



**ENGLISH CORNER COMMUNITY  
DESA SIDETAPA KECAMATAN BANJAR  
KABUPATEN BULELENG**

Sekretariat: Jalan Udayana 11, Singaraja (Kampus Tengah Undiksha), No. HP  
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SURAT PERNYATAAN

Nomor: 09.012/EEC/III/2022

Yang bertanda tangan di bawah ini, Ketua English Corner Community menerangkan bahwa:

Nama : **Kadek Chici Evia Sherly**  
NIM : 1812021212  
Fakultas : Bahasa dan Seni  
Prodi : Pendidikan Bahasa Inggris

Memang benar Mahasiswa tersebut diatas sudah melakukan pengambilan data di English Corner Community yang dilakukan pada 27 Januari 2022.

Demikian surat ini dibuat dengan sebenarnya, agar dapat dipergunakan sebagaimana mestinya. Atas perhatian yang diberikan, kami mengucapkan terimakasih.

Singaraja, 12 Maret 2022

Ketua EEC  
SINGARAJA - BAL  
Komaning Rena

# APPENDIX 01

## STUDENTS NAME

### Students' name in English Corner Community

NO	Nama	Kelas
1	Putu Dea Putriani	7
2	Komang Ayu Saraswati	7
3	Putu Junita	7
4	Gede Raditya Karunia Saputra	7
5	Putu Juni Artawan	7
6	Luh Chelsea Julia Dewi	7
7	Putu Ayu Juniasih	7
8	Kadek Santi Rahayu Ningsih	7
9	Putu Randika	7
10	Ketut Suti Amerta Sari	7
11	Putu Davarama Parinata	7
12	Komang Sutini	7
13	Komang Ayu Ulandari	7
14	Kadek Kristina	7
15	Putu Angga Aditya	7
16	Putu Ayu Aprian Tini	7
17	Putu Angga Aditya	7
18	Putu Sinta Putri	7

19	Kadek Laura Nita	7
20	Ketut Dea Sapira	7
21	Putu Benta Denata	7
22	Putu Nada Dinaya	7
23	Kadek Mila Sari	7
24	Kadek Bimo	7
25	Putu Dika Putra	7



## APPENDIX. 02

## THE INSTRUMENT OF INTERVIEW GUIDE

## Interview Guide

No	Indicator	Question	Expert Judge	
			Relevant	Irrelevant
1.	Implementation of Quizlet application	a. Setting the class well		
		b. Students have difficulty using the application		
		c. Practice questions are too easy		
		d. Limited time in studying		
		e. The application does not match the student's level		
2.	Challenge in Learning	a. Lack of smartphone availability		
		b. Adequate internet connection		
		c. Quizlet app is not easy to understand		
		d. Do you have any	<i>(If yes, please mention</i>	

		challenges in implementing Quizlet Application?	<i>the challenges you faced here!)</i>	
		e. Did you find the toughest challenge in implementing the Quizlet application?	<i>(Please, write your answer here)</i>	
3.	Assessing the implementation of Quizlet application	a. Material is too difficult		
		b. Uninteresting application		
		c. Unusual Question		
		d. Uninteresting questions		
		e. Did you find any difficulties in making questions?	<i>(Please, write your answer here)</i>	

### APPENDIX.03

#### INSTRUMENT QUESTIONNAIRE

##### Identitas siswa

**Nama** :

**No. Absen** :

Pilihlah salah satu jawaban dibawah ini yang sesuai dengan respon siswa pada kolom tabel berikut ini:

Keterangan pilihan Jawaban:

SD = Strongly disagree (sangat tidak setuju)

D = Disagree (tidak setuju)

A = Agree (setuju)

SA = Strongly agree (sangat setuju)

##### Questionnaire

No	Pernyataan	SD	D	A	SA
1	Saya suka menggunakan Quizlet karena aplikasinya menarik (I like using Quizlet because it's interesting)				
2	Saya suka Quizlet karena aplikasinya mudah untuk digunakan (I like Quizlet because the app is easy to use)				
3	Saya merasa percaya diri dalam membaca bahasa inggris (I feel confident in reading)				
4	Saya menjadi aktif ketika belajar bahasa inggris menggunakan aplikasi Quizlet (I become more active in learning when using the Quizlet app)				
5	Saya suka Quizlet karena terdapat fitur audio yang memudahkan saya dalam pronounce yang baik (I like				



	Quizlet because it has an audio feature that makes it easier for me to pronounce it well)				
6	Saya bisa dengan mudah memahami teks dalam bahasa inggris (I can easily understand the text in English)				
7	Saya merasa mudah dalam memanfaatkan teknologi untuk belajar membaca (I feel easy to use technology in reading)				
8	Saya merasa kemampuan membaca dalam bahasa inggris meningkat (I feel that my reading ability in English is improving)				
9	Saya mengalami kendala ketika melakukan tes pada Quizlet (I'm having trouble doing a test on Quizlet)				
10	Saya merasa senang dengan aplikasi Quizlet karena dapat membantu saya dalam reading yang lebih baik (I feel happy with the Quizlet application because it can help me better in reading)				

## APPENDIX. 04

## DATA RECAPITULATION OF QUESTIONNAIRE

<b>Options:</b>  <b>SA: Strongly Agree</b> <b>A: Agree</b> <b>D: Disagree</b> <b>SD: Strongly Disagree</b>				
Statement	Answer			
	SA	A	D	SD
Through the implementation of Quizlet in reading, I like using Quizlet because it's interesting	8 students (32%)	13 students (52%)	2 students (8%)	2 students (8%)
The implementation of Quizlet as a learning tools in reading, I like Quizlet because the app is easy to use	11 students (44%)	8 students (32%)	4 students (16%)	2 students (8%)
The implementation of Quizlet as a learning tools in reading, I feel confident in reading	8 students (32%)	12 students (48%)	5 students (20%)	0 students (0%)



Through the implementation of Quizlet in reading, I become more active in learning when using the Quizlet app	7 students (28%)	14 students (56%)	3 students (12%)	1 students (4%)
Through the implementation of Quizlet in reading, I like Quizlet because it has an audio feature that makes it easier for me to pronounce it well	7 students (28%)	10 students (40%)	5 students (20%)	3 students (12%)
The implementation of Quizlet as a learning tools in reading, I can easily understand the text in English	9 students (31%)	8 students (35%)	4 students (17%)	4 students (17%)
The implementation of Quizlet as a learning tools in reading, I feel easy to use technology in reading	5 students (20%)	9 students (36%)	9 students (36%)	2 students (8%)
The implementation of Quizlet as a learning tools in reading, I feel that my reading ability in English is improving	7 students (28%)	12 students (48%)	6 students (24%)	0 students (0%)

Through the implementation of Quizlet in reading, I'm having trouble doing a test on Quizlet	6 students (24%)	8 students (32%)	5 students (20%)	6 students (24%)
The implementation of Quizlet as a learning tools in reading, I feel happy with the Quizlet application because it can help me better in reading	8 students (32%)	8 students (32%)	7 students (28%)	2 students (8%)

Based on the statement above, there are other opinions that would be conveyed regarding the application of Quizlet. This is one of the questions that aims to give students an opinion about the use of Quizlet.

No	Question
1	What is your opinion in using Quizlet application?

**APPENDIX 05**  
**STUDENTS OPINION USING QUIZLET IN READING**

No	Name	Opinion
1	Student 1	<i>"My opinion about learning to use Quizlet is that learning becomes interesting and easy to understand"</i>
2	Student 2	<i>"I think that applying Quizlet in reading class can help me remember the meaning of sentences and improve my vocabulary in reading texts"</i>
3	Student 3	<i>"My opinion about the application of Quizlet is the growing desire to read texts with good pronunciation and understand each of the texts in question"</i>
4	Student 4	<i>"I feel confident in answering questions from the teacher"</i>
5	Student 5	<i>"In my opinion, using Quizlet makes me more enthusiastic about learning"</i>
6	Student 6	<i>"Quizlet helps me to study anywhere, including studying in the garden"</i>
7	Student 7	<i>"I think Quizlet trained me to think fast in answering quizzes"</i>
8	Student 8	<i>"I feel more motivated in learning English"</i>
9	Student 9	<i>"Every time I study I am always curious about the material that will be taught through Quizlet, and I am very excited about answering quizzes"</i>
10	Student 10	<i>"The card feature in Quizlet helps me to increase my vocabulary and have different</i>

		<i>thoughts in interpreting sentences”</i>
11	Student 11	<i>“I feel confident and happy when asked to read a text in front of the class because Quizlet provides audio features to help students learn better pronunciation.</i>
12	Student 12	<i>"I think Quizlet is one of the best applications to use when studying because quizzes are repeated in different forms to increase memory"</i>
13	Student 13	<i>“The feature I like the most is the match feature where Quizlet tests my speed in answering quizzes”</i>
14	Student 14	<i>“I like Quizlet because the app is simple and easy to understand”</i>
15	Student 15	<i>"I think Quizlet's appearance is very simple and I'm passionate about learning"</i>
16	Student 16	<i>"In my opinion, Quizlet does not complicate students because if there is signal interference, the quiz can be resumed without repeating the test"</i>
17	Student 17	<i>“I am very confident in answering questions from the teacher”</i>
18	Student 18	<i>“I like Quizlet because I can understand sentences over and over again”</i>
19	Student 19	<i>“In my opinion, Quizlet provides various features that help me learn English”</i>
20	Student 20	<i>“I find it challenging to use the Quizlet app”</i>
21	Student 21	<i>“I feel challenged to express my opinion in English”</i>
22	Student 22	<i>“In my opinion, Quizlet helps me in thinking critically to answer questions”</i>
23	Student 23	<i>"I am very interested in Quizlet's appearance"</i>

		<i>because it is simple and fits the needs of students"</i>
24	Student 24	<i>"From Quizlet I learned pronunciation well because of the audio features provided"</i>
25	Student 25	<i>"In my opinion, Quizlet helps me think quickly and makes it easier for me to understand the text"</i>

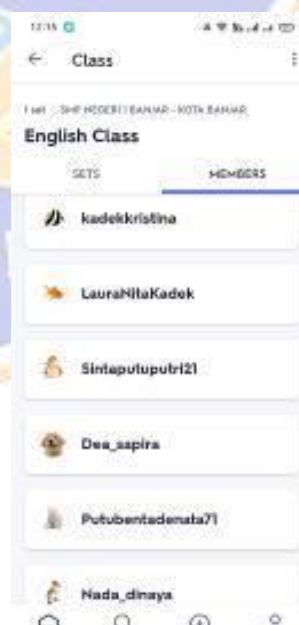
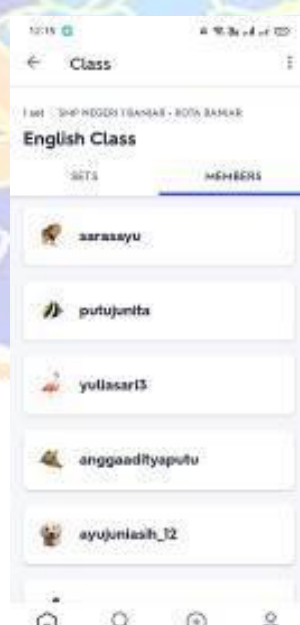
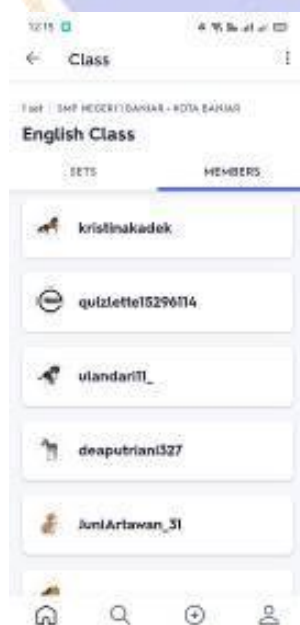




## APPENDIX. 06

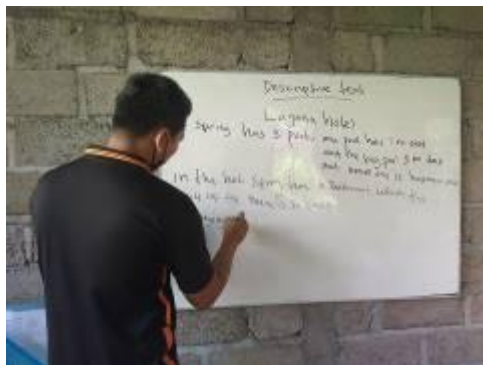
### PRE-IMPLEMENTATION IN TEACHING READING

#### FIRST MEETING





## SECOND MEETING



### THIRD MEETING





**FOURTH MEETING**

**FIFTH MEETING**

**SIXTH MEETING**



**SEVENTH MEETING**



**APPENDIX. 07****INTERVIEW WITH ENGLISH TEACHER AT ENGLISH CORNER  
COMMUNITY**

## APPENDIX. 08

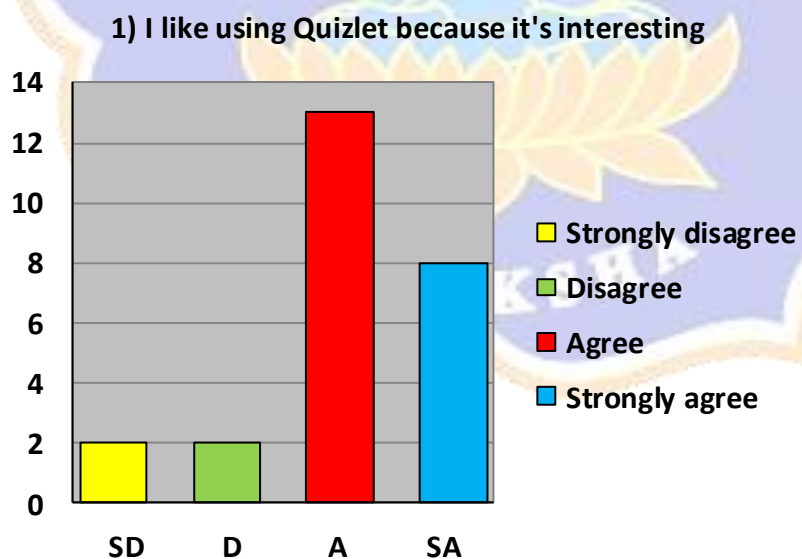
## STUDENTS RESPONSES OF THE QUESTIONER

Name

25 responses

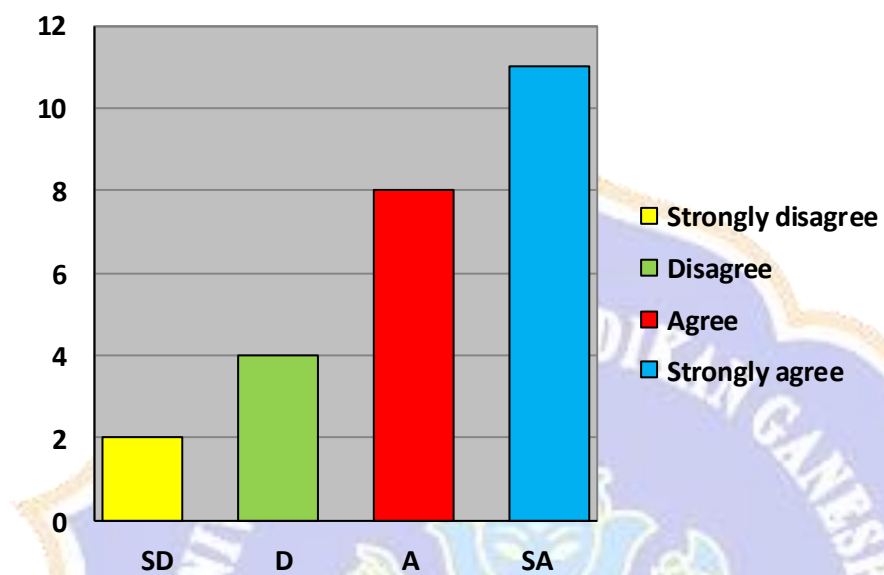
Putu dea putriani
Komang ayu saraswati
Putu junita
Gede raditya karunia saputra
Putu juni artawan
Luh celsy julia dewi
Putu yulia sari
Komang ayu juniasih
Kadek santi rahayu ningsih

Students' responses to item no.1



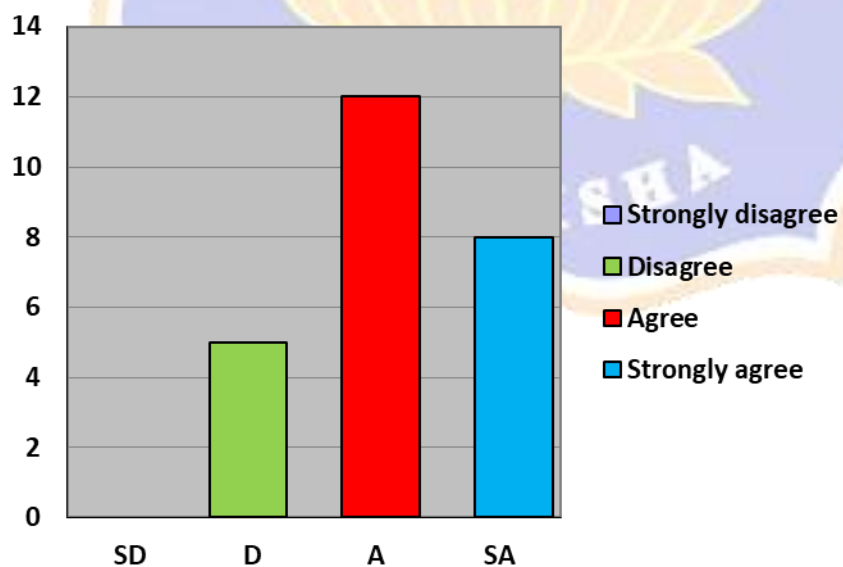
Students' responses to item no.2

**2) I like Quizlet because the app is easy to use**



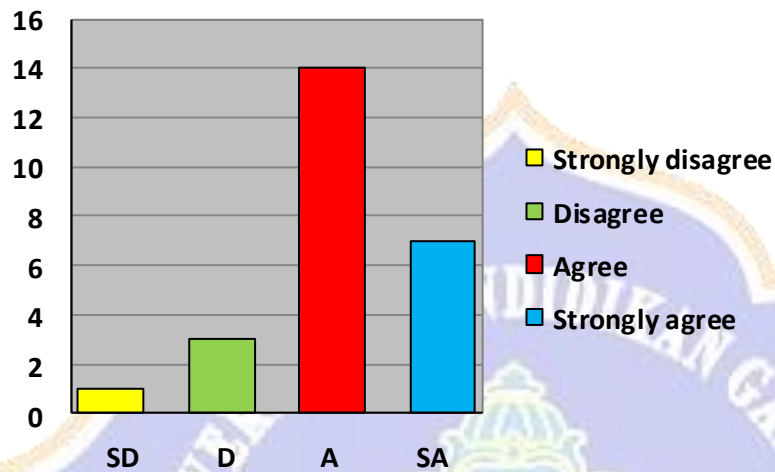
Students' responses to item no.3

**3) I Feel confidence in English**



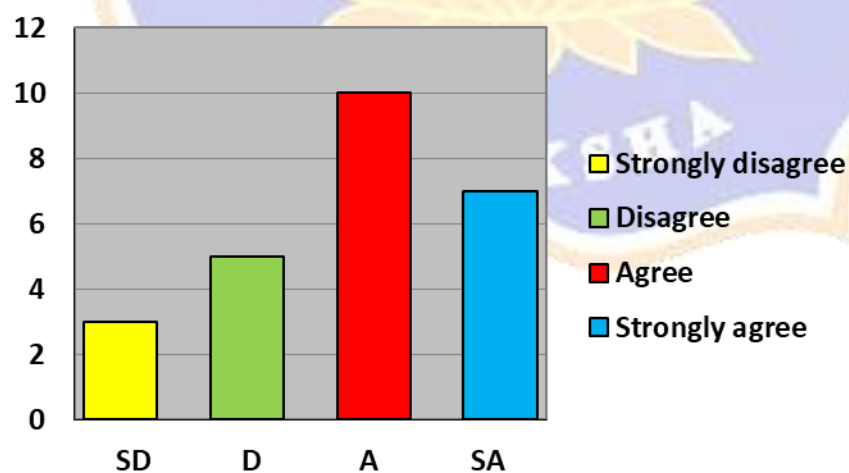
Students' responses to item no.4

**4) I become more active in learning when using Quizlet app**



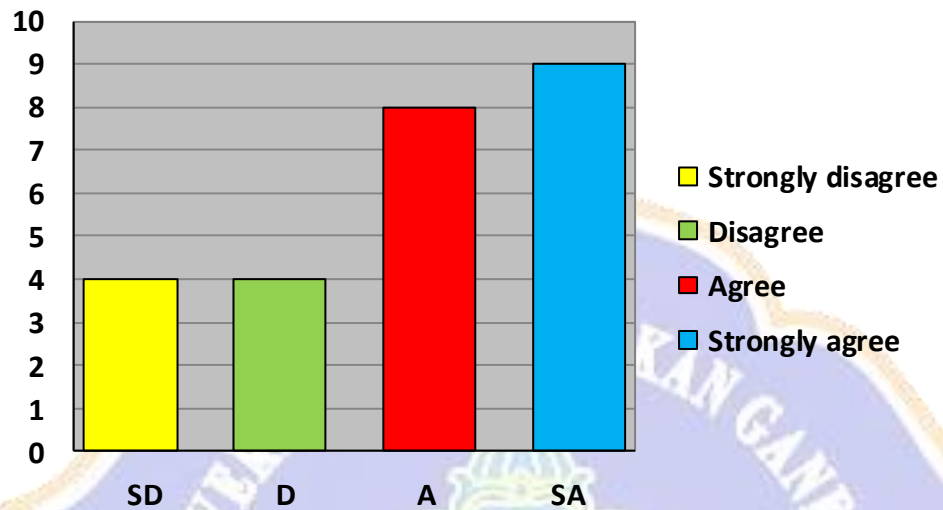
Students' responses to item no.5

**5) I like Quizlet it has an audio feature that makes it easier for me to pronounce it well**



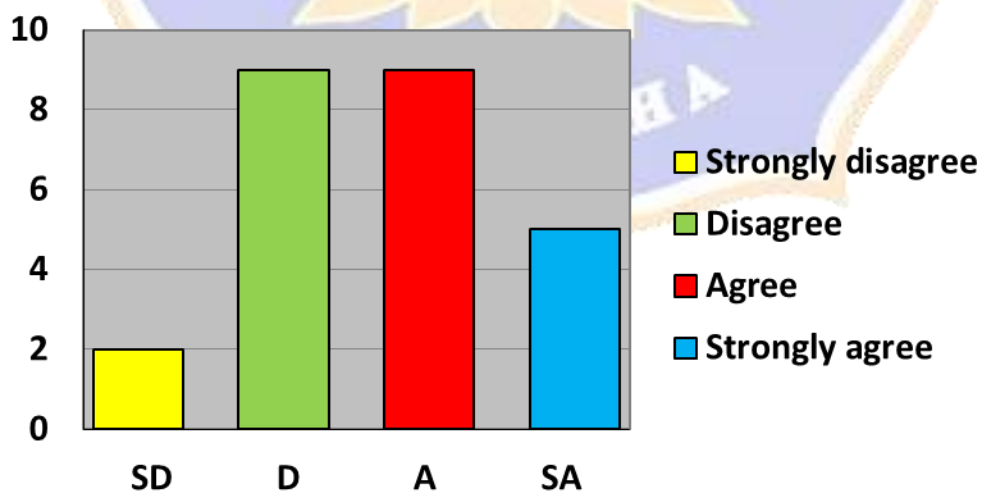
Students' responses to item no.6

**6) I can easily understand the text in English**



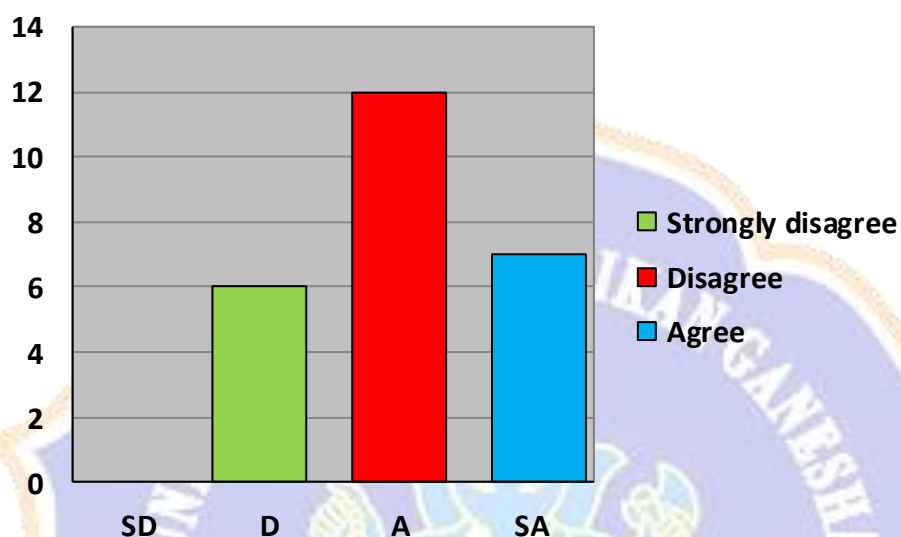
Students' responses to item no.7

**7) I feel easy to use technology in reading**



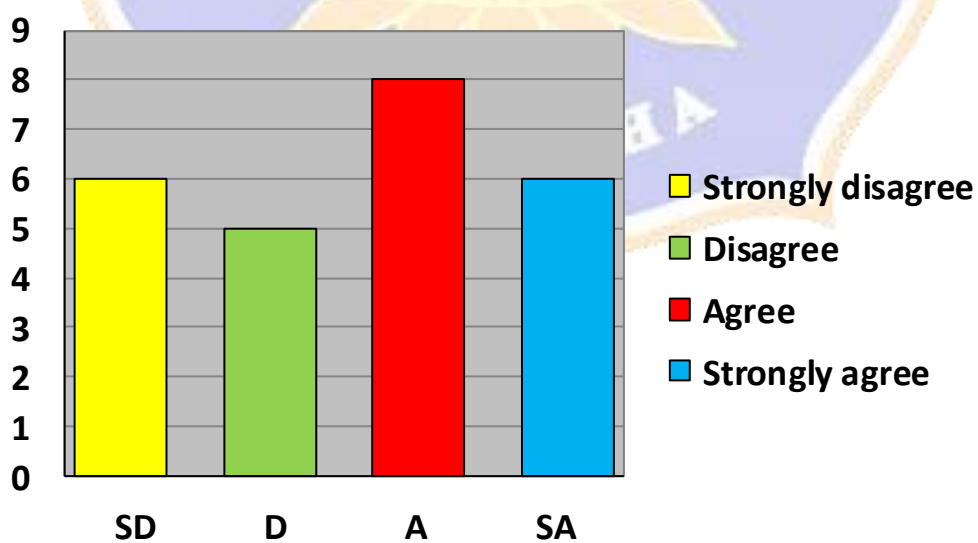
Students' responses to item no.7

**8) I feel that my reading ability in English is improving**



Students' responses to item no.7

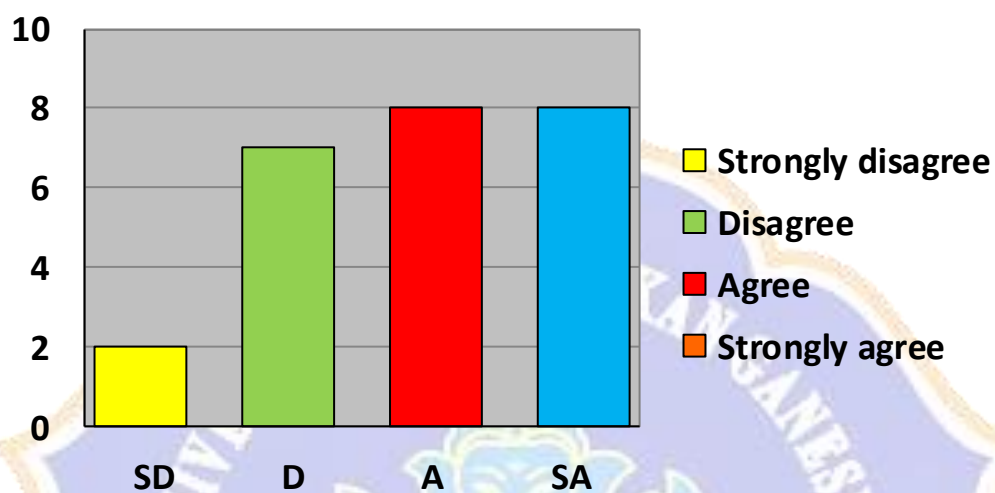
**9) I'm having trouble doing a test on Quizlet**





Students' responses to item no.7

**10) I feel happy with the Quizlet app because it can help me better in reading**



## APPENDIX. 09

### LESSON PLAN

#### SCENARIO OF TEACHING

#### LESSON PLAN

School : English Corner Community

Subject : English

Class/Semester : VII

Genre : Descriptive Text

Theme : Describing Things

Time Allotment : 2 x 30 Minutes

#### A. Kompetensi Inti (KI)

KI 1: Appreciate and live the teachings of the religion they adhere to

KI 1: Appreciate and live honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence

KI 3: Understanding and applying knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture, related to visible phenomena and events.

KI 4: Processing, presenting, reasoning in the concrete realm (using, parsing, assembling, modifying, and creating) and abstract realms (writing, reading, counting, drawing, and composing) according to what is learned in school and other similar subjects in point of view/theory.

#### Basic Competencies and Indicators

Basic Competencies	Indicators
3.10 Applying text structure and	3.10.1 Mentioning information such

linguistic elements to carry out the social function of descriptive text by stating and asking about descriptions of people, animals, and objects, short and simple, according to the context of their use.	<p>as names and characteristics of animals obtained from the text</p> <p>3.10.2 Finding some new vocabulary in the text</p> <p>3.10.3 Estimating the meaning of the new vocabulary obtained from the text</p> <p>3.10.4 Showing the structure of descriptive text</p> <p>3.10.5 Connecting the information in the text into game activities</p>
4.11 Capturing meaning in spoken and written descriptive texts, short and simple.	<p>4.11.1 Finding an overview of a text</p> <p>4.11.2 Finding specific information from simple text</p>
4.12 Compose oral and written descriptive texts, short, and simple, about people, animals, and objects, taking into account social functions, text structures, and linguistic elements that are correct and in context.	<p>4.12.1 Complete a simple descriptive text about objects</p> <p>4.12.2 Compose simple descriptive text about objects</p>

### B. Learning Objectives

At the end of the lesson, students expected to be able to:

- a. Identify the structure of descriptive text
- b. Able to understand the meaning in the text
- c. Able to compose simple descriptive text about things

### C. Learning Media

- a. Aplikasi Quizlet
- b. Laptop/smartphone

**D. Step of Teaching**

Stage	Time
<p><b>Pre-activity</b></p> <ul style="list-style-type: none"> <li>➤ The teacher greets students after entering class</li> <li>➤ The teacher asks students to pray before learning begins</li> <li>➤ The teacher checks the presence of students in class</li> <li>➤ The teacher gives a clue about the material that will be discuss</li> </ul>	<p>5 Minutes</p>
<p><b>Whilst-activity ( Teaching using Quizlet)</b></p> <ul style="list-style-type: none"> <li>➤ Introduction: Good morning all? How are you today? I hope we always in good condition. Before we start learning it would be better if we pray together. Before we get into learning, is anyone absent today? If not we can start learning. Today we will learn about descriptive text</li> <li>➤ Material:</li> <li>➤ The teacher give a question to the students</li> </ul> <p>“Can you mention things around you?”</p> <p>“How does it look?”</p> <p>“What can we describe through these</p>	<p>50 Minutes</p>

<p>objects?”</p> <ul style="list-style-type: none"> <li>➤ The teacher explain about the general structure of descriptive text</li> <li>➤ The teacher give an example of descriptive text</li> <li>➤ The teacher give chance for students to ask question</li> <li>➤ The teacher give links Quizlet to students</li> <li>➤ The students study using Quizlet and do the quiz in there. Students will play the Quizlet.</li> <li>➤ The teacher and students discuss about quiz that they doing</li> <li>➤ The teacher gives feedback about the students score</li> <li>➤ The teacher provides opportunities for students to ask questions about things that are not yet understood</li> </ul>	
<p>Closing</p> <ul style="list-style-type: none"> <li>➤ The teacher gives an evaluation related to students activity</li> <li>➤ The teacher give an evaluation about material that has been discussed</li> <li>➤ The teacher gives students the opportunity to ask questions</li> <li>➤ The students and teacher give conclusion about the material</li> </ul>	<p>5 Minutes</p>



➤ Then, the teacher closes the learning with praying together	
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Example of Descriptive text about things:

### **My Favorite Book**

I have a book which I bought last year. The book is a novel which titled The Story of An Idiot. I love that book because when I read it I get not only knowledge but also entertainment. Unfortunately I had loss this book. I guess I lose it at Tugu Station during my trip in Yogyakarta. It was difficult to get that book because I never found it at the book store. I got it at the street book seller in London. The colour of the book's cover is dominated in red. The picture of that cover is a young man in a black jacket walking through the bridge. At the first page of that book, I wrote my name and my email address. I also draw a simple rat at the corner of the first page. I always do the same thing to all my books because I hope if I loss my book, someone who found it would give it back to me. The book is written in English. The author of that book is Joseph J Joseph. It is a strange name but cool enough for the name of a novel author. The total pages of that book are 125 pages which are divided into 6 parts. At the back of the cover is actually the short summary of that book, but I changed it by sticking the picture of a monkey on it.

Source from: <http://www.wordcliff.com/2017/05/contoh-descriptive-text-tentang-sepatu.html>



## SCENARIO OF TEACHING

### LESSON PLAN

School : English Corner Community

Subject : English

Class/Semester : VII

Genre : Descriptive Text

Theme : Describing Things 2

Time Allotment : 2 x 30 Minutes

#### E. Kompetensi Inti (KI)

KI 1: Appreciate and live the teachings of the religion they adhere to

KI 1: Appreciate and live honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence

KI 3: Understanding and applying knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture, related to visible phenomena and events.

KI 4: Processing, presenting, reasoning in the concrete realm (using, parsing, assembling, modifying, and creating) and abstract realms (writing, reading, counting, drawing, and composing) according to what is learned in school and other similar subjects in point of view/theory.

#### Basic Competencies and Indicators

Basic Competencies	Indicators
3.10 Applying text structure and linguistic elements to carry out the social function of descriptive text by stating and asking about descriptions of people, animals, and objects, short	<p>3.10.1 Mentioning information such as names and characteristics of animals obtained from the text</p> <p>3.10.2 Finding some new vocabulary in the text</p>

and simple, according to the context of their use.	3.10.3 Estimating the meaning of the new vocabulary obtained from the text 3.10.4 Showing the structure of descriptive text 3.10.5 Connecting the information in the text into game activities
4.11 Capturing meaning in spoken and written descriptive texts, short and simple.	4.11.1 Finding an overview of a text 4.11.2 Finding specific information from simple text
4.12 Compose oral and written descriptive texts, short, and simple, about people, animals, and objects, taking into account social functions, text structures, and linguistic elements that are correct and in context.	4.12.1 Complete a simple descriptive text about objects 4.12.2 Compose simple descriptive text about objects

#### F. Learning Objectives

At the end of the lesson, students expected to be able to:

- d. Identify the structure of descriptive text
- e. Able to understand the meaning in the text
- f. Able to compose simple descriptive text about things

#### G. Learning Media

- c. Aplikasi Quizlet
- d. Laptop/smartphone

#### H. Step of Teaching

Stage	Time
<b>Pre-activity</b>  ➤ The teacher greets students after	

<p>entering class</p> <ul style="list-style-type: none"> <li>➤ The teacher asks students to pray before learning begins</li> <li>➤ The teacher checks the presence of students in class</li> <li>➤ The teacher gives a clue about the material that will be discuss</li> </ul>	<p>5 Minutes</p>
<p><b>Whilst-activity ( Teaching using Quizlet)</b></p> <ul style="list-style-type: none"> <li>➤ Introduction: Good morning all? How are you today? I hope we always in good condition. Before we start learning it would be better if we pray together. Before we get into learning, is anyone absent today? If not we can start learning. Today we will learn about descriptive text</li> <li>➤ Material:</li> <li>➤ Teacher asks students to choose Descriptive things 2 topic in the Quizlet</li> <li>➤ Teacher asks students to learn through Quizlet</li> <li>➤ Students learn and answer the Quiz</li> <li>➤ Teacher give question to the students</li> <li>➤ Students participate in the class to answer the questions</li> <li>➤ Students were divided into several group</li> <li>➤ Each group have to make one example of descriptive things and present it</li> </ul>	<p>50 Minutes</p>

➤ Teacher gives feedback to the students presentation	
<b>Closing</b> <ul style="list-style-type: none"> <li>➤ The teacher gives an evaluation related to students activity</li> <li>➤ The teacher give an evaluation about material that has been discussed</li> <li>➤ The teacher gives students the opportunity to ask questions</li> <li>➤ The students and teacher give conclusion about the material</li> <li>➤ Then, the teacher closes the learning with praying together</li> </ul>	5 Minutes

Example of Descriptive text about things:

### **My Small House**

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.

I know it is a very small house; but it is the best place I have ever seen.

Source from: <http://britishcourse.com/20-contoh-descriptive-text-terbaik.php>



## LESSON PLAN

School : English Corner Community

Subject : English

Class/Semester : VII

Genre : Descriptive Text

Theme : Describing Person

Time Allotment : 2 x 30 Minutes

### A. Core competence (KI)

KI 1: Appreciate and live the teachings of their religion.

KI 1: Demonstrate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the social and its existence.

KI 3: Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science knowledge, technology, art, culture related to visible phenomena and events.

KI 4: Processing, presenting, reasoning in the concrete realm (using, parsing, assembling, modifying, and creating) and abstract realms (writing, reading, counting, drawing, and composing) according to what is learned in school and other similar subjects in point of view/theory.

### Basic Competencies and Indicators

Basic Competencies	Indicators
3.7 Comparing social functions, text structures, and linguistic elements of several oral and written descriptive texts by giving and asking for information related to very short and simple descriptions of people, animals, and objects, according to the context of	<p>3.7.1. Demonstrate the social function and linguistic elements of very short and simple texts related to adjectives to describe people in context with confidence and responsibility</p> <p>3.7.2. Find information related to physical appearance to complete the</p>

<p>their use</p>	<p>descriptive text describing people collaboratively and enthusiastically responsibly</p> <p>3.7.3. Apply a very short and simple text structure to describe people in context independently, honestly, and responsibly with gratitude and enthusiasm</p>
<p>4.7 Composing very short oral and written descriptive texts and simple, related to people, animals, and objects, taking into account social functions, text structure, and linguistic elements, correctly and in context</p>	<p>4.7.1. Write down the social function and linguistic elements of very short and simple texts related to adjectives to complete the descriptive text of people in context with confidence and responsibility</p> <p>4.7.2. Writing physical appearance (physical appearance) to complete descriptive text of people according to the context of their use in a collaborative and responsible manner with enthusiasm</p> <p>4.7.3. Make short and simple written descriptive texts to describe people by paying attention to social functions, text structure, and linguistic elements, correctly and in context independently, honestly, and responsibly with gratitude and enthusiasm</p>

## B. Learning Objectives



At the end of the lesson, students expected to be able to:

- g. Identify the structure of descriptive text
- h. Able to understand the meaning in the text
- i. Able to compose simple descriptive text about person

### C. Learning Media

- e. Aplikasi Quizlet
- f. Laptop/smartphone

### D. Step of Teaching

Stage	Time
<b>Pre-activity</b> <ul style="list-style-type: none"> <li>➤ The teacher greets students after entering class</li> <li>➤ The teacher asks students to pray before learning begins</li> <li>➤ The teacher checks the presence of students in class</li> <li>➤ The teacher gives a clue about the material that will be discuss</li> </ul>	5 Minutes
<b>Whilst-activity ( Teaching using Quizlet)</b> <ul style="list-style-type: none"> <li>➤ Introduction: Good morning all? How are you today? I hope we always in good condition. Before we start learning it would be better if we pray together. Before we get into learning, is anyone absent today? If not we can start learning. Today we will learn about descriptive text</li> <li>➤ Material:</li> </ul>	50 Minutes

<ul style="list-style-type: none"> <li>➤ The teacher give a question to the students</li> <li>“Can anyone stand here?”</li> <li>“Okay, what is your opinion about her appearance?”</li> <li>➤ The teacher give some vocabulary about describing person</li> <li>➤ The teacher give an example of descriptive text</li> <li>➤ The teacher give chance for students to ask question</li> <li>➤ The teacher give links Quizlet to students</li> <li>➤ The students study using Quizlet and do the quiz in there. Students will play the Quizlet.</li> <li>➤ The teacher and students discuss about quiz that they doing</li> <li>➤ The teacher gives feedback about the students score</li> <li>➤ The teacher provides opportunities for students to ask questions about things that are not yet understood</li> </ul>	
<p>Closing</p> <ul style="list-style-type: none"> <li>➤ The teacher gives an evaluation related to students activity</li> <li>➤ The teacher give an evaluation about</li> </ul>	5 Minutes

<p>material that has been discussed</p> <ul style="list-style-type: none"> <li>➤ The teacher gives students the opportunity to ask questions</li> <li>➤ Then, the teacher closes the learning with praying together</li> </ul>	
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Example of Descriptive text about person

### **I am Lizzie**

Hi, my name is Lizzie and my surname is Brown. I'm ten years old and I'm American. I live in 27 Lincoln Street in New York. It is a big city in the USA. I'm tall and thin. I've got long brown hair, black eyes, a small nose and a big mouth. I'm wearing a yellow blouse, an orange skirt, pink socks and blue trainers. Today I've got two nice bunches with two yellow ribbons in my hair. I'm good-temperate, polite and happy. My favorite food is pizza and my favorite drink is coke.

Source from: <https://englishadmin.com/2015/12/8-contoh-descriptive-text-tentang-orang.html>

School : English Corner Community

Subject : English

Class/Semester : VII

Genre : Descriptive Text

Theme : Describing Person 2

Time Allotment : 2 x 30 Minutes

### E. Core competence (KI)

KI 1: Appreciate and live the teachings of their religion.

KI 1: Demonstrate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the social and its existence.

KI 3: Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science knowledge, technology, art, culture related to visible phenomena and events.

KI 4: Processing, presenting, reasoning in the concrete realm (using, parsing, assembling, modifying, and creating) and abstract realms (writing, reading, counting, drawing, and composing) according to what is learned in school and other similar subjects in point of view/theory.

### Basic Competencies and Indicators

Basic Competencies	Indicators
3.7 Comparing social functions, text structures, and linguistic elements of several oral and written descriptive texts by giving and asking for information related to very short and simple descriptions of people, animals, and objects, according to the context of their use	<p>3.7.1. Demonstrate the social function and linguistic elements of very short and simple texts related to adjectives to describe people in context with confidence and responsibility</p> <p>3.7.2. Find information related to physical appearance to complete the descriptive text describing people</p>

	<p>collaboratively and enthusiastically responsibly</p> <p>3.7.3. Apply a very short and simple text structure to describe people in context independently, honestly, and responsibly with gratitude and enthusiasm</p>
<p>4.7 Composing very short oral and written descriptive texts and simple, related to people, animals, and objects, taking into account social functions, text structure, and linguistic elements, correctly and in context</p>	<p>4.7.1. Write down the social function and linguistic elements of very short and simple texts related to adjectives to complete the descriptive text of people in context with confidence and responsibility</p> <p>4.7.2. Writing physical appearance (physical appearance) to complete descriptive text of people according to the context of their use in a collaborative and responsible manner with enthusiasm</p> <p>4.7.3. Make short and simple written descriptive texts to describe people by paying attention to social functions, text structure, and linguistic elements, correctly and in context independently, honestly, and responsibly with gratitude and enthusiasm</p>

## F. Learning Objectives

At the end of the lesson, students expected to be able to:



- j. Identify the structure of descriptive text
- k. Able to understand the meaning in the text
- l. Able to compose simple descriptive text about person

#### G. Learning Media

- g. Aplikasi Quizlet
- h. Laptop/smartphone

#### H. Step of Teaching

Stage	Time
<b>Pre-activity</b> <ul style="list-style-type: none"> <li>➤ The teacher greets students after entering class</li> <li>➤ The teacher asks students to pray before learning begins</li> <li>➤ The teacher checks the presence of students in class</li> <li>➤ The teacher gives a clue about the material that will be discuss</li> </ul>	5 Minutes
<b>Whilst-activity ( Teaching using Quizlet)</b> <ul style="list-style-type: none"> <li>➤ Introduction: Good morning all? How are you today? I hope we always in good condition. Before we start learning it would be better if we pray together. Before we get into learning, is anyone absent today? If not we can start learning. Today we will learn about descriptive text</li> <li>➤ Material:</li> <li>➤ Teacher asks students to choose</li> </ul>	50 Minutes



<p>Descriptive person 2 topic in the Quizlet</p> <ul style="list-style-type: none"> <li>➤ Teacher asks students to learn through Quizlet</li> <li>➤ Students learn and answer the Quiz</li> <li>➤ Teacher give question to the students</li> <li>➤ Students participate in the class to answer the questions</li> <li>➤ Teacher asks students to make one example of descriptive person</li> <li>➤ Students present the example</li> <li>➤ Teacher gives feedback to the students presentation</li> </ul>	
<p>Closing</p> <ul style="list-style-type: none"> <li>➤ The teacher gives an evaluation related to students activity</li> <li>➤ The teacher give an evaluation about material that has been discussed</li> <li>➤ The teacher gives students the opportunity to ask questions</li> <li>➤ Then, the teacher closes the learning with praying together</li> </ul>	<p>5 Minutes</p>

The example of Descriptive person:

## My Best Friend, Ernesto

My best friend is Ernesto and he is my classmate. We go to school together.

Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher. He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him.

Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient.

He also plays the guitar, and he makes his parents very proud of him. He has good marks and is usually top of his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend.

Source from: <http://britishcourse.com/example-of-descriptive-text-about-person.php>



## LESSON PLAN

School : English Corner Community

Subject : English

Class/Semester : VII

Genre : Descriptive Text

Theme : Describing Places

Time Allotment : 2 x 30 Minutes

### A. Core competence (KI)

KI 1: Appreciate and live the teachings of their religion.

KI 1: Demonstrate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the social and its existence.

KI 3: Understand, apply, analyze, and evaluate factual, conceptual, basic operational, and metacognitive knowledge according to the field and scope of study/work in English at the technical, specific, detailed, and complex level, relating to science, technology, art, culture, and humanities in the context of developing self-potential as part of the family, school, world of work, national, regional and international citizens

KI 4: Demonstrate the skills of reasoning, processing, and presenting effectively, creatively, productively, critically, independently, collaboratively, communicatively, and solutely in the abstract realm related to the development of what they learn in school, and able to carry out specific tasks under direct supervision

### Basic Competencies and Indicators

Basic Competencies	Indicators
3.4 Analyzing social functions, text structures, and linguistic elements of several oral and written descriptive	3.4.1 Students can identify social functions, text structures, and linguistic elements about tourist attractions or

texts by giving and asking for short and simple information related to people, objects and places according to the context of their use. (C4)	historical buildings (C4)  3.4.2 Students can find information in the descriptive text of tourist attractions or historical buildings (C4)
4.4 Compose oral and written descriptive texts, short and simple, related to people, objects and places, taking into account social functions, text structures, and linguistic elements, correctly and in context	4.4.1 Compose simple oral and written descriptive texts about tourist attractions and famous historical buildings, taking into account the purpose, structure of the text, and linguistic elements, correctly and in context.  4.4.2 Students can present descriptive texts of tourist attractions or historical buildings according to the context

### I. Learning Objectives

At the end of the lesson, students expected to be able to:

- m. Identify the structure of descriptive text
- n. Able to understand the meaning in the text
- o. Able to compose simple descriptive text about person

### J. Learning Media

- i. Aplikasi Quizlet
- j. Laptop/smartphone

### K. Step of Teaching

Stage	Time
<b>Pre-activity</b> <ul style="list-style-type: none"> <li>➤ The teacher greets students after entering class</li> </ul>	



<ul style="list-style-type: none"> <li>➤ The teacher asks students to pray before learning begins</li> <li>➤ The teacher checks the presence of students in class</li> <li>➤ The teacher gives a clue about the material that will be discuss</li> </ul>	5 Minutes
<p><b>Whilst-activity ( Teaching using Quizlet )</b></p> <ul style="list-style-type: none"> <li>➤ Introduction: Good morning all? How are you today? I hope we always in good condition. Before we start learning it would be better if we pray together. Before we get into learning, is anyone absent today? If not we can start learning. Today we will learn about descriptive text</li> <li>➤ Material:</li> <li>➤ The teacher give a question to the students</li> </ul> <p>“Who here has been to a tourist destination?”</p> <p>“Can you mention it?”</p> <p>“Where is the location of your tourist destination?”</p> <p>“What can we found there?”</p> <ul style="list-style-type: none"> <li>➤ The teacher give some vocabulary about describing places</li> <li>➤ The teacher give an example of</li> </ul>	45 Minutes

<p>descriptive text</p> <ul style="list-style-type: none"> <li>➤ The teacher give chance for students to ask question</li> <li>➤ The teacher give links Quizlet to students</li> <li>➤ The students study using Quizlet and do the quiz in there. Students will play the Quizlet.</li> <li>➤ The teacher and students discuss about quiz that they doing</li> <li>➤ The teacher gives feedback about the students score</li> <li>➤ The teacher provides opportunities for students to ask questions about things that are not yet understood</li> </ul>	
<p>Closing</p> <ul style="list-style-type: none"> <li>➤ The teacher gives an evaluation related to students activity</li> <li>➤ The teacher give an evaluation about material that has been discussed</li> <li>➤ The teacher gives students the opportunity to ask questions</li> <li>➤ Then, the teacher closes the learning with praying together</li> </ul>	<p>10 Minutes</p>

Example of Descriptive text about places

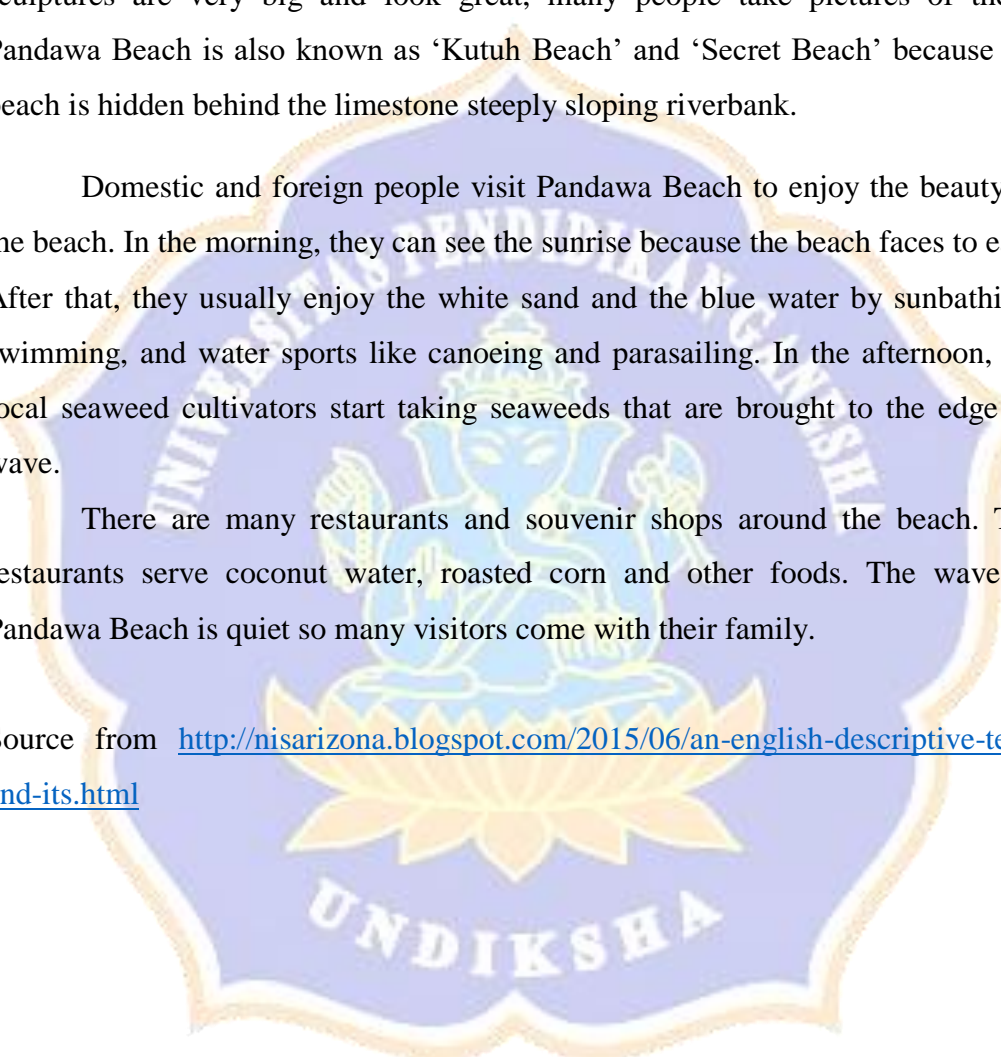
### **Pandawa Beach**

Pandawa Beach is located in Kutuh Village, Badung, South Bali. At the entrance of the beach, there are five sculptures of Mahabharata Mythology 'Panca Pandawa' (Yudhistira, Bima, Arjuna, Nakula and Sadewa) and one sculpture of 'Dewi Kunthi' which stand in a row that is why it is called Pandawa Beach. The sculptures are very big and look great, many people take pictures of them. Pandawa Beach is also known as 'Kutuh Beach' and 'Secret Beach' because the beach is hidden behind the limestone steeply sloping riverbank.

Domestic and foreign people visit Pandawa Beach to enjoy the beauty of the beach. In the morning, they can see the sunrise because the beach faces to east. After that, they usually enjoy the white sand and the blue water by sunbathing, swimming, and water sports like canoeing and parasailing. In the afternoon, the local seaweed cultivators start taking seaweeds that are brought to the edge by wave.

There are many restaurants and souvenir shops around the beach. The restaurants serve coconut water, roasted corn and other foods. The wave in Pandawa Beach is quiet so many visitors come with their family.

Source from <http://nisarizona.blogspot.com/2015/06/an-english-descriptive-text-and-its.html>



## LESSON PLAN

School : English Corner Community

Subject : English

Class/Semester : VII

Genre : Descriptive Text

Theme : Describing Places 2

Time Allotment : 2 x 30 Minutes

### **B. Core competence (KI)**

KI 1: Appreciate and live the teachings of their religion.

KI 1: Demonstrate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the social and its existence.

KI 3: Understand, apply, analyze, and evaluate factual, conceptual, basic operational, and metacognitive knowledge according to the field and scope of study/work in English at the technical, specific, detailed, and complex level, relating to science, technology, art, culture, and humanities in the context of developing self-potential as part of the family, school, world of work, national, regional and international citizens

KI 4: Demonstrate the skills of reasoning, processing, and presenting effectively, creatively, productively, critically, independently, collaboratively, communicatively, and solutely in the abstract realm related to the development of what they learn in school, and able to carry out specific tasks under direct supervision

### **Basic Competencies and Indicators**

Basic Competencies	Indicators
3.4 Analyzing social functions, text structures, and linguistic elements of several oral and written descriptive	3.4.1 Students can identify social functions, text structures, and linguistic elements about tourist attractions or



texts by giving and asking for short and simple information related to people, objects and places according to the context of their use. (C4)	historical buildings (C4)  3.4.2 Students can find information in the descriptive text of tourist attractions or historical buildings (C4)
4.4 Compose oral and written descriptive texts, short and simple, related to people, objects and places, taking into account social functions, text structures, and linguistic elements, correctly and in context	4.4.1 Compose simple oral and written descriptive texts about tourist attractions and famous historical buildings, taking into account the purpose, structure of the text, and linguistic elements, correctly and in context.  4.4.2 Students can present descriptive texts of tourist attractions or historical buildings according to the context

#### L. Learning Objectives

At the end of the lesson, students expected to be able to:

- p. Identify the structure of descriptive text
- q. Able to understand the meaning in the text
- r. Able to compose simple descriptive text about person

#### M. Learning Media

- k. Aplikasi Quizlet
- l. Laptop/smartphone

#### N. Step of Teaching

Stage	Time
<b>Pre-activity</b> <ul style="list-style-type: none"> <li>➤ The teacher greets students after entering class</li> </ul>	

<ul style="list-style-type: none"> <li>➤ The teacher asks students to pray before learning begins</li> <li>➤ The teacher checks the presence of students in class</li> <li>➤ The teacher gives a clue about the material that will be discuss</li> </ul>	5 Minutes
<p><b>Whilst-activity ( Teaching using Quizlet )</b></p> <ul style="list-style-type: none"> <li>➤ Introduction: Good morning all? How are you today? I hope we always in good condition. Before we start learning it would be better if we pray together. Before we get into learning, is anyone absent today? If not we can start learning. Today we will learn about descriptive text</li> <li>➤ Material:</li> <li>➤ Teacher asks students to choose Descriptive place 2 topic in the Quizlet</li> <li>➤ Teacher asks students to learn through Quizlet</li> <li>➤ Students learn and answer the Quiz</li> <li>➤ Teacher give question to the students</li> <li>➤ Students participate in the class to answer the questions</li> <li>➤ Teacher gives feedback to the students' response</li> <li>➤ Students were divided into several group</li> <li>➤ Each group have to make one example</li> </ul>	45 Minutes

of descriptive place and present it	
<p>Closing</p> <ul style="list-style-type: none"> <li>➤ The teacher gives an evaluation related to students activity</li> <li>➤ The teacher give an evaluation about material that has been discussed</li> <li>➤ The teacher gives students the opportunity to ask questions</li> <li>➤ Then, the teacher closes the learning with praying together</li> </ul>	10 Minutes

The example of Descriptive places:

### **Kuta Beach**

Kuta is an extremely wonderful shoreline. Kuta shoreline situated in Badung rule. It's near to the Ngurah Rai air terminal and speaks the truth 9 km from Denpasar. Kuta is a shoreline that is extremely well known both in Indonesia and global. In Kuta shoreline, there are an assortment of offices including settlement, eatery, bar, and in addition an exceptionally acclaimed surfing spots on the planet.

In Kuta shoreline, you will see a great deal of visitors with a mixed bag of exercises in which they live. The typical vacationer will set aside the time for sunbathing, kite flying, playing volleyball, strolling around, and playing shoreline soccer. This is a shoreline that is extremely swarmed consistently.

The movement in Kuta shoreline is happens amid the day, as well as in the night. Different sorts of bars and eateries give night hours to guests so they can appreciate a feast and amusement for the duration of the night. The night life at Kuta shoreline begins at 23:00.

When you visit Kuta shoreline, then you don't need to stress with the current arrangement of convenience. In the region of Kuta shoreline, there are numerous sorts of lodging and resorts that furnish you with a convenience spending plan running from the most reduced to the most noteworthy. Kuta Beach is a shoreline that is profoundly prescribed for you. Notwithstanding offering the characteristic excellence, the earth around it likewise gives a tasteful office.

Source from: <https://www.kuliahbahasainggris.com/contoh-descriptive-text-tentang-pantai-kuta-beserta-artinya/>