

Appendix 1

OBSERVATION CHECKLIST

MEETING : First Meeting

DATE : 21st of May 2015

NO	INDICATORS	YES	NO
THE TEACHING MATERIALS			
1.	The material is interesting	✓	
2.	The material uses familiar words	✓	
3.	The material suitable with the students' experiences	✓	
4.	The material motivates the students to learn descriptive text	✓	
THE TEACHING TECHNIQUE			
1.	The technique is easy to understand	✓	
2.	The students are able to use the flash game	✓	
3.	Does the technique make the teacher dominate the class?	✓	
4.	Does the technique make the students be active and interactive in the class?	✓	
5.	Is the technique monotonous?		✓
THE TEACHING- LEARNING PROCESS			
1.	The teacher prepares the material well	✓	
2.	The teacher explains how to use flash game	✓	
3.	The teacher helps the students understand the material	✓	
4.	The teacher motivates the students to learn descriptive text	✓	
5.	The teacher creates an interesting atmosphere in the class	✓	

OBSERVATION CHECKLIST

MEETING : Second Meeting

DATE : 28th of May 2015

NO	INDICATORS	YES	NO
THE TEACHING MATERIALS			
1.	The material is interesting	✓	
2.	The material uses familiar words	✓	
3.	The material suitable with the students' experiences	✓	
4.	The material motivates the students to learn descriptive text	✓	
THE TEACHING TECHNIQUE			
1.	The technique is easy to understand	✓	
2.	The students are able to use the flash game	✓	
3.	Does the technique make the teacher dominate the class?	✓	
4.	Does the technique make the students be active and interactive in the class?	✓	
5.	Is the technique monotonous?		✓
THE TEACHING- LEARNING PROCESS			
1.	The teacher prepares the material well	✓	
2.	The teacher explains how to use flash game	✓	
3.	The teacher helps the students understand the material	✓	
4.	The teacher motivates the students to learn descriptive text	✓	
5.	The teacher creates an interesting atmosphere in the class	✓	

Appendix 2

FIELD NOTE

Field note

(7A), (24 students)

Thursday, June 18th, 2015, 09.30-11.30 A. M and

Thursday, June 25th, 2015, 09.30-11.30 A. M

Teacher: Mr. Windy Citra Negara, S.Pd.

NO	FIELD NOTE	REFLECTIVE NOTE
1.	The teacher and the researcher come into the class at 09.30 A.M.	<ul style="list-style-type: none">The teacher tried to review the material for students in order to they could remember for previous study and made them easily to get the next material which was explained for post activities.Be better the teacher gave them the questions based on the previous study in order to they could accept the next material clearly.
2.	The teacher opened the class by saying “assalamualaikum”.	
3.	The students replied it “walaikumsalam wr,wb”.then reciting basmalah together.	
4.	the teacher and the students recited basmalah together to begin the class	
5.	The teacher called them one by one based on the attendance list	
6.	The teacher reviewed the last materials	
7.	The students were still confused about the previous study but the teacher tried to make them being remembered	
8.	In the fact, they remembered and directly interacted with each class mate about the material.	
9.	The teacher explained the material to them about descriptive text describing people	
10.	In the middle of teaching learning, one of the students interacted with the material which was taught	
11.	The teacher asked to the students about the physical appearances	
12.	The students answered the teacher’s question explicitly and clearly	
13.	The teacher was going on the material and explained about the person’s personality	

	such as kind, cruel, patient, and etc.	
14.	The teacher explained the material clearly and gave the stabilization explanation toward the physical appearance and the person's personality.	<ul style="list-style-type: none"> • They teacher should give them a clear and good instruction in order to the students were able to understand the time for asking.
15.	The teacher explained about the sentence such as "what does she/he look like and what is she/he like?"	
16.	In the middle of teaching learning one of the students interacted about the teacher's explanation.	<ul style="list-style-type: none"> • By using flash game the students were directly interacted.
17.	The teacher explained the differences between what does she/he look like? And what is she/he like?	
18.	The teacher explained about parts of describe the physical appearance such as height, build, age, face, hair, eyes, and clothes	
19.	The teacher asked to the students about each vocabulary which had been explained	
20.	The students could answer it clearly	<ul style="list-style-type: none"> • The teacher should give an opportunity for the students to write what the teacher's explanation in order to the students could learn by their self in their home.
21.	The teacher asked to the students to read each vocabulary	
22.	One of them read wrongly and the teacher gave the feedback especially on their pronunciations	<ul style="list-style-type: none"> • The teacher was not only focus on descriptive text but also taught them the pronunciation in order to they got additional material.
23.	The teacher asked to the students about the meaning of tall, young, fat, thin, and slim	
24.	The students could answer clearly and explicitly	
25.	The teacher explained each vocabulary toward physical description clearly	
26.	The students paid attention the teacher's explanation about the physical description's words	
27.	The teacher identified about tall and short	
28.	The teacher also gave the example of both word as like: my husband is tall and my nephew is short	
29.	The teacher tried to explain clearly about that example and asked to the students about the meaning of nephew	
30.	The students could not answer it then the teacher gave the teacher's aid to the	

	students	
31.	The teacher also explained and gave it example about the physical description such as my aunt is overweight and my brother is well built	<ul style="list-style-type: none"> • The teacher had taught them as good as possible because the students were very active in the class and answered the teacher's question correctly. • The teacher should give an opportunity for the students to write what the teacher's explanation in order to the students could learn by their self in their home. • Be better the teacher gave them the opportunity to ask toward the material. • The teacher mixed the language between Indonesian and English. • The teacher should give the question to the students who were being noisy during teaching learning process and gave them a good suggestion in order to they were not being noisy again in next time.
32.	The teacher tried to explained each vocabulary such as overweight, fat, slim, thin, and well built	
33.	The teacher also explained how to differ between fat and overweight, thin and slim.	
34.	The teacher asked to the students about each vocabulary and discriminated it in each vocabulary	
35.	The students could answered and be understandable	
36.	The teacher explained about the colors of eyes such black eyes, blue eyes, and etc.	
37.	The teacher gave the example of the colors eyes: my little brother has brown eyes	
38.	The teacher also translated that example into Indonesian language and identified the word brown eyes then explained it and gave another similar example	
39.	The teacher asked to the students to translated yellow eyes into Indonesian language and the students could answered explicitly	
40.	Then the teacher explained about the hair	
41.	The teacher gave the example of the color hair such as long wavy red hair and long wavy blond hair and explained each word	
42.	The teacher tried to give another example such as my sister long and wavy blond hair	
43.	In the middle of teaching learning one of the students was being noisy, whose name is Gilang	
44.	The teacher explained about the composition of adjective such as length, type of hair, color, and noun.	
45.	The students paid attention during teaching learning	
46.	The teacher explained about the personality	
47.	The teacher identified the compositions of personality such as careful, worried,	

	broadminded, and etc.	
48.	The teacher explained each composition.	<ul style="list-style-type: none"> • The teacher should control with the material which would be taught. • Be better the teacher reviewed the material which was explained before they would be asked to do assignment in the class. • The teacher should give an opportunity for the students to write what the teacher's explanation in order to the students could learn by their self in their home. • The teacher explained each word clearly. • The teacher reviewed the material. • The students were very enthusiastically. • The teacher gave the students opportunities to discuss.
49.	The teacher applied those parts between the physical person and personality into describing people "Oscar's winner actress" especially Nicole Kidman	
50.	The teacher told to the students about the example toward Nicole Kidman, what does she like?	
51.	The example was Nicole Kidman is very tall and slim. She has long curly red hair and blue eyes. She has pale skin. She is in her 30s.	
52.	The teacher explained clearly in each word.	
53.	The teacher played the video toward the physical person	
54.	The students paid attention about that video	
55.	The teacher instructed and guided the students to practice the word which was in the video	
56.	The students listened and repeated after their teacher	
57.	The teacher said to the students about the students' assurance toward the word	
58.	The teacher and the students discussed about the words in the video	
59.	The students answered what the teacher's asked	
60.	The teacher gave the additional explanation about the word. It was hairy and the teacher explained that word clearly	
61.	The students was participate actively	
62.	The teacher reviewed the material. He said what does she/he look like? And asked to the students to answered	
63.	The students answered explicitly and correctly	
64.	The teacher gave the object to be described and asked to the students what kinds of appearances	
65.	The students discussed that object like with the students	
66.	The teacher showed the picture insert the flash game which the students asked to look	

	for some differences.	<ul style="list-style-type: none"> • The teacher also gave them the opportunity to answer while playing the question inserts the flash game. • The students were answered the question enthusiastically and correctly. • The teacher read the question loudly in specific word in order being the clue. • The teacher used scientific approach as the method. • Although the students got confused in choosing the answer but the teacher always gives them the clue in order to the students were able to be answered. • The teacher reviewed the material which was explained to the students. • The teacher asked the students one by one to answer the question insert the flash game while gaming.
67.	The students mentioned and answered correctly	
68.	The teacher talked and explained about the animal	
69.	The teacher used flash as media in teaching writing descriptive text	
70.	The teachers asked to the student who was called by their teacher to answer the question insert the flash game. The question was “look for a beautiful tropical fish with big fins and a long tail”	
71.	The students were very enthusiasm to answer that question and the answer was the right one	
72.	The teacher read the second question “look for a long yellow and red snake” and gave them the clue about the question	
73.	The students were very enthusiasm to answer that question the answer was the right one	
74.	Then, the teacher still gave them the third question and the clue about that question. The question was “ look for a big fat dog with short legs”	
75.	In this question, the students were getting confused to answer it because the pictures of the animal were almost same but the teacher always gave them the good clue in order to they were understand.	
76.	The students were very enthusiasm to answer that question the answer was the right one	
77.	Include the following was the teacher gave them the question about “face match”	
78.	The teacher read the question in front of them and he read the question slowly in order to it was being the clue.	
79.	The teacher asked one of them to come forward and answered the question but The students answered in different choice	
80.	The teacher tried to give them more clue in order to they would be known	
81.	One of them answered correctly.	

82.	The teacher tried to interact to the students and asked one of them to answer the question insert flash game and the students answered while playing.	<ul style="list-style-type: none"> • The students were answered the question enthusiastically. • The teacher reviewed the whole materials and closing the class.
83.	He was very enthusiasm to answer that question and the answer was correctly	
84.	The teacher always gave them a good instruction by emphasizing the certain word.	
85.	Then, the teacher asked them one by one to play flash game while answering the question.	
86.	The students were very enthusiasm and participate actively	
87.	The teacher showed the picture insert flash game and asked them to describe it by their own word.	
88.	In the middle of learning process, they were busy with their own business in the class	
89.	The teacher tried to give suggestion and asked them to play it while answering.	
90.	Each student was very happy, enthusiasm and participates actively during teaching learning process.	
91.	The teacher reviewed the material and gave them the question	
92.	The students answered the question correctly	
93.	The teacher closed the class by reciting hamdalah together	
94.	The teacher mentioned “ assalamualaikum” and see you next time	
95.	The students replied “walaikumsalam” and see you.	

APPENDIX 3

TRANSCRIPT OBSERVATION

T: guru memasuki ruangan kelas

S: siswa sudah ada di dalam kelas

T: “assalamualaikum”

S: “waalaikuimsalam”

T: ok, saya mengabsen kalian satu persatu (memanggil nama-nama murid satu persatu)

S: semua murid menjawab hadir

T: untuk kali ini saya akan mengulang pelajaran sebelumnya, supaya kalian semua lebih paham yaitu tentang “describing people”.

T: ok, jadi hari ini kita belajar tentang mendiskripsikan orang bagaimana sih orang itu, bagaimana penampilannya, bagaimana sifatnya, bagaimana bentuk rambutnya ya seperti itu.

T: kita lanjutkan ke material, di sini ada kata “what does she/he looks like?” kalau kalian mendengar kalimat seperti ini atau dalam soal tertulis seperti ini berarti menanyakan apa asking someone about physical appearance menanyakan seseorang tentang apa ?

S: penampilan

T: penampilan fisiknya, penampilan fisik itu yang seperti apa? Hayo apa?

S: ya kayak tinggi, kepala bundar, mulut besar, “CURLI-CURLI” (siswa menjawab bersama-sama)

T: kepala bundar, mulut besar, terus apalagi rambut haa seperti itu

T: kalau pertanyaan seperti ini “ what is he/she like? Ya what is he/she like? Berarti asking someone’s about his or her personality, berarti menanyakan seseorang tentang kepribadiannya. Ya personality itu kepribadian, kepribadian itu yang seperti apa? Yang baik, jahat terus kepribadian terus apalagi

S: beautiful

T: sabar

S: pemaarah

T: lucu dan macam-macamn ya seperti yang kemaren

T: ok, jadi kalau ada tulisan “what does he/she look like?” yang di tanyakan apa?

S: anu apa sihh

T; penampilan fisik

S: owh iya penampilan fisik

T: kalau “what is he/she like?” berarti kepribadiannya itu

T: haa biasanya untuk mendiskripsikan fisik itu dibagi beberapa hal yaitu heigh, build, age, face, hair, eyes, and clothes.

T: heigh, masih ingat heigh itu apa?

S: tinggi

T: build

S: gendud

T; bentuk tubuh, ya di ingat-ingat build itu bentuk tubuh, sedangkan age, apa ege?

S: umur

T: face wajah

T: hair rambut

S: rambut (bersama-sama)

T: eyes

S: mata

T;clothes

S: pakaian

T: pakaian, ok

T: sekarang coba dibaca dulu, ini tadi gimana bacanya

S: height

T: height

S: build

T: build

S: age

T: age

S: eyes

T: eyes

S: face (fes)

T; fes apa feis, yang bener adalah face (feis)

S: face (feis)

T: terus yang ini hair

S: hair

T: eyes

S: eyes

T; clothes

S: clothes

S: celotes celotes

T: clothes apa clothes?

S: pakaian

T; pakaian ya

T: tadi yang dinilai adalah deskripsi fisik pakaiannya juga dilihat, penampilannya. Ok

T: saya ingin tanyakan dulu, masih ingat nggak arti kata tall tu apa?

S: tinggi

T: tinggi, kalau young

S: muda

T: muda

T: fat

S: gemuk

T; skinny

S: lucu, mulus

T: anggota badan yang bisa dilihat, kurus yang kelihatan tulangnya

S: cungring cungring

T: cungring, kalau slim

S: langsing langsing

T: langsing

T: kalau bentuk rambut “bald” apa bald?

S: botak

T: botak, perasaan riski kalau ngomong botak suka ya “botaak” hehehe

T: ayo “curly”

S: panjang (ramai)

T: lihaten riski bicara ae yo, kalau “spiky”

S: jabrik

T: spiky itu jabrik

T: sekarang kita lihat yang “eyes” mata.

T: eyes nya dimana, small

S: kecil

T: kecil, “narrow” ini belum saya ajari ya, jadi “narrow” ini jadi artinya sipit.

S: ade ade

T: enggak gitu lho

S: iya pak

T: jadi narrow itu sipit, kalau bright itu

S: omboo

S: pak?

T: apa?

T: kalau fat gemuk, kalau heavy itu berat, overweight itu kelebihan berat badan berarti gemuknya berlebihan.

T: kira-kira termasuk yang gemuk yang mana?

S: yang kiri

T: yang overweight yang mana?

S: yang kanan

T: kanan ya yang berlebihan. Kalau ini overweight apa fat?

S: heavy heavy

S: fat fat

T: fat atau overweight?

S: fat fat

T: fat. Yang ini overweight karena berat badanya berlebihan. Lalu disini ada kata well built, well built itu kekar berotot, kekar dan ber otot seperti saya.

S: hahahahaha

T: tadi well built itu berotot atau kekar.

T: naah, ini ada kata slim and thin.

T: kalau slim langsing, thin kurus. Kalau sli langsing thin kurus.

T: overweight apa overweight?

S: gendut

T: gendut yang seperti apa?

S: obesitas

T: heavy alifah (menunjuk)

S: pikiranya

T: heavy itu berat.

T: coba

S: aku pak

T: danis, coba well-built apa danis?

S: sisppek hahahahaha

T: apa?

S: kekar

T: ya kekar. Ok suuut, ayo hamit.

S: hahahahaha

T: thin thin thin

S: langsing

S: hahahahaha

T: yang cowok-cowok jangan kayak kemarin lho ya, nanti begini lagi lho ya.

S: kurus kurus

T: kalau slim

S: langsing

S: oooooowweeeeee

T: ok, akbar. My aunt is overweight berarti apa? My aunt, my aunt apa my aunt?

S: itu bibiku gemuk (loudly)

T; gemuk dan apa

S: obesitas

T: kelebihan berat badan. Ok

T: my brother is well built, my brother is well built kalau yang ini apa?

S: kekar

T; coba sisi, my brother is well built?

S: diam

T: saudaraku, gimanaa saudaraku?

S: saudaraku badanya kekar (yang jawab siswa lain)

S: saudaraku badanya kekar

T: badanya kekar, saudaraku badanya kekar. Seperti saya

T: jadi long wavy red hair.

T: kalau yang ini “rambutnya panjang bergelombang warnanya pirang” pirang itu agak kuning-kuningan gitu. Bukan rambut kuning tapi pirang.

T: ok, jadi panjang apa

T and S: long

T: wavy itu apa berge..lombang kalau blond itu

S: blond itu apa pak

T; pirang, warna kuning-kuningan kecoklat-coklat, kuning kecoklatan.

T: my sister, disini adalah contohnya. My sister has long syut.. syut gilang...gilang...gilang...gilang sini depan. Alif depan. Gilang maju, kamu juga rafi sini,rafi maju kesitu sampingnya refi.

T: ok, nanti kalau saya Tanya tidak bisa awas ya!!! Kita lihat disini contohnya “my sister has long and wavy blond hair

S: my sister

T: my sister apa my sister

T and S: saudara perempuanku

T: mempunyai apa? Long apa

S: panjang

T: wavy blong berarti rambut pirang panjang yang bergelombang.

S: bergomblong (bercanda)

T; jadi nanti kalau mengartikan tinggal mengurutkan sesuai bahasa Indonesia ae yang benar jadi campur ke bahasa inggrisnya. Jadi rambut pirang panjang dan bergelombang.

T: ini biasanya dipakek untuk urutanya, dalam susunan katanya seperti ini misal kita ngucapkan rambutnya, rambutnya itu seperti apa panjang terus bentuknya seperti apa kriting atau gimana, itu harus sesuai urutan ini. Jadi harus didahului panjangnya pendek atau panjang lalu boleh bentuknya setelah itu warnanya. Itu urutanya, jadi long curly brown hair bukan curly brown long hair jadi urutanya itu didahului panjangnya lalu bentuk tipe rambutnya itu seperti apa

S: mendengar dan memperhatikan penjelasan guru

S: warnanya

T: lalu diikuti warnanya. Ok, jadi misal rambutnya pendek lurus sama warnanya putih berarti rambutnya pendek lurus warnanya putih

S: short

T; short lurus apa lurus

S: straight

T: straight warna putih apa?

S: white

T and S: short straight white hair

T: jadi seperti itu urutannya harus panjangnya dulu baru bentuk atau tipe rambutnya setelah itu diikuti warnanya gag boleh kalau kalian bilang warnanya lalu panjangnya, itu agak salah di pelajaran bahasa inggris.

S: lanjut lanjut

T: Tapi nyantai aja sekarang tidak apa-apa sekarang salah namanya juga belajar berarti tidak apa-apa

S: mendengar dan memperhatikan penjelasan dan arahan guru

T: nah sekarang personality, kepribadian. Kepribadian itu macam-macam, yach seperti ini careful. Careful itu berhati-hati, worried khawatir, broadminded, broadminded itu pikiranya terbuka luas itu broadminded

S: wahh terbuka

T: pikiranya luas, maksudnya terbuka itu luas dan banyak pengetahuannya

S: owh pinter wonge yow, isine 8 giga hemm

T: dan disampingnya lagi ada practical, careless juga hati-hati, stupid hal itu kalian tahu karena sering ngucapin ya

S: gila, stupid

T: lalu, ada cheerful. Cheerful itu ceria

S: woooww

T: coba lihat disini describing people "Oscar's winner actress" Nicola Kidman is very tall and slim. She has long curly red hair and blue eyes. She has pale skin. She is in her 30s.

S: mendengar dan merhatikan penjelasan yang disampaikan guru

T: ok, Nicola Kidman ini apa tinggi apa pendek?

S: tinggi

T; tinggi, terus langsing apa gemuk?

S: langsing

T: langsing, terus mempunyai apa rambutnya, rambutnya gimana?

S: panjang

T: rambutnya panjang

S: keriting

T: keriting berwarna apa?

S: merah

T; merah apa

S: matanya biru

T: she has pale skin. She is in her 30s. Thirties itu apa?

S: umur

T: apanya thirties?

S: umur

T: umurnya, umurnya tiga puluhan.

T: nahh, sekarang coba seksi videonya sambil didengarkan.

T: suuut coba dilihat dan didengarkan

S: melihat dan merhatikan video yang ada didalam flash game

S: hehehehe gendut

S: hahahahaha spongebob

S: hairy hairy, ipin ipin

T: sambil bercakap didengarkan sambil mencoba

T dan S: thin (membaca bersama-sama)

T dan S: fat

T dan S: tall

T dan S: short

T dan S: strong

T dan S: weak

T dan S: pretty

T dan S: handsome

T dan S: old

T dan S: young

T dan S: hairy

T dan S: bald

S: very

T: sebentar, kalau kalian lihat gambarnya tadi pasti sudah jelas artinya apa

S: hello

T: sebentar, ingat ini apa

S: gemuk

S: tinggi

S: pendek

T: pendek

S: kuat

T: strong apa strong

S: kuaaaaat

T: weak itu apa tadi

S: lemah

T: tadi ada tambahan tadi "hairy" ya tulisanya hairy yang gambarnya ada rambutnya itu ada bulunya semua itu. Itu namanya berbulu tau berambut jadi penuh, jadi kalau ada yang tau bahasa inggrisnya hair ditambahi Y bacanya hairy

S: hairy hairy

S: ditambahi Y ya pak

S: my hairy

T; itu berambut, ok coba what does she look like? Ingat ingat bagaimana what does she look like? Menyatakan penampilan atau sifat?

S: penampilan penampilan

T: penampilan

T: penampilanya gimana kira-kira

S: rambutnya

S: ayu (cantik)

T: rambutnya panjang warnanya

S: hitam

S: black

T: hitam

T: matanya

S: black hitam black hitam

T: hitam

T: ok, kita lihat she got long and straight hair. Ya rambutnya apa? Panjang lurus panjang dan lurus.

S: panjang

T: terus warnanya?

S: hitam

T: tapi matanya disini coklat jadi brown eyes

S: lho lho

T: lihat sini, kira-kira disini beautiful or not cantik apa tidak, beautiful or not?

S: beautiful

T: ok, kira-kira umurnya berapa kira-kira teenager atau adult

S: 20, 1 tahun

T: remaja, dewasa atau 30 tahunan

S: remaja

T: remaja ok, bentuk tubuhnya gimana

S: straight straight straight

T: ok rambutnya gimana

S: short short short eh brown brown pak brown

T: brown ya pirang

S: brown pak

T: karena rambutnya kuning kecoklatan ya, brown.

T: ok, ini orangnya sama orangnya sama yang beda apanya?

S: rambut rambut rambut

T: rambut hair, ini warnanya coklat ya yang ini ya dan yang ini brown, brown and blond

T: terus apa lagi yang beda?

S: iki ne pak, ikine bukak iki gag (maksudnya bentuk rambutnya)

S: hidungnya pak, eronge erong eronge pak

T: hidungnya sama hidungnya

S: matanya pak matanya

S: bulu mata pak

T: bulu mata

S: poninya pak poninya

T: poninya sama

S: beda paak

S: ininya lho paaaakkk kok

S: satunya kelihatan giginya satunya gag

T: owh gitu ya, bentar

S: kembali kembali

T: masih mendiskripsikan orang, sekarang kita lihat diskripsi hewan

S: hallo, lho iku pak iwak e lucu koen

T: look for a beautiful tropical fish with big fins and a long tail, kira-kira yang mana?

S: ekor yang mana

T; look for a beautiful tropical fish with big fins, satria satria satria

S: bahasa indonesiano ta paaak

T: balik

S: iki pak

T: bentar tak tunjuk, look for a beautiful tropical fish with big fins and a long tail.
Coba fahrur

S: iku pak iku pak

T: fahrur

S: yang warna warni

T: 123456 yang mana

T: ini, ini, ini

S: lho tadi lho pak

T: yang ini

S: ya itu pak

T: ok

S: lho betul

T: sekarang pet 1. Look for a long yellow and red snake

S: iku pak, kuning

T: a long yellow and red snake, yang mana?

S: penggere penggere, terus terus ya itu pak

T: ya

S: betul

T: untuk pet 2, look for a big fat dog with short legs

S: itu pak itu pak itu pak (memilih dengan bersamaan)

T: ini

S: 3 pak 3 pak, 2 pak 2 pak

S: lima lima pak

T: kita cek dulu yang peratama no 3

S: salah weeeek

T: sorry, wrong dog

S: dua pak dua

T: big apa big besar kan? Fat dog with short legs

T: coba cek yang nomer 2.

S: betul, dikandani nomer 2 kok

T: sekarang cocokan dengan identitas seseorang.

T: saya ambil orang yang pertama dulu

T: oh yes, the phone. He was not a young man, he was an older man, about 50 I think.
Let's see

S: he had brown hair. Owh ngerti aku. Iku lho pak koco motoan tuwek, brewoken
brewoken.

T: he had brown hair

S: iki pak (murid-murid maju kedepan dengan sendirinya memilih jawaban)

T: salah satu

S: ku lho pak koco motoan

T: yang pakai kaca mata

T: memilih jawaban

S: bukan itu pak

T: ini ta?

S: ya pak

S: bukan itu, yang berewoken yang berewoken

T: yang cewek apa?

S: hahahahaha (ramai dengan pilihanya) tiga pak tiga, ya itu pak tiga

T: memilih no 3, dan jawabanya salah

S: 5 pak 5

T: kita lihat kita cek dulu, umurnya sekitar 50 dark skin, lihat situ dark itu gelap skin itu kulit. Berarti kulitnya gelap.

T: memilih no 2 (jawaban benar)

S: gag pakek kaca mata

T: ada coba kita lihat

T: (nunjukin bukti pertanyaan yang terakhir,) owh yes, he was wearing glasses. Haa menggunakan kaca mata, katanya gag pakai kaca mata

T: ok, ade benar

T: ok hari saya ingin coba tiya

S: lho moh pak

T: lho tidak apa-apa dibantu temennya, ade ade coba.

S: bagaiman cara mainkanya pak

T: tinggal diklik panahnya sesuai dengan deskripsi itu "I wear a black hat"

S: sedang memainkan flash game

T: black hat, topinya hitam, jaketnya hitam, celananya hitam

S: ya betul.

T: bentar kira-kira apa pekerjaanya?

S: polisi

T: cek, ya police

T: mari kita membaca hamdalah bersama-sama

T dan S: alhamdulillahirobbilalamin

T: assalamualaikum and see you next time

S: waalaikumsalam and see you.

APPENDIX 4

TEACHER INTERVIEW

1. Apakah bapak sebelumnya mengajarkan deskriptif teks menggunakan media flash game?
 - Iya, materi sebelumnya saya juga menggunakan media flash game
2. Apakah alasan bapak menggunakan media flash game dalam mengajar deskriptif teks?
 - Saya menggunakan flash game bertujuan untuk membuat anak tidak merasa bosan dan tetap fokus pada saat pelajaran, karena materi yang disampaikan berupa game bisa meningkatkan minat dan menjadi daya tarik siswa agar tetap fokus dalam mempelajari sesuatu. Flash game membuat anak merasa tidak terpaksa untuk belajar melainkan belajar sambil bermain. Seain itu dengan menggunakan flash game membuat pembelajaran situasi belajar menjadi lebih interaktif.
3. Apa saja kelebihan dari media flash game terhadap penerapan dalam pengajaran deskriptif teks?
 - Kelebihan flash game dalam pengajaran deskriptif teks yaitu anak menjadi lebih cepat belajar mengidentifikasi sesuatu berdasarkan teks dan mereka juga lebih cepat mengingat vocabulary baru yang ada di dalam flash game.
4. Apakah siswa-siswi bisa terbantu dengan menggunakan media flash game?
 - Iya

5. Apa saja kesulitan yang bapak hadapi ketika mengajar deskriptif teks dengan menggunakan media flash game?
 - Kesulitan yang dihadapi yaitu fasilitas yang masih minim sehingga untuk menggunakan media flash game harus mengatur waktu yang tepat.
6. Apa hasil penggunaan media flash game terhadap siswa-siswi didalam pengajaran deskriptif teks?
 - Siswa lebih cepat mempelajari vocabulary baru dan lebih cepat dalam memahami deskriptif teks pada saat menggunakan media flash game
7. Teknik apakah yang bapak gunakan dalam mengajar deskriptif teks?
 - Scientific Approach
8. Apakah siswa-siswi dapat terbantu dengan menggunakan teknik yang bapak terapkan dalam proses pembelajaran?
 - Iya
9. apa saja kesulitan yang bapak hadapi ketika menggunakan teknik tersebut?
 - Fasilitas yang masih kurang memadai
10. Apa hasil penggunaan teknik yang bapak terapkan didalam proses pembelajaran?
 - Pembelajaran menjadi lebih interaktif dan efektif sehingga siswa lebih mudah dalam mempelajari dan memahami vocabulary baru dan lebih cepat dalam memahami deskriptif teks

Appendix 5

THE QUESTIONNAEIR FOR THE STUDENTS

1. Apakah kalian senang dengan topic yang telah diberikan untuk menulis teks deskriptif dengan menggunakan media permainan berbasis flash?
 - A. Sangat Senang
 - B. Senang
 - C. Kurang Senang
 - D. Tidak Senang

2. Apakah kalian senang mempelajari teks deskriptif dengan menggunakan media permainan flash?
 - A. Sangat Senang
 - B. Senang
 - C. Kurang Senang
 - D. Tidak Senang

3. Apakah kalian mendapatkan manfaat setelah menggunakan media permainan yang berbasis flash di pembelajaran bahasa inggris terutama tentang teks deskriptif?
 - A. Sangat Bermanfaat
 - B. Bermanfaat
 - C. Kurang Bermanfaat
 - D. Tidak Bermanfaat

4. Apakah kalian terbantu dalam pencapaian kalian dalam menulis teks deskriptif kalian setelah menggunakan media permainan berbasis flash?
 - A. Sangat Terbantu
 - B. terbantu
 - C. Kurang Terbantu
 - D. Tidak Terbantu

5. Apakah sangat jelas penyampaian materi yang diajarkan oleh guru kalian mengenai deskriptif teks menggunakan media permainan berbasis flash?
 - A. Sangat Jelas
 - B. Jelas
 - C. Kurang Jelas
 - D. Tidak Jelas

6. Apakah kalian senang dengan cara penjelasan guru kalian dalam menjelaskan langkah – langkah (metode) penggunaan permainan berbasis flash pada teks deskriptif?
 - A. Sangat Senang
 - B. Senang
 - C. Kurang Senang
 - D. Tidak Senang

7. Apakah permainan berbasis flash perlu digunakan dalam pembelajaran bahasa inggris terutama tentang deskriptif text?
 - A. Sangat Perlu
 - B. Perlu
 - C. Kurang Perlu
 - D. Tidak Perlu

8. Apakah dengan menggunakan media berbasis flash anda merasa terbantu dalam pembelajaran?
 - A. Sangat terbantu
 - B. Terbantu
 - C. Kurang Terbantu
 - D. Tidak Terbantu

9. Bagaimana pendapat kalian tentang menggunakan permainan flash pada pembelajaran deskriptif teks yang diajarkan oleh guru kalian apakah menarik dan jelas?
 - A. Sangat Menarik dan Jelas
 - B. Menarik dan Jelas
 - C. Kurang Menarik dan Kurang Jelas
 - D. Tidak Menarik dan Tidak Jelas

10. Apakah kalian mau bertanya kepada guru kalian ketika mengalami kesulitan dalam memahami penjelasan tentang teks deskriptif?
 - A. Sangat Mau
 - B. Mau
 - C. Kurang Mau
 - D. Tidak Mau

APPENDIX 6

LESSON PLAN

Satuan Pendidikan : SMP MUHAMMADIYAH 10 Surabaya

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VII/Satu

Materi Pokok : Descriptive Text

Alokasi Waktu : 1 x pertemuan (2 JP)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. 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.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. 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 dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.2.1Mengucapkan rasa syukur atas kesempatan mempelajari Bahasa Inggris melalui do'a.

Kompetensi Dasar	Indikator
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1 Melaksanakan perilaku santun dalam berkomunikasi dengan guru dan teman 2.3.2 Melaksanakan perilaku peduli dalam berkomunikasi interpersonal dengan guru dan teman.
3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.3.1 Mengenal kosakata yang sering muncul dalam teks deskripsi.
4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana. 4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.12.1 Memahami teks deskripsi lisan maupun tulis sangat pendek dan sederhana. 4.13.1 Menyusun teks lisan dan tulis terkait dengan teks deskripsi.

C. Tujuan Pembelajaran

- 1) Siswa dapat menerapkan struktur teks dan unsur kebahasaan untuk mendeskripsikan orang, binatang, dan benda.

D. Materi Pembelajaran

1. Pertemuan

- a. Describing people
- b. Physical description
- c. Personality.

Unsur kebahasaan

- (1) Kosakata: kata sifat sederhana seperti *great, beautiful, the best, nice, excellent* dll.
- (2) Ejaan dan tanda baca
- (3) Tulisan tangan

E. Metode Pembelajaran

Metode Saintifik: problem based approach

F. Media Pembelajaran : Flash game, projector, laptop

G. Langkah-langkah Kegiatan Pembelajaran

Fase	Kegiatan Pembelajaran	Waktu
Pendahuluan	<ol style="list-style-type: none"> 1) Greeting. 2) Guru memeriksa kehadiran siswa 3) Memberitahukan siswa tentang apa yang akan dipelajari pada kegiatan atau pertemuan ini. 	10 menit
Kegiatan inti	<p>Warming Up Menyapa siswa dan memberikan apresiasi terhadap salah satu siswa secara spesifik. Membuat kelompok. Apresiasi disini adalah bentuk pujian yang mengacu pada deskripsi seseorang, misalnya kulit yg bersih, tampan, cantik dan sebagainya.</p> <p>Observing Siswa mengamati gambar yang ada di di dalam video yang diberikan menggunakan laptop dan projector seperti macam-macam people pada semua siswa didalam kelas.</p> <p>Collecting information Siswa bermain Flash Game dengan masing-masing siswa yang dipanggil oleh guru sesuai dengan urutan absensi yang tersedia didalam kelas dan mengerjakan sesuai instruksi yang diberikan. Siswa mengecek kosakata yang muncul dengan</p>	60 menit

	<p>kamus. Siswa mencatat kosakata yang muncul selama permainan.</p> <p>Associating Siswa meneliti masing-masing teman-temannya didalam kelas tentang physical appereance and personality didalam table.</p> <p>Communicating Siswa mempresentasikan hasil pekerjaanya berdasarkan informasi yang di dapatkanya di depan kelas tentang mendiskripsikan masing-masing teman kelasnya.</p>	
Penutup	<ol style="list-style-type: none"> 1) Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini. 2) Guru bertanya pada siswa apakah ada kesulitan dalam belajar pada hari ini. 3) Guru memberikan solusi apabila ada kendala dalam kesulitan menerima materi pembelajaran. 4) Guru menyampaikan informasi materi pada pertemuan berikutnya. 	10 menit

Surabaya, 25 Juni 2015

Guru

Windy Citra Negara, S.Pd.

APPENDIX 7

DOCUMENTATION



APPENDIX 8

THE MATERIALS

Media Pembelajaran Interaktif
For junior high school 7th Grade

MENU

MATERIAL

OBSERVING & QUESTIONING

EXPLORING

ASSOCIATING

COMMUNICATING

Developer

DESCRIBING PEOPLE

NAUGHTY

CLEVER

Media Pembelajaran Interaktif
For junior high school 7th Grade

MENU

MATERIAL

OBSERVING & QUESTIONING

EXPLORING

ASSOCIATING

COMMUNICATING

Developer

- **What does he/she look like?**
→ Asking someone about *physical appearance*
- **What is he/she like?**
→ Asking someone about *his/her personality*

➔

Media Pembelajaran Interaktif
For junior high school 7th Grade

MENU *Physical Description*

HEIGHT	BUILD	AGE
tall, short, medium	frail, stocky, slim, thin, plump, fat, skinny, well-built	young, elderly, middle-aged, teenager, in 20s, 30s, 40s

FACE	HAIR	EYES	CLOTHES
round, oval, square, with scars, wrinkles, freckles, sun-tanned,	bald, straight, curly, spiky, wavy	big round blue eyes, large, small, bright, narrow	casual, scruffy, shabby, smart, tidy, messy

Developer

Media Pembelajaran Interaktif
For junior high school 7th Grade

MENU *Height*



E.g.
My husband is **tall** and my nephew is **short**.

Developer

Media Pembelajaran Interaktif
For junior high school 7th Grade

Build

Slim & Thin 

Fat Heavy Overweight 


Well built 


E.g.
My aunt is **overweight**.
My brother is **well built**.


Developer

Media Pembelajaran Interaktif
For junior high school 7th Grade

Eyes

Brown eyes 

Blue eyes 


Green eyes 


E.g.
My little brother has **brown eyes**.

Developer

Media Pembelajaran Interaktif
For junior high school 7th Grade

Hair

Long wavy blond hair → 

Long wavy red hair → 

E.g.
My sister has **long and wavy blond hair**.

Developer

Media Pembelajaran Interaktif
For junior high school 7th Grade

Adjective

Length	type of hair	colour	Noun
Long	curly	brown	hair
Short	wavy	blond	hair
	big/small	blue/green	eyes

Developer

Media Pembelajaran Interaktif
 For junior high school 7th Grade

MENU *Personality*
 MATERIAL
 OBSERVING & QUESTIONING
 EXPLORING
 ASSOCIATING
 COMMUNICATING

careful	hard-working
worried	cheerful
broadminded	active
curious	secretive
aggressive	tough
careless	practical
sensible	independent
Strong-minded	stupid

Media Pembelajaran Interaktif
 For junior high school 7th Grade

MENU *Describing People*
 MATERIAL
 OBSERVING & QUESTIONING
 EXPLORING
 ASSOCIATING
 COMMUNICATING

OSCAR'S WINNER ACTRESS

- Nicole Kidman** is very tall and slim. She has long curly red hair and blue eyes. She has pale skin. She's in her 30s.

Media Pembelajaran Interaktif
 For junior high school 7th Grade

MENU
 MATERIAL
 OBSERVING & QUESTIONING
 EXPLORING
 ASSOCIATING
 COMMUNICATING

Click to Play Video

Developer

Media Pembelajaran Interaktif
 For junior high school 7th Grade

MENU
 STANDARD OF COMPETENCE
 MATERIAL
 OBSERVING & QUESTIONING
 EXPLORING
 ASSOCIATING
 COMMUNICATING


WHAT DOES SHE LOOK LIKE?

SHE **HAS GOT** LONG AND STRAIGHT HAIR.
 SHE **HAS GOT** BLACK HAIR.
 SHE **HAS GOT** BROWN EYES.

Developer

Media Pembelajaran Interaktif
 For junior high school 7th Grade

MENU
 MATERIAL
 OBSERVING & QUESTIONING
 EXPLORING
 ASSOCIATING
 COMMUNICATING
 Developer




Beautiful or not?
Age?
teenager
adult
thirties
Hair?
short
long
blond
Build?
tall
slim
fat

◀ ▶

Media Pembelajaran Interaktif
 For junior high school 7th Grade

MENU
 MATERIAL
 OBSERVING & QUESTIONING
 EXPLORING
 ASSOCIATING
 COMMUNICATING
 Developer

What is the different?



◀

Media Pembelajaran Interaktif
For junior high school 7th Grade

BRITISH COUNCIL LearnEnglish Kids

MENU

MATERIAL

OBSERVING & QUESTIONING

EXPLORING

ASSOCIATING

COMMUNICATING

Developer

Created by Cambridge English Online Ltd.
www.britishcouncil.org/learnenglishkids

Media Pembelajaran Interaktif
For junior high school 7th Grade

MENU

MATERIAL

OBSERVING & QUESTIONING

EXPLORING

ASSOCIATING

COMMUNICATING

Developer

Now, Try to describe this person by using your own word!

Media Pembelajaran Interaktif
For junior high school 7th Grade

MENU Please observe your friend's physical appearance and personality, then put it into the table.

MATERIAL Your Friend's Name:

Height	Build	Age	Face	Hair	Eyes	Personality

DEVELOPER

Media Pembelajaran Interaktif
For junior high school 7th Grade

MENU Please describe your friend in front of the class based from the information have you got from observing your friend!

MATERIAL

EXAMPLE:
Hello friends, I would like to tell you about my friend.
His/her name is *Andik Firmansyah*
He/She has got *short wavy hair*
He/She is *very kind and generous*
etc.

DEVELOPER