, 2 Juni 2022

Lamp   : -

Hal   : Izin Observasi

Kepada Yth.

Wakil Dekan I
Fakultas Tarbiyah Dan Ilmu Keguruan
UIN Prof. Kiai Haji Saifudin Zuhri Purwokerto

Di

  Tempat

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Negeri 1 Purbalingga menerangkan bahwa :

Nama	: Nuri Cahyaningrum
Tempat Tanggal Lahir	: Purbalingga, 28 November 2000
Agama	: Islam
Alamat	: Krangean RT 02 RW 01, Kertanegara, Purbalingga
NIM	: 1817404076
Program Studi	: Tadris Bahasa Inggris
Universitas	: UIN Prof. Kiai Haji Saifudin Zuhri Purwokerto

nama tersebut di atas dizinkan melakukan observasi dengan Obyek : " *The Strategy of Teaching Writing Descriptive Text at 8 Th Grade MTs Negeri 1 Purbalingga* " pada tanggal : 21 September 2021 s/d 07 April 2022

Kepala

Dra. Hj. Siti Mudrikah, M.Pd.I
NIP. 19650919 199203 2 015

XXIII

Nomor   : 365/ MTs.11.03.01/PP.00.5/08/2022   Purbalingga, 20 Agustus 2022
Lamp   : -
Hal   : **Riset Individu**

Kepada Yth.
Ketua Jurusan Tadris
Profesor Kiai Haji Saifuddin Zuhri Purwokerto
Fakultas Tarbiyah dan Ilmu Keguruan
Di

   Tempat

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Negeri 1 Purbalingga menerangkan bahwa :

Nama	:	Nuri Cahyaningrum
Tempat Tanggal Lahir	:	Purbalingga, 28 November 2000
Agama	:	Islam
Alamat	:	Krangean RT 02 RW 01, Kertanegara, Purbalingga
NIM	:	1817404076
Program Studi	:	Tadri Bahasa Inggris
Universitas	:	IAIN PURWOKERTO

nama tersebut di atas dizinkan melakukan Riset Individu dengan judul : **"The Strategies of teaching writing descriptive text at eighth grade of MTs Negeri 1 Purbalingga** dengan metode penelitian **Kualitatif"** pada tanggal 09 Agustus 2022.

Kepala
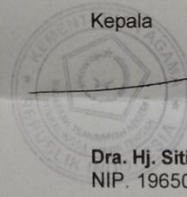
Dra. Hj. Siti Mudrikah, M.Pd.I
NIP. 19650919 199203 2 015

SURAT KETERANGAN
SEMINAR PROPOSAL SKRIPSI
No. No. B.1828.Un.17/FTIK.JTBI/PP.00.9/6/2022

Yang bertanda tangan di bawah ini, Kordinator Program Studi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Purwokerto menerangkan bahwa proposal skripsi berjudul :

"The Strategies Of Teaching Writing Descriptive Text At 8 Th Grade Mts N 1 Purbalingga"

Sebagaimana disusun oleh :

Nama	:	Nuri Cahyaningrum
NIM	:	1817404076
Semester	:	8
Jurusan/Prodi	:	Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 20 Juni 2022

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, 24 Juni 2022

Mengetahui,
Kordinator Prodi Tadris Bahasa Inggris

Penguji

Desi Wijayanti Ma'rufah, M.Pd.
NIP. 199212152018012003

Muflihah, SS., M.Pd

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553 www.uinsaizu.ac.id

---

SURAT KETERANGAN
No. B-3525/Un.19/WD1.FTIK/PP.05.3/7/2022

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

N a m a	: Nuri Cahyaningrum
NIM	: 1817404076
Prodi	: TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan
LULUS pada :

Hari/Tanggal	: Kamis, 28 Juli 2022
Nilai	: B

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Purwokerto, 29 Juli 2022
Wakil Dekan Bidang Akademik,

Dr. Suparjo, M.A.
NIP. 19730717 199903 1 001

XXVI

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
UPT PERPUSTAKAAN
Jalan Jenderal A. Yani No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
Website: http://lib.uinsaizu.ac.id, Email: lib@uinsaizu.ac.id

SURAT KETERANGAN SUMBANGAN BUKU
Nomor : B-3081/Un.19/K.Pus/PP.08.1/9/2022

Yang bertandatangan dibawah ini menerangkan bahwa :

Nama   : NURI CAHYANINGRUN

NIM   : 1817404076

Program   : SARJANA / S1

Fakultas/Prodi : FTIK / TBI

Telah menyumbangkan buku ke Perpustakaan UIN Prof. K.H. Saifuddin Zuhri Purwokerto dengan judul dan penerbit ditentukan oleh perpustakaan. Sumbangan buku tersebut dilakukan secara kolektif atau gabungan dengan menitipkan uang sebesar :

Rp 40.000,00 (Empat Puluh Ribu Rupiah)

Uang terkumpul dibelanjakan buku yang kemudian buku hasil pembeliannya diserahkan secara sukarela sebagai koleksi perpustakaan UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Demikian surat keterangan ini dibuat untuk menjadi maklum dan dapat digunakanseperlunya.

Purwokerto, 16 September 2022
Kepala,

Aris Nurohman

XXVII

REKOMENDASI MUNAQOSYAH

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini, Dosen Pembimbing Skripsi dari mahasiswa :
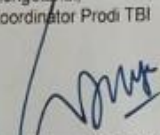
Nama	:	Nuri Cahyaningrum
NIM	:	1817404076
Semester	:	IX (Sembilan)
Jurusan/Prodi	:	Tadris Bahasa Inggris
Angkatan Tahun	:	2018
Judul Skripsi	:	The Strategies of Teaching Writing Descriptive Text at Eighth Grade of MTs N 1 Purbalingga

Menerangkan bahwa skripsi mahasiswa tersebut telah siap untuk dimunaqosyahkan setelah mahasiswa yang bersangkutan memenuhi persyaratan akademik yang ditetapkan.

Demikian rekomendasi ini dibuat untuk menjadikan maklum dan mendapatkan penyelesaian sebagaimana mestinya.

Wassalamu'alikum Wr. Wb.

Dibuat di : Purwokerto
Tanggal : 20 Oktober 2022

Mengetahui,
Koordinator Prodi TBI

Desi Wijayanti Ma'rufah, M.Pd.
NIP. 19921215 201812003

Dosen Pembimbing

Endang Sartika, M.A.
NIP.-

XXVIII

Lampiran. 6 Guidance Form

BLANGKO BIMBINGAN

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
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Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

BLANGKO BIMBINGAN SKRIPSI

Nama : Nuri Cahyaningrum
No. Induk : 1817404076
Fakultas/Jurusan : FTIK/Tadris Bahasa Inggris
Pembimbing : Endang Sartika, M.A.
Nama Judul : The Strategies of Teaching Writing Descriptive Text at Eighth Grade of M

No.	Hari/Tanggal	Materi Bimbingan	Tanda Tangan Pembimbing	Tanda Tangan Mahasiswa
1.	27 Juni 2022	1. Revisi hasil seminar proposal		
2.	30 Juni 2022	2. BAB I-III (language, referensi, dll)		
3.	06 Juli 2022	1. BAB I-III 2. Instrumen (Interview guidance & checklist observation		
4.	21 Juli 2022	1. Interview Guidance (tambahan strategi & kelebihan 2. Checklist Observation (tambahan strategi penilaian) 3. BAB III (Penjelasan proses interview & observation)		
5.	06 September 2022	1. BAB IV (penyajian data)		
6.	14 September 2022	1. Revisi BAB IV		

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
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Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

No.	Tanggal	Materi	Pembimbing	Mahasiswa
7.	27 September 2022	1. Revisi BAB I-IV 2. Language, referensi		
8.	11 Oktober 2022	1. Revisi BAB I-IV 2. Language , referensi		
9.	13 Oktober 2022	1. BAB III (keterangan waktu interview & observasi) 2. BAB IV (tambahan dikaitkan dengan previous study) 3. BAB V (limitation of study) 4. Abstract		
10.	20 Oktober 2022	1. ACC		

Dibuat di : Purwokerto
Pada tanggal: 20 Oktober 2022
Dosen Pembimbing

Endang Sartika, M.A.
NIP.-

xxx

ampiran. 7 Certificate

<div align="center">

CERTIFICATE

</div>

IAIN PURWOKERTO

MINISTRY OF RELIGIOUS AFFAIRS
INSTITUTE COLLEGE ON ISLAMIC STUDIES PURWOKERTO
LANGUAGE DEVELOPMENT UNIT

Jl. Jend. A. Yani No. 40A Purwokerto, Central Java Indonesia, www.iainpurwokerto.ac.id

CERTIFICATE

Number: In.17 UPT.Bhs PP.009.9809.2019

This is to certify that :

Name : NURI CAHYANINGRUM
Date of Birth : PURBALINGGA, November 28th, 2000

Has taken English Proficiency Test of IAIN Purwokerto with paper-based test, organized by Language Development Unit IAIN Purwokerto on December 10th, 2018, with obtained result as follows:

1. Listening Comprehension   49
2. Structure and Written Expression   52
3. Reading Comprehension   55

Obtained Score : 522

The English Proficiency Test was held in IAIN Purwokerto.

ValidationCode

Purwokerto, January 28th, 2019
Head of Language Development Unit,

Dr. Subur, M.Ag.
NIP. 19670307 199303 1 005

SIUB v.1.0 UPT BAHASA IAIN PURWOKERTO - page1.1

XXXII

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT MA'HAD AL-JAMI'AH
Alamat : Jl. Jend. A. Yani No. 40 A Purwokerto 53126
Telp : 0281-635624, 628250, Fax : 0281-636553, www.iainpurwokerto.ac.id

SERTIFIKAT
Nomor: In.17/UPT.MAJ/Sti.005/010/2018

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

NURI CAHYANINGRUM
1817404076

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur'an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI).

MATERI UJIAN	NILAI
1. Tes Tulis	74
2. Tartil	70
3. Tahfidz	70
4. Imla'	70
5. Praktek	80

NO. SERI: MAJ-2018-MB-007

Purwokerto, 10 Oktober 2018
Mudir Ma'had Al-Jami'ah,

Drs. H. M. Mukti, M.Pd.I
NIP. 19570521 198503 1 002

LPPM

SERTIFIKAT
Nomor: 1137/K.LPPM/KKN.48/08/2021

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM)
Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto menyatakan bahwa :

Nama   : **NURI CAHYANINGRUM**
NIM   : 1817404076
Fakultas/Prodi : FTIK / TBI

TELAH MENGIKUTI

Kuliah Kerja Nyata (KKN) Angkatan Ke-48 Tahun 2021
dan dinyatakan **LULUS** dengan Nilai **89** (**A**).

Purwokerto, 29 Oktober 2021
Ketua LPPM,

Dr. H. Ansori, M.Ag.
NIP. 19650407 199203 1 004

KEMENTERIAN AGAMA
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Sebagai bukti yang bersangkutan telah melaksanakan kegiatan
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XXXIII

The Strategies of Teaching Writing Descriptive Text at Eighth Grade of MTs N 1 Purbalingga