

Volume 3 Nomor 2 Edisi Desember 2015

ISSN 2354-7200

# Sirok Bastra

**JURNAL ILMIAH KEBAHASAAN DAN KESASTRAAN**

<i>Sirok Bastra</i> Jurnal Kebahasaan dan Kesastraan	Volume 3	Nomor 2	Hlm. 105—194	Pangkalpinang, Desember 2015	ISSN 2354-7200
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**KANTOR BAHASA PROVINSI BANGKA BELITUNG**

# Sirok Bastra

## **JURNAL ILMIAH KEBAHASAAN DAN KESASTRAAN**

Jurnal ini merupakan wadah informasi kebahasaan, kesastraan, dan pengajarannya yang memuat hasil penelitian, studi kepustakaan, dan tulisan ilmiah bidang kebahasaan dan kesastraan serta pengajarannya. *Sirok Bastra* terbit dua kali setahun, yakni Juni dan Desember, serta terbit sejak Juni 2013.

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Pemuatan suatu tulisan dalam jurnal ini tidak berarti redaksi menyetujui isi tulisan tersebut. Isi tulisan menjadi tanggung jawab penulis. Tulisan telah ditinjau dan diulas oleh mitra bestari. Setiap karangan dalam jurnal ini dapat diperbanyak setelah mendapat izin tertulis dari penulis, redaksi, dan penerbit.

## PENGANTAR

Puji syukur ke hadirat Pemilik dan Pencipta semesta ini yang memiliki kuasa atas diri-Nya sendiri. Dialah Tuhan Yang Maha Esa yang telah memberikan rahmat dan hidayah-Nya sehingga Volume 3 Nomor 2 Jurnal *Sirok Bastra* Tahun 2015 dapat terbit tepat pada waktunya.

Pada edisi ini, dimuat sepuluh tulisan, yakni lima tulisan kebahasaan, tiga tulisan kesastraan, satu tulisan pengajaran bahasa, dan satu tulisan pengajaran sastra. Dalam penelitiannya, **A. Danang Satria Nugraha** mengkaji ini membahas peran sintaktis subjek dalam konstruksi kalimat dasar bahasa Indonesia. Tujuan penelitian ini mendeskripsikan peran sintaktis subjek yang berdistribusi bersama predikat berpengisi verba bervalensi satu, dua, atau tiga dalam konstruksi kalimat dasar. Berdasarkan penelitian, ditemukan bahwa peran sintaktis subjek dalam kalimat dasar terdiri atas tiga tipe kaidah distribusi, yaitu (1) tipe A yang berupa peran agentif, objektif, atau pengalam bila subjek berdistribusi bersama verba bervalensi satu, (2) tipe B yang berupa peran agentif, objektif, atau pengalam bila subjek berdistribusi bersama verba bervalensi dua, dan (3) tipe C yang berupa peran agentif atau objektif bila subjek berdistribusi bersama verba bervalensi tiga.

Dalam penelitiannya, **Abdul Azis dan Nurwati Syam** membahas tingkat keefektifan penerapan model *SAVI* dalam pembelajaran menyimak unsur cerpen siswa. Hasil penelitian ini menunjukkan bahwa (1) kemampuan menyimak unsur-unsur cerpen sebelum menggunakan model *SAVI* dikategorikan rendah, (2) kemampuan menyimak unsur cerpen dengan menggunakan model *SAVI* dikategorikan tinggi; (3) model *SAVI* efektif diterapkan dalam pembelajaran menyimak unsur cerpen dengan nilai  $t_{hitung} > t_{tabel}$  atau  $11,88 > 2,0414$  pada taraf signifikan 0,05.

Dalam kajiannya, **Nanang Narwianta** membahas efektivitas model pembelajaran interaktif untuk meningkatkan kemampuan menulis teks deskriptif pada siswa kelas X.2 SMA N 1 Membalong. Hasil penelitian menunjukkan bahwa pembelajaran interaktif melalui permainan atau *game* tingkat keaktifan siswa mencapai 80%, partisipasi, antusiasme 93,33% serta kemampuan menulis teks deskripsif siswa dapat dioptimalkan sehingga hasil belajar siswa mencapai 77,78% dapat disimpulkan bahwa penggunaan model pembelajaran interaktif dengan *game* dapat mengoptimalkan kemampuan menulis teks deskriptif siswa di kelas X.2 SMA Negeri 1 Membalong.

Dalam kajiannya, **Hestiyana** mendeskripsikan nilai-nilai religius yang terdapat dalam peribahasa Banjar dan keterkaitannya dengan pola sikap, tingkah laku, dan pandangan hidup masyarakat Banjar. Hasil analisis menunjukkan bahwa nilai-nilai religius yang terdapat dalam peribahasa Banjar terbagi menjadi empat bagian, yaitu (1) hubungan manusia dengan Tuhan; (2) hubungan manusia dengan manusia; (3) hubungan manusia dengan alam sekitarnya/lingkungan; dan (4) hubungan manusia dengan dirinya sendiri.

Dalam kajiannya, **Selly Rizki Yanita dan Siti Hannah Sekarwati** membahas kontras intonasi kalimat deklaratif dan interogatif dalam bahasa Bima. Hasil analisis menunjukkan adanya perbedaan intonasi pada modus deklaratif dan interogatif dalam bahasa Bima. Kontur intonasi pada kalimat deklaratif menunjukkan alir nada *datar-naik* pada subjek, alir nada *datar-turun* pada predikat, dan alir nada *turun* pada keterangan. Adapun kontur intonasi pada kalimat interogatif menunjukkan alir nada *datar-naik* pada subjek dan alir nada *naik-turun* pada predikat. Puncak nada pada modus deklaratif berada di subjek, sedangkan puncak nada pada modus interogatif berada di predikat atau keterangan. Selain itu, ditemukan bahwa nada final modus interogatif lebih rendah 0,91 st daripada nada final modus deklaratif.

Dalam tulisannya, **Sarman** menganalisis sastra lisan Bangka berjudul “Andei-Andei Radindo Aso dan Bagindo Aso” melalui pendekatan morfologis Vladimir Propp. Hasil penelitian menunjukkan bahwa tokoh dalam sastra lisan ini memiliki tiga belas fungsi dan peranannya masing-masing, yakni *absentation, mediation, vilainy, first function of the donor, guidance, struggle, return, unfounded claims difficult task, solution, dan transfiguration*. Peranan tokohnya adalah *the villain, the donor, the dispatcher, dan the false hero*. “Andei-Andei Radindo Aso dan Bagindo Aso” menjadi cerita yang melegenda dan dianggap sebagai asal usul nenek moyang masyarakat Jerieng.

Dalam penelitiannya, **Ayesa** membahas kompositum dalam Bahasa Mandarin dengan meninjau 《狂人日记》 *Kuànggrén Riji* ‘Catatan Harian Seorang Gila’. Penelitian ini menunjukkan bahwa sama halnya dalam bahasa Indonesia, kompositum bahasa Mandarin juga dapat mengandung makna nonidiomatis, semiidiomatis, dan idiomatis. Kompositum yang digunakan sebagai data penelitian diambil dari cerita pendek 《狂人日记》 *Kuànggrén Riji* ‘Catatan Harian Seorang Gila’. Melalui penelitian ini dapat diketahui bahwa meski berlatar belakang bahasa yang berbeda, proses derivasional komposisi juga dapat terjadi dalam bahasa Mandarin.

Dalam kajiannya, **Amirah Wulansari Arifin** membahas problem kejiwaan setadewa terhadap nasionalisme dalam novel *Burung-Burung Manyar* karya Y.B. Mangunwijaya. Berdasarkan kajian, ditemukan banyak sekali makna-makna nasionalisme yang tecermin dalam diri para tokohnya, seperti karakter antagonis Setadewa dan juga dalam diri Atik serta para tokoh-tokoh bawahan lainnya. Setadewa yang awalnya tidak memiliki rasa nasionalisme terhadap Indonesia, perlahan tumbuh nasionalismenya saat berhubungan dekat dengan Atik.

Dalam kajiannya, **Yanti Br. Sitepu** membahas fitur morfosintaksis infleksi diatesis dalam bahasa Karo. Data penelitian adalah kalimat yang diperoleh dari buku cerita rakyat bahasa Karo yang berjudul *Turin-Urin Beru Ginting Sope Mbelin*. Hasil analisis menunjukkan bahwa terdapat lima jenis diatesis dalam bahasa Karo, yaitu aktif, pasif, refleksif, kausatif, benefaktif, dan resiprokal.

Dalam penelitiannya, **Rissari Yayuk** mengkaji wujud tindak tutur melarang dalam bahasa Banjar. Berdasarkan penelitian, diketahui bahwa wujud tindak tutur direktif melarang dalam bahasa Banjar dapat berbentuk kalimat perintah atau interogatif. Dalam tindak tutur melarang, terdapat empat interseksi jenis tindak tutur yang meliputi tindak tutur langsung literal, tindak tutur langsung tidak literal, tindak tutur tidak langsung literal, dan tutur tidak langsung tidak literal.

Kami mengucapkan terima kasih kepada para penulis yang telah bersedia menerbitkan karya mereka pada edisi ini. Para penulis merupakan peneliti, pakar, dosen, guru, mahasiswa, dan siswa dari berbagai sekolah, perguruan tinggi, dan instansi. Terima kasih juga kami sampaikan kepada para mitra bestari kami yang telah memberi ulasan terhadap tulisan-tulisan yang masuk ke redaksi.

Demi memenuhi keberagaman isi dan penulis, *Sirok Bastra* membuka kesempatan bagi para peneliti dan penulis menyampaikan hasil penelitian dan pemikiran mutakhir dalam bidang kebahasaan, kesastraan, dan pengajarannya.

Pangkalpinang, Desember 2015

Tim Redaksi

## UCAPAN TERIMA KASIH UNTUK MITRA BESTARI

Redaksi *Sirok Bastra* mengucapkan terima kasih kepada para mitra bestari yang telah meninjau, menimbang, dan mengulas makalah-makalah yang diterbitkan dalam *Sirok Bastra* Volume 3 Nomor 2, edisi Desember 2015, yakni

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**THE EFFECTIVENESS INTERACTIVE LEARNING TO IMPROVE STUDENT'S WRITING  
DESCRIPTIVE TEXT SKILL FOR CLASS X.2 SMA NEGERI 1 MEMBALONG ACADEMIC YEAR  
2014/2015**

**Efektivitas Model Pembelajaran Interaktif untuk Meningkatkan Kemampuan Menulis Teks Deskriptif  
pada Siswa Kelas X.2 SMA Negeri 1 Membalong Tahun Pelajaran 2014/2015**

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(diterima 5 Oktober 2015, disetujui 2 November 2015, revisi terakhir 7 Desember 2015)

**Abstract**

This classroom action research has conduct to improve the learning process that optimum yet. The objective of this research is to know the effectiveness of interactive learning to improve the writing descriptive text skill for students class X.2 in SMA Negeri 1 Membalong. This research has been conduct in 2 cycles, each cycle consist of 2 meetings. Cycle 1 is held on February 16 and 17, 2015. Cycle 2 is held on February 23 and 24, 2015. In the beginning of this study, in learning is low. Based on the reflection in cycle 1 and cycle 2 it shows that interactive learning through group discussion strategy is not maximal to improve the students participation, student being active and enthusiastic on learning process but interactive learning with game strategy (group to group exchange) the students active on learning process reach 80%, students participation and enthusiastic is 93,33% and the students writing descriptive text skill can be optimalize so the student's learning outcomes is 77,78%. It can be conclude that interactive learning can improve the students writing descriptive text skill for students class X.2 SMA Negeri 1 Membalong.

**Keywords:** efectiveness, interactive learning, descriptive text

**Abstrak**

Penelitian tindakan kelas ini dilakukan untuk memperbaiki proses pembelajaran yang belum optimal. Penelitian ini bertujuan untuk mengetahui efektivitas model pembelajaran interaktif untuk meningkatkan kemampuan menulis teks deskriptif pada siswa kelas X.2 SMA N 1 Membalong. Pelaksanaan penelitian dilaksanakan dalam dua siklus, setiap siklus terdiri dari dua pertemuan. Siklus satu dilaksanakan pada tanggal 16 dan 17 Februari 2015. Siklus dua dilaksanakan tanggal 23 dan 24 Februari 2015. Pada studi awal, tingkat keaktifan dan antusiasme dalam belajar siswa rendah. Dari hasil refleksi baik pada siklus 1 maupun siklus 2 maka model pembelajaran melalui diskusi kelompok kurang maksimal dalam meningkatkan keaktifan dan partisipasi serta antusiasme siswa selama proses pembelajaran. Akan tetapi dengan pembelajaran interaktif melalui permainan atau *game* tingkat keaktifan siswa mencapai 80%, partisipasi, antusiasme 93,33% serta kemampuan menulis teks deskripsif siswa dapat dioptimalkan sehingga hasil belajar siswa mencapai 77,78% dapat disimpulkan bahwa penggunaan model pembelajaran interaktif dengan game dapat mengoptimalkan kemampuan menulis teks deskriptif siswa di kelas X.2 SMA Negeri 1 Membalong.

**Kata kunci:** efektivitas, model pembelajaran interaktif, teks deskriptif

**1. INTRODUCTION**

**1.1 Background of The Study**

English is means of communication for spoken and written. Communication is understanding and expressing information, idea, feeling and developing

science, technology and culture. Kamil (2003) stated that without language there is no communication among individual or nations in the world. Communication skill is the ability to understand or produce the spoken or written text that released into

four language skills that are listening, speaking, reading and writing. These skills are used to respond or create expression in social life. So that English subject directed to develop those student's skill in order to communicating and expression in English in the certain literacy level.

English learning process not only memorize the draft or the facts, but it is the activity that connect the drafts to produce the whole understanding so that the draft which learned could be understand correctly and it is difficult to forgotten. To make the meaningful lesson, the teacher should always try hard to know and discover the drafts that student have and help them to unite and harmonize the draft with the new knowledge that will be taught.

Based on the fourth language skills that must be mastered by the students writing skill is considered as the important because speaking skill must be accompanied by writing skill. Dimiyati (1996) said that writing skill is one of kinds of written language skill which have productive quality. One of the basic competence in writing skill that convey in senior high school curriculum is writing descriptive text appropriate with structure, and grammatical. Based on BNSP students could arranged spoken and written simple descriptive text to describe particular person, place, things or event by take a note of social function, text structure and language features correctly and contextual.

In facts the learning method that used in writing descriptive text appropriate with theorem in writing which have been used in SMA Negeri 1 Membalong during the lesson especially for students grade X felt lack of variation so the learning in writing descriptive run monotonous and the students is not interested in to produce the written descriptive text. The descriptive text that student produced is still far from the expectation so the learning process become obstructed and not effective and the study result that student reach is not maximum.

The effect of the problem, the student knowledge about social function, structure, and language features in descriptive text is low. The students motivation in writing descriptive text also low, so it has impact on writing skill to produce descriptive text that appropriate with theorem is not reach. It is caused the learning

process become not active, not effective and not interesting.

Since that it needed the using learning method correctly to improve students work especially to improve in writing descriptive text skill suitable with what BNSP stated. One of the solution to overcome students problem in writing descriptive text skill is the using interactive learning.

As a starting point it is needed thinkings and actions that should be done in order students in learning the material concept/drafts in writing descriptive text are not faced the difficulties so the certain learning objective that teacher made could be reach and students work can satisfied all sides. So the researcher take this study entitled the effectiveness Interactive Learning to Improve Student's Writing Descriptive text Skill for Class X.2 in SMA Negeri 1 Membalong Academic year 2014/2015.

## 1.2 Formulation of the Problem

Based on the background of the study above it could be investigated the problem that can be formulated as follow:

1. How the effectiveness interactive learning to improve student's writing descriptive text skill for class X.2 SMA Negeri 1 Membalong academic year 2014/2015?
2. What is the interactive learning's strategy to improve student's writing Descriptive text skill for class X.2 SMA Negeri 1 Membalong academic year 2014/2015?

## 1.3 Objective of the Study

Based on the formulation of the problem, this objective of the study are:

1. To know the effectiveness interactive learning can improve student's writing descriptive text skill for class X.2 SMA Negeri 1 Membalong academic year 2014/2015.
2. To know the interactive learning's strategy to improve student's writing descriptive text skill for class X.2 SMA Negeri 1 Membalong academic year 2014/2015.

## 1.4 Significance of the Study

### 1.4.1 Students

- a) to improve the student's interest in learning english

- b) to improve the student's ability in writing descriptive text process
- c) to improve student's motivation more interest in writing descriptive text

#### 1.4.2 Teacher

- a) try hard to find out the effective and interesting method in learning process
- b) using medium in learning process

#### 1.4.3 School

- a) to improve school's achievement especially in english subject
- b) to improve school's performance through increase teacher profesionalism

### 1.5 Indicators

Success indicators in action classroom action research consist of two, they are:

#### 1.5.1 Learning process indicators

Each cycle the students activities is on good qualification, and classified by the average total score of students activity as follows:

- $1 \leq X_i < 2$  : bad  $X_i = \text{total score}$
- $2 \leq X_i < 3$  : less
- $3 \leq X_i < 4$  : good
- $4 \leq X_i < 5$  : very good / excellent

(Ramly, 2006: 10)

The explanation the student's activities total score are:

- Very good / excellent if in a group there are three to four students or all students able to applied all scored activities items.
- Good if in a group there are one to two students are difficult to applied all scored activities items.
- Less if in a group there are three to four students are difficult to applied all scored activities items.

- Bad if in a group there are four to five students are difficult to applied all scored activities items.

The explanation of teacher activities:

- bad = 1
- lack = 2
- enough = 3
- good = 4
- very good/ excellent = 5

#### 1.5.2 Student's Study Result

This class action research is succes if the students learning outcomes in classical increased up to 75% of the students got  $\geq 72$  (school subject passing grade) and the action is success if 85% of learning process is appropriate with learning scenario.

#### 1.6 Method of Research

This classroom action research is held in SMA Negeri 1 Membalong in English subject. SMA Negeri 1 Membalong adressed in Jalan Ahmad Yani Membalong subdistrict, Belitung regency. The scope of this class action research is the effectiveness of interactive learning to improve student's writing descriptive text skill. The subject of this research are students in class X.2 with 27 total students, consist of 12 boys and 15 girls. This classroom action research is conducted in 2 cycles, each cycle consist of 2 meetings. Cycle 1 is held on February 16th and 17th, 2015. Cycle 2 is held on February 23rd and 24th, 2015. Each cycle conducted by the gradual steps planning, action, observing and reflecting use the class action research method by Mac Kemmis and Taggart (1988) show in the following chart.

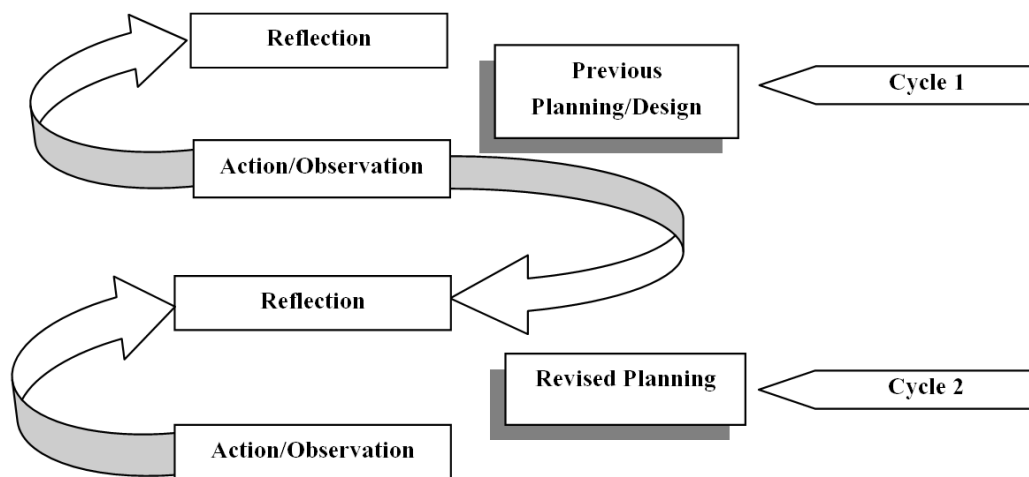


Chart 1 . Classroom action research method by Mc Kemmis & Taggart

The data technique collection in this classroom action research is observation. It is data collecting by the direct observing to the locus and the object of the research. Observation is done to get various informations and factual data and also to know the dynamic situation of the subject in this research. Observation is done used the teacher's instrument and student's instrument by the observer.

In this research data analysis technique used qualitative data analysis by statistic descriptive method which describe the data collection and it presented through the relative frequency, precentage, chart and table.

## 2. REVIEW OF LITERATURE

### 2.1 English Language Education in Senior High School

Language has central role in development of student's intelectual, social and emotional and it also supporting the success in learning all subjects. Learning English hopefully help the students to know about themselves, their culture and other's culture. besides, language learning process also help students to express their idea and feeling, participate in their society and even find and use their analytic and imaginatif with their way.

English is means of communication for spoken and written. Communication is understanding and expressing information, idea, feeling and developing science, technology and culture. Communication skill is the ability to understand or produce the spoken or written text that released into four language skills

that are listening, speaking, reading and writing. These skills are used to respons or create expression in the social life. So that English subject directed to develop those student's skill in order to communicating and expression in English in the certain literacy level.

Literacy level include performative, functional, informational, and epistemic. In performative level, someone be able reading, writing, listening, and speaking with the symbols that used. In functional level, someone used language to fullfil the dialy life like reading newspaper, manual or direction. In informational level, people could access knowledge and language skill, and in epistemic level people able to express the knowledge to the language target (Wells,1987).

Learning English in junior high school is targeted for students to reach functional level indeed to communicate through spoken and written to solve the dialy problem. Learning English in senior high school hopefully can reach informational level because they are prepared to continue their study in university. Epistemic level regard too high for senior high school student because English in Indonesia function as foreign language.

### 2.2 The Definition of Interactive learning

Interactive learning method is learning technique that used by the teacher during present the material where the teacher is play as a main actor to create interactive and educative situation, that are interaction between teacher and student, student and student, and

student with the source of the learning in support the reaching of the learning purpose. Syah (1998) said that in learning process students must be totally involved, it means involve the thought, the vision, and kinesthetic (skill, one of them is writing). In learning process the teacher must be invite the students to listen, present the medium that can be seen, give the opportunity to write and ask the question or response so that it become creative dialog that shows the interactive learning process.

Interactive learning method also known as the students question approach. Faire & Cosgrove in Dr. Nuryani Rustaman (2008) said that this method is design in order that the student will ask the question and then find the answer by themselves. Although students ask the question in free activities, the questions will always become wider and not focus. The teacher needs to take a special action to collect, choose and change the questions to the special activities.

The steps in interactive learning method are:

#### 1. Preparation

Teacher and class determine the topic and find its background information.

#### 2. Exploration activities

Students involved in the explained topic more.

#### 3. Student's question

During the class the student ask to express their question about the explained topic.

#### 4. Investigation

Teacher and student choose the questions to explore.

#### 5. Reflection

Evaluation to place on things that proven and seperated things that still need to corrected.

One of the advantage of interactive learning method is students try to ask the questions, try to formulate the question and try to find the answer of their questions with the activities (observation, investigation). With that way the students become critical and active during the lesson.

### 2.3 The Concept of Descriptive Text

According Aryanto (2009) descriptive text is one of the text that its purpose to describe particular person, thing, place or event.

#### 2.3.1 Structure of Descriptive Text

A descriptive text consist of two parts, they are:

##### a. Identification

This part is used to introduce the subject that will be described.

Example:

*There is a new teacher in my school. Her name is Ms. Nina. She teaches English.*

##### b. Description

This part is discuss about the characteristics of the subject that described (attributes of thing). That characteristics could be physical appearance, shape, colour, quality, attitude and characteristics of subject.

Example:

*Ms. Nina is a pretty woman. She is about 28 years old. She is white and slim. She has long straight hair. She has an oval face with big round eyes. I think she is nice teacher. She is very patient and smart. After all, she is a hardworking teacher.*

#### 2.3.2 Language Features of Descriptive Text

Language features of descriptive text are:

- Use *the simple present tense* to explain the subject that example: *She is my English teacher.*
- Use certain noun, example : *my English teacher, my house, my cat dan our school.*
- Used detailed noun phrase to inform about the subject, example *a sweet young lady, a comfortable small house, a rare plant, a sandy beach dan a very kind-hearted old man.*
- used a various *adjective to describing*, explain *numbering classifying*, example : *two strong horns, four sharp claws, dan two big round eyes.*
- Used the relating verbs to inform about the example: *it is white in colour, it has a beautiful voice, she is really kind, the park is near the traditional market, dan Bandung is south of Jakarta.*
- Use thinking verbs or feeling verbs to express writer's personal view about the subject example: *I think she is the best teacher in my*

school, **I think** my house is cosy place to live, dan **I feel** he is a nice person.

- g. Use *analogy* or figuratif of speech. example *she is as sweet as candy, paul is white as chalk,* dan *the room is as cold as in the polar.*
- h. Use action verbs to explain attitude and habit of the subject, example: *she never comes late,* *it always sings every morning* dan *my father goes to work early morning.*

### 2.3.3 Kinds of Descriptive text

Descriptive text is divided into four; describing people, describing thing or animal, describing place and describing event.

#### a. Describing People

Among the fourth kinds of descriptive text, this one is most general. Describing people used to describe people from the physical appearance, to the personality. This purpose of the text to describe someone in order to listener or reader know how about the appearance and the characteristic, eventhough didn't recognize or see the picture of that person.

#### b. Deskripsi Benda (*Describing a Thing*)

Describing thing used to describe certain thing. It is different with report text which describe something in general not certain. For example describe someone's computer so that taext is descriptive text. On the contrary if that what describe is computer in general (not someone's computer) it called report text.

#### c. Describing an Animal

Decribing animal is used to describe certain animal. In other word, while describing someone's cat pet it is descriptive text. On the contrary, if it describe cat in general it is report text.

#### d. Describing a Place

Describing place is used to describe certain place. You could describe your house, certain city, or another interesting places. Like *Lake Toba*, *Pangandaran Beach*, dan *The National Monument (Monas)*. The sentences in this descriptive text describe the place characteristic, like location,

size, shape, special characteristic, parts and anything that involved in that place. So that, the readers know the potrait of that place evenhough without map or other direction.

#### e. Describing an Event

In a glance describing event is as like as recount text. Recount tell about the event or experience in the past in order to inform or entertain the reader. The difference is in the emphazise of temporal sequence. Recount text emphasize of temporal sequences that build up an event, whereas descriptive text not. Descriptive text just emphazise on describing itself.

Describing event text regarded as good text if it be able the reader as if see and feel that event. Because of the five senses are involved in thus text, like sense of sight, sense of hearing, and sense of smell.

## 3. THE FINDINGS AND DISCUSSION

### 3.1 The effectiveness of interactive learning

Based on the problem about how the effectiveness of interactive learning during the lesson on the writing descriptive text, it can be explained based on the observation data in cycle 1 and cycle 2, the effectiveness of interactive learning improvement of students activities show that students desire and enthusiastic during the lesson on writing descriptive material through interactive learning. In cycle 1 the strategy of interactive learning is group discussion and in cycle 2 the strategy of interactive learning is game (group to group exchange).

#### 3.1.1 Cycle 1

Cycle 1 is conducted on Monday February 16th 2015 for meeting 1 and on Tuesday, February 17th 2015 for meeting 2. In meeting 1 the material that given through group discussion is about basic material of descriptive text, they are the definition, structure, social function and language features. In meeting 2 the material that given focus on decriptive language features, the pattern of simple present tense sentences. for more detail, the effectiveness interactive learning during the lesson can be seen in the table below.

**Table 1**  
**Distribution of Student's Activities in Interactive Learning Through Group Discussion**

Indicators	Cycle 1					
	Meeting 1			Meeting 2		
	Average Score	%	Qualification	Average Score	%	Qualification
Students being active in group discussion	2,67	53,33	Enough	3,67	73,33	Good
Student's enthusiasm during lesson	3,67	73,33	Good	4,00	80,00	Very Good
Time organization during group discussion	2,33	46,67	Enough	4,00	80,00	Very good
<b>Average</b>	<b>2,89</b>	<b>57,77</b>	<b>Enough</b>	<b>3,89</b>	<b>77,77</b>	<b>Good</b>

The table above shows that students being active and participation during the group discussion increased 20% from meeting 1. Enthusiastic following the lesson also increased 7,67 %. In meeting 1 there is also students activities that got low score that is time organization, it caused students did`nt know about the students assignment and group discussion is not run well because there are group member that only daydream and chatting. During the presentation students make noise and just busy so that the presentation is not run well.

Beside that, there are also other factor like teacher attitude that impatient giving explanation and time organization that not good. It caused the setting of the class and group of discussion place is not good so that it spending much time to make the class settle. The teacher's direction is not clear how to conduct the group discussion to finished the group worksheet, answer the question and presentation of the group discussion result infront of the class. Generally, the scenario during the lesson in cycle 1 reach 83,4.

To overcome that problem, teacher and observer make analysis and reflection with the factors obstructed during the lesson. It agreed that teacher should renewed the learning process in cycle 2, like

- a. Time organization.
- b. The classroom facilities setting.
- c. Teacher must give direction clearly and more patient.
- d. Looking for an alternatif method using in interactive learning.

Based on the analysis and reflection, it agreed by the teacher and the observer to improve the lesson writing descriptive text material using game (group to group exchange) to deliver the material during the lesson. Hopefully it can stimulate and raising conceptual changing and student's logical energy in writing descriptive text.

### 3.1.2 Cycle 2

Cycle 2 is conduct on Monday, February 23rd 2015 for meeting 1 and Tuesday, February 24th 2015 for meeting 2. In this cycle there are changing strategy of interactive learning by using the game. The material during the lesson in meeting 1 are making outline and listing vocabulary by the game (group to group exchange). In meeting 2 developed the outline into descriptive text and edited the students descriptive text through the game (group to group exchange). The data of interactive learning through the game strategy in cycle 2 has shown on the table below.

**Table 2**  
**Distribution of Students Activities Interactive Learning Through Game (Group to Group Exchange)**

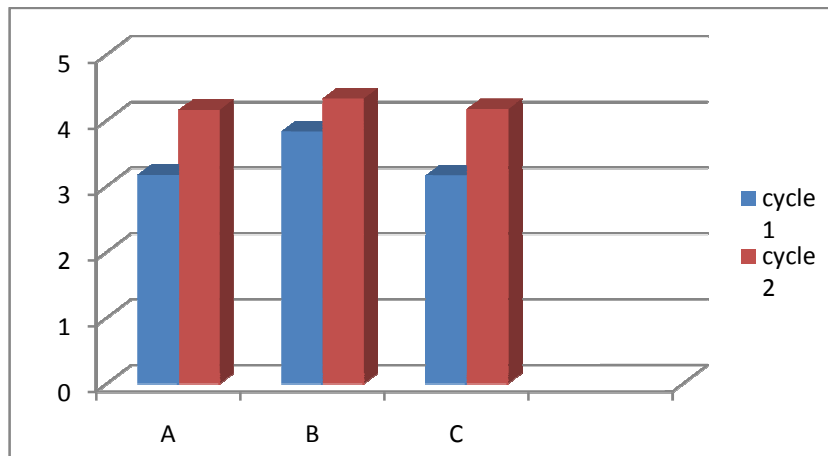
Indicators	Cycle 1					
	Meeting 1			Meeting 2		
	Average Score	%	Qualification	Average Score	%	Qualification
Students being active in game	4,33	86,67	Very good	4,00	80,00	Very good
Student's enthusiasm during the game	4,00	80,00	Very good	4,67	93,33	Very good
Time organization during game	3,67	73,33	Good	4,00	80,00	Very good
<b>Average</b>	<b>4,00</b>	<b>80,00</b>	<b>Very good</b>	<b>4,22</b>	<b>84,44</b>	<b>Very good</b>

The table above shows that in cycle 2 student's activities aspect is higher than cycle 1. The average improvement of students activities indicate that interaction among teacher and students, students and students, and students with the subject material run well. Beside, there are motivation and high students desire to study caused the lesson through the game (group to group exchange) run well and interested for the students.

Student's activities improvement shows that the students begin active in learning process. It also

expose that the lesson using interactive learning through the game give the better result. The result from the cycle 2, the average student's activities have been reach the success indicator on good qualification and the learning scenario in the cycle 2 is 91,8 %.

Concerning on students activities each cycle, it shows that interactive learning through the game (group to group exchange) could improve student's participation during the lesson. Its can be seen in the following chart.



**Chart.2 Average student's activities each cycle**

Annotation:

A: students being active

B: enthusiasm during the lesson

C: time organization

### 3.2 Student Learning Outcomes

#### 3.2.1 Cycle 1

In cycle 1 students learning outcomes is got by the students group discussion worksheet and also the performance of the preseration. The student's learning outcomes can be seen in the following table:

**Table 3**  
**Distribution of Students Learning Outcome Through Group Discussion**

Indicators	Cycle 1			
	Meeting 1		Meeting 2	
	%	Total Students	%	Total Students
Under KKM	29,63	8	14,81	4
On KKM	25,93	7	25,93	7
Upper KKM	44,44	12	59,26	16

From the table above it can be explained that students who are not pass the subject passing grade (KKM) is decrease 50% in meeting 2 from 8 students become 4 students. Students that got the score on subject passing grade (KKM) is stagnan in 25,93% or 7 students. And the students that got score upper the subject passing grade (KKM) increase 11,82. In this cycle the strategy in interactive learning is group discussion, it appears that students in their group still passive during receive the material from the teacher. It means that students disposed listen teacher's explanation, they are not understand about their assignment and not discuss well among the group members. The interaction is not appear in cycle 1. Some obstructions above are influence improving student's writing descriptive text especially students who are not pass the subject passing grade (KKM).

After analysis and reflection in cycle 1, observer and researcher try to some improvement during the lesson include changing the activity in interactive learning from group discussion to game (group to group exchange).

#### 3.2.2 Cycle 2

The score student's writing descriptive text skill. In cycle 2 student's learning outcomes in produce descriptive text can be seen in the following table.

**Table 4**  
**Distribution of Student's Written Descriptive Text Score**

Indicators	Total Students	%
Students writing score under KKM	2	7,41
Students writing score on KKM	4	14,81
Students writing score upper KKM	21	77,78

The table above shows that 7,41 % the descriptive text produce by the students is not appropriate with principle of descriptive text, it caused that 2 students did not pass the subject passing grade (KKM). 4 students (14,81%) got score on subject passing grade (KKM) because the descriptive text that produce is fulfill some descriptive text principle there are found some grammatical error in sentences. 77,78 % or 21 students produce descriptive text suitable with descrtive text principle although the grammatical error in sentences is not much as the other student in other category. It means that student's mastery concerning the material is better, but they are some students that not pass the subject passing grade because they didn't mastery about the material descriptive text, structure and language features well.

Based on the analysis on cycle 2 it shows that student learning outcomes is more than the indicators of classroom action research, it means that this classroom action research is not continue with the next cycle. It also can be said that the effectiveness interactive learning through the game can improve student's participation, students being active, enthusiastic follow the lesson and student's writing descriptive text skill so the student's learning outcomes is better.

From the reflection in cycle 1 and cycle 2 it can be said that interactive learning with group

discussion strategy is not maximal to improve student's enthusiastic, student being active and participation during the lesson. But interactive learning with game (group to group exchange) strategy students being active, participation, enthusiastic, and writing descriptive text skill is improved so that students learning outcomes is increased and be better. Sudono (2000) game is an activity with or without equipment that produce meaning or giving information, happiness, and develop students imagination. Slamet (2005) noted that during playing student can use language for

communication together with their friend or just thinking aloud.

According Ismail (2006) the benefits using games during the lesson are:

1. Giving knowledge experience to the students through the learning while playing process.
2. Stimulate the thinking energy, creativity and language ability in order to develop the attitude, way of thinking and also moral.
3. Create game atmosphere that interesting, save and joyful.
4. Increased the students learning quality.

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*Jumat, 23 Januari 2015 jam 20:53*).