

**THE USE OF SKETCH AS A LEARNING AID TO IMPROVE  
STUDENT' WRITING SKILL IN DESCRIPTIVE TEXT**  
*( A Classroom Action Research at the Eight Grade Students  
of MTs Negeri 5 KAUR In Academic Years 2019)*

**THESIS**

Submitted as A Partial Requirements for the degree of S,Pd (*Sarjana  
Pendidikan*) in English Language Education



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2020**



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**at the Eight Grade Students of MTs Negeri 5 Kaur in Academic**

**Years 2019)**

Has already fulfilled the requirements to be presented before The Board of

Examiners (*munagasyah*) to gain Bachelor Degree in English Education. Thank

you for the attention.

*Wassalmu 'alaikum Wr.Wb*

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**RATIFICATION**

This is certify the *Sarjana* thesis entitled "*The Use of Sketch as a Learning aid to*

*Improve Student Writing Skill in Descriptive Text ( A Classroom Action*

*Research at the Eight Grade Students of MTs Negeri 5 Kaur in Academic Years*

*2019*" by **Amelia Baini Nengsy** has been approved by the Board of Thesis

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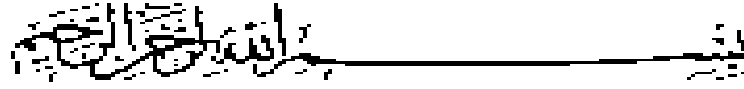
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**ALHAMDULILLAHIRABBILALAMIN**

يُسْرًا أَعْتَرَ مَعَ إِنَّ

Whoever is sincere, really sincerity is for his own good

(Q.s. Al- Ankabut: 6)

A very action has an equal and opposite reaction

To get what you want you must work hard and prayer.

God will take care of the rest. Believed, Allah has the best plan.

## **DEDICATION**

Bismillahirrohmanirrohiim

In the name of Allah SWT, the most gracious and merciful, all praise and gratitude to Allah SWT who has given strength, patience, easiness, and perseverance in finishing this thesis. Shalawat and salam to our prophet Muhammad SAW, his family and friends who guide us to be muslim. I proudly dedicated this thesis to:

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I hereby sincerely state that the thesis entitled "The Use of Sketch as a Learning Aid to Improve Student' Writing Skill in Descriptive Text ( *A Classroom Action Research at the Eight Grade Students of MTs Negeri 5 Kaur in Academic Years 2019*)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, Februari 2020

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It is hoped that this undergraduate-thesis will be useful for all readers. Then, the researcher also realizes that this thesis is still not perfect yet, therefore critics, correction, and advice from the readers are very expected to make it better. Finally, Allah My always bless us in peace life.

Bengkulu, 2020

Amelia Bains Nengsy  
The Researcher



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## ABSTRAK

Amelia Baini Nengsy, February 2020. *“The Use of Sketch as a Learning Aid to Improve Student’ Writing Skill in Descriptive text ( A Classroom Action Research at the Eight Grade Students of MTs Negeri 5 Kaur in Academic Years 2019)”*.

Thesis. English Study Program, Islamic Educational and Tadris Faculty.

Advisor: 1. Dr. H. Ali Akbarjono, M.Pd.      2. Detti Lismayanti, M.Hum.

Generally, writing is difficult for students in Indonesian. It also occurred at the eight grade students of MTs Negeri 5 Kaur. Therefore, the aim of this research was to improve students' writing skill by using sketch as a learning aid. This research is classroom action research, which consisted preliminary research, cycle I, and cycle II. The subject of this research consists of 27 students. The instruments of this research are observation checklist, field note, documentation, and writing test. And the result showed that students' preliminary research score was low with the students' mean score 55,75. The students were hesitant or lack to write the text and the students' motivation is still low. After conducting the action ( Cycle I and Cycle II), the result showed that students' writing ability was improved with mean score of preliminary 55,75 to mean score of cycle II 71,18. The students are more interested and motivated in English so they are more confident in English subject and the students can get other information that can be transferred to other subject. Thus, the researcher concluded that use of sketch as a learning aid with brain sketching technique was effective to improve students' writing skill in descriptive text.

**Keywords: Writing Skill, Sketch, Learning aid, Brain-Sketching.**



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Amelia Baini Nengsy, February 2020. *“The Use of Sketch as a Learning Aid to Improve Student’ Writing Skill in Descriptive text ( A Classroom Action Research at the Eight Grade Students of MTs Negeri 5 Kaur in Academic Years 2019)”*.

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Secara umum, menulis sulit untuk siswa di Indonesia. Itu juga terjadi pada siswa kelas delapan MTs Negeri 5 Kaur. Oleh karena itu, tujuan dari penelitian ini adalah untuk meningkatkan keterampilan menulis siswa dengan menggunakan sketsa sebagai alat bantu belajar. Penelitian ini adalah penelitian tindakan kelas, yang terdiri dari penelitian pendahuluan, siklus I, dan siklus II. Subjek penelitian ini terdiri dari 27 siswa. Instrumen penelitian ini adalah checklist observasi, catatan lapangan, dokumentasi, dan tes menulis. Dan hasil penelitian menunjukkan bahwa skor penelitian pendahuluan siswa rendah dengan nilai rata-rata siswa 55,75. Siswa ragu-ragu atau kurang menulis teks dan motivasi siswa masih rendah. Setelah melakukan tindakan (Siklus I dan Siklus II), hasilnya menunjukkan bahwa kemampuan menulis siswa meningkat dengan skor rata-rata awal 55,75 menjadi nilai rata-rata siklus II 71,18. Para siswa lebih tertarik dan termotivasi dalam bahasa Inggris sehingga mereka lebih percaya diri dalam mata pelajaran bahasa Inggris dan para siswa dapat memperoleh informasi lain yang dapat ditransfer ke mata pelajaran lain. Dengan demikian, peneliti menyimpulkan bahwa penggunaan sketsa sebagai alat bantu belajar dengan teknik sketsa otak efektif untuk meningkatkan keterampilan menulis siswa dalam teks deskriptif.

**Keywords: Writing Skill, Sketch, Learning aid, Brain-Sketching.**

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Language is primary a means of communicating thoughts from one person to another. Obviously, then, the major concern of the writer or speaker is to use language in such a way that it will communicate to other people the exact meaning which he wishes to convey.<sup>1</sup>Everyday people communicate with other, and in order to communicate properly they use language. By using language, they can express their ideas, feelings, thoughts, and minds. It means that they use the language as a mean of communication. The use of language itself has played an important role in human life.

The ability to write effectively is becoming increasingly important in our global community. And instruction in writing is thus assuming an increasing role in both second and foreign language education. As advances in transportation and technology allow people from nations and cultures throughout the world to interact with each other, communication across languages become over more essential. As a result, the ability to speak and write a second language is becoming widely recognized as an important skill for educational, business and personal reasons.

However, learning English language is not an easy thing for indonesian people. In fact, there are still many people who cannot speak and

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<sup>1</sup> Claude W. Faulker, *Writing Good Sentences, A functional Approach to Sentence Structure, Grammar and Punctuation*, (New York: Charles Scribner's Son, 1950) Revised Ed. p. 1.

write English well even though it has been taught in any in any school and education either formal or informal levels. English is taught in all stages of formal education. In junior high school, it is one of compulsory subjects.

In learning English, the students have to deal with four basic language skills which are listening, speaking, reading and writing. Writing is considered as the most difficult one. Richard and Renandya (2002:303) state that writing is the most difficult skill for second or foreign language learners to master. It occurs because writing is the most complicated skill compared to the other skills. It needs skills on how to write words correctly, how to put and arrange those words into sentences which are supposed to be meaningful according to grammatical rules.

Actually, there are kinds of text that should be mastered by students in the first grade of junior high school based on the Curriculum 2013. It is mentioned in the standard of Competence and core Competencies that the students are expected to have a good ability in writing certain text types. One of them is descriptive texts. A descriptive text is essentially needed for those students who want to describe about something physically; a person, place and things. It obviously involves five senses of human. So, an effort to find a good way to drill students' senses in order to produce English writing is really needed to make them feel easy and enjoy in writing descriptive texts. Why descriptive text? Because using the sketch as a learning aid the students can be identify many vocabulary. And then with vocabulary the student can be make a sentences and described the sketch to be a descriptive text.

Therefore, writing is not an easy to do especially for the students in junior high schools. Based on the preliminary observations, March 8, 2019. The researcher found some problems in the teaching and learning process of writing descriptive texts in Eight Grade students of MTsN 5 KAUR. The first is dealing with the students' ability in writing descriptive texts. Many students find it hard in generating and developing their ideas.<sup>2</sup> They also have difficulties in organizing the text and making correct sentences in line with grammatical orders. Besides, the students also lack vocabulary to write descriptive texts. It is based on interview with one of the English teacher namely mam Elmita.<sup>3</sup>

The other problem is about the teaching technique. The teacher still used traditional method to teach student. The traditional method is like the teacher explained the material in front of class and asked the students to discuss the topic. It is a reason for students to feel bored and not interested to receive the material. The teacher never tries to use other ways of teaching which would make the students get attracted to the lesson. He also just explains the materials without paying attention to the students. As a result, the students prefer to do other activities such as chatting with other friends, drawing, playing and even sleeping in the class rather than focusing on the lesson. Although there are a few of them who still pay attention to the teacher, they often get distracted by the other students who always make noisy in the class.

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<sup>2</sup> Preliminary observations of teaching learning English study of eight grade students of MTsN 5 KAUR , March 8, 2019.

<sup>3</sup> Elmita, English teachers interviewed, March 8th, 2019.

Then, it is about time management. During the learning process, the teacher often uses much time to explain about the materials. In fact it is not effective enough for students because they cannot get and understand the whole materials. According to one of the students namely Ayu Santika it is too long and complicated to learn in a short time.<sup>4</sup> In addition, the teacher often gets distracted by noisy situation in the class. There are also some students who often ask permission to go out such as going to toilet. As a consequence, the teacher often could not finish the materials as planned.

The last thing is about students' motivation. During the process of learning in the class, the students' intention to write and to follow the lesson is still very low. They tend to be passive during the process of lesson because they are afraid of making mistakes. So, they prefer to keep silent during learning process and never ask about anything related to the materials they have not understood yet.

Based on the problems above , the researcher used sketches as a learning aid. Sketches are simple drawings or rough drafts that depict parts of the group without details. This sketch can not only attract the attention of students, it can also avoid verbalism and can clarify the delivery of messages. as a learning medium sketch has several advantages such as: Its concrete nature, can overcome space and time, can overcome eye observation, can explain problems, and cheap and easy.

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<sup>4</sup> Ayu Santika, The student interviewed, March 8th, 2019.



In this research the writer use Brain-sketching technique. Brain sketching technique is one of the interactive technique that is found by Van Gundy (2005: 6), at Lesley University. The Brain-Sketching technique can help the teacher to make an interactive and fun teaching process.

The researcher hopes by using sketch as a learning aid for teaching writing, students will be more motivated and more active in practicing their writing so that they can write correctly. The writer found a problem faced by the students of MTs Negeri 5 KAUR in the Eight Grade was the students motivation is still low to improve students writing skill.

Some teachers think that making sentence is very easy, but in fact that the students are still confused to arrange a sentence well. So, it is very reasonable to the writer to choose the title The Use of Sketch as a Learning Aid to Improve Students' Writing Skill in Descriptive Text (A Classroom Action Research at the Eight Grade Students' of MTs Negeri 5 KAUR in Academic Year 2019/2020)

## **B. Identification of the Problem**

Identification of problem in this research are: (a)The students do not have many vocabulary, (b)The students motivation is still low to improve English vocabulary, (c)The students participation is low when learned in the class, (d)The students do not many ideas to improve study descriptive text, (e)Learning is still centered on teachers, (f)The teaching methods is less interesting, (g)The role of parents is still low to improve students learning english study, (h)The result of students learning is do not complited criteria

for school assessment standards, (i)The assessment standards is high in the school, (j)The means to learn is not adequate.

### **C. Limitation of the Problem**

Based on the observation during the process of English teaching and learning and the interviews with the teacher and some students, it is considered that there are many problems influencing the students' difficulties in writing descriptive texts. However, it is impossible for the researcher to investigate and to solve all the problems. There are many kind of genre in English. For exactly there are 12 items. One of them is descriptive text and also there are four skills in English such reading and listening (receptive skill) and speaking and writing (Productive skill). And the writing skill will be focused in this research and descriptive text will be studied. The sketch will be used by the writer improve students writing skill in descriptive text.

### **D. Research Question**

The problem of this research is formulated as follow: How does the use of sketch as a learning aid improve students' writing skill of descriptive text for Eight Grade students of MTsN 5 KAUR?

### **E. Objective of the Research**

The objective of this research is to improve the students' ability in writing descriptive texts for eight grade students of MTsN 5 KAUR in the academic year of 2019/2020 by Sketch.

## **F. Significances of the Research**

It is expected thjat the result of the research can give contribution theoretically and practically.

### **1. Theoretical significance**

Theoretically, this study is expected to enrich the knowledge on the techniques of teaching writing descriptive texts for the students by using sketch.

### **2. Practical significance**

Practically, it is expected that this research is useful for:

#### **a. The students**

It is expected that this research can help the student of MTsN 5 KUAR to learn and improve their ability in writing descriptive texts well.

#### **b. The English teachers**

It is expected that this research can provide an input for the teachers in providing an alternative technique to improve students' ability in writing descriptive texts through sketch.

#### **c. Other researchers**

This result may become one of the references to get information about the importance of sketch and to inspire for those who are interseted in conducting research studies using this technique. It also will enrich and enlarge the

knowledge of teaching English, especially in improving students' ability writing descriptive texts

## **G. Definition of Key Terms**

In order to clarify the key terms used in this research, some definition are put forward:

### **1. Using Sketch**

Use is to employ for some purposes; put into service, to avail oneself, to expend or consume in use, to treat or toward behave.<sup>5</sup>

Sketch is the simple drawing that is done quickly and without detail to study a particular topic or describe something. There are many activities that can be used to teach writing especially in teaching descriptive text using sketch for instance if we use sketch as a learning aid, we just show the sketch to students ( sketch about house, dinning room, bedroom, etc) and we ask the students to mention the things based on the sketch given as many as they can and then ask students to arrange them into simple paragraph descriptive text.

### **2. Learning Aid**

Learning aids are instructional materials and devices through which teaching and learning are done in schools. Examples of learning aid include visual aids, Audio aids, and Audio-visual aids.

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<sup>5</sup> Lade Adeyanju, "Definition of learning aid", <http://ultibase.rmit.edu.au/Article/nov03/adeyanju>

### 3. Writing Skill.

To write is put our ideas and thoughts into papers or other medias in order to show the reader what inside our brain are, writing is not only writing something in a paper, but how we can develop a kit in it, the word writing comes from a verb, which means it is an activity, a process. Writing is way to produce language, which you do naturally when you speak. Writing is not much different, except that we take more time to think about the subject, person, or people we will discuss.

### 4. Descriptive text.

Descriptive text is a text which says what a person or a thing is like. Its a purpose is to describe and reveal a particular person, place, or thing.



## CHAPTER II

### LITERATURE REVIEW

#### A. Writing

When the word writing is mentioned, may be some people think that writing as the act of picking up a pencil and forming letters either by printing or writing them in cursive. And they could think of writing as an act completed by someone else, as in the writing of William Shakespeare.

Writing is one of the four language skill: reading, writing, listening and speaking. Writing and speaking are productive skill. That means they involve producing language rather than receiving it.<sup>6</sup> According to Sokolik writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. Olson said that the concept that writing is a process is very useful to young writers. In my experience, young learners like to know that writing is done in steps necessary to cook something such as chicken or eggs.<sup>7</sup>

Writing is a process of creating, organizing, writing and polishing. In the first step of the process, you create ideas. In the second step, you organize the ideas, in the third step, you write a rough draft, by editing it and making revisions.<sup>8</sup>

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<sup>6</sup> Marry Spratt, et.al., *The TKT Teaching Knowledge Test Course*, (UK: Cambridge University Press, 2005), p.26.

<sup>7</sup> Kathryn Z. Weed, *Practical English Language Teaching: Young Learners*, (New York: Mc Graw-Hill Companies, 2006), p.98.

<sup>8</sup> Alice Oshima and Ann Hogue, *Writing Academic English*, (New York: Pearson Education, 2006), 4th Ed, p. 265.

Writing itself is considered as a means of communication. Communication in writing tends to involve a thinking process. Writing, particularly academic writing is not easy. It takes study and practice to develop skill. For both native speaker and new learners of English, it is important to note that writing is a process, not a product.

There are four main stages in writing process: prewriting, planning, writing and draft and writing the final copy hand in.

1. Prewriting
  - a. Choosing and narrowing
  - b. Brainstorming
2. Planning
  - a. Brainstorming by listing
  - b. Grouping
  - c. Writing topic sentence
  - d. Simple outlining
3. Writing and Revising Draft
  - a. Writing the first rough draft
  - b. Revising content and organization
  - c. Proofreading the second draft for grammar and mechanic
  - d. Writing final copy

According to Meyers there are six steps how to write well:

- a. Explore Ideas

First, writing involves discovering ideas, before we start to write, let your mind explore freely, and record these thoughts by writing on whatever you can. Though, you should focus your exploration more systematically. As in speaking, you must have something to say, a reason for saying it and someone to say it to. Ask yourself these three questions:

1. Your Subject

What is my subject, the material I want to write about and what do I know about it? The subjects that are most interesting to you audience are usually those that you find most interesting.

2. Your Purpose

What is my purpose? Communicating always has a purpose: to inform, to persuade, to entertain or maybe to do all there.

3. Your Audience

Who is my audience? The answer to that question will determine what you say about your subject and what purpose you hope to achieve.

b. Prewriting

Second, writing process involves writing your thoughts on paper or on the computer. Do not worry about grammar, exact word choice, spelling, or pronunciation because you will probably change your mind and your wording later, there are three steps:

### 1. Brainstorming

One way to capture your thoughts is by brainstorming or listing thoughts as they come to you. You might also brainstorm a second or third time to generate more ideas.

### 2. Clustering

In clustering, you write your subject in the middle of the page and then circle it. You write related ideas around the circle as they occur to you.

### 3. Free writing

You simply write about the subject without worrying about sentence structure, spelling, logic and grammar. Free writing may be disorganized, but that is all right. It is just a way to put ideas into words that you can look at, expand on, change or limit. Getting words on the page will help you generate ideas, even if you know you will change them later.

### c. Organizing

After you have put your ideas into words, you can begin to organize them, the process involves:

#### 1. Selecting (including sub tracking and adding)

Think again about your purpose and audience. Return to your prewriting and do the following:

##### a. Underline or highlight the best in your brainstorming list.

Then write the list, putting related ideas together.

- b. Choose the part of the clustering diagram that has the best idea. Do a second clustering diagram that explores those ideas in greater detail.
- c. Circle or highlight the best parts of your free writing. Do a second or even a third free writing on them.

## 2. Outlining

After selecting, sub tracking and adding the writer can make an informal outline. After that you can begin the first draft after have done some.

### d. Write a First Draft

You have done some pre writing, selected your best ideas, expanded on them and arranged them in some reasonable order. At this point do not worry about being “perfect”. New ideas will come to you later and you may discover a better arrangement of ideas.

### e. Revise the Draft

Revising is among the most important steps of writing especially for people who write in a second language. It is the part of writing process that may take the most time. There are some tips for revising:

1. Make note in margin or write new material on separate sheets of paper.
2. Circle words you think you misspelled or will want them to go.
3. Tape or staple additions where you want them to go.



4. On the computer, use cut and paste or insert commands to move thing around.
  5. Print out a double spaced copy for revisions: slow down and revise in pencil.
- f. Produce the Final Copy

After you have finished revising your paragraph, you can begin the final copy. There are some ways to produce the final copy:

1. Editing

After have revised your work, you can edit it, check it carefully. Focus on grammar, word choice, verb forms, punctuation and spelling.

2. Proofreading

Proofreading means carefully examining the final copy again. Notice that the final draft is more entertaining than the original. All of its content develops the main point. Its sentences are clear and it has plenty of details.

## **B. Descriptive Text**

According to the school based curriculum, there are five text types (genre), which are taught in the eighth grade of junior high school. Each text has its own social function. Descriptive writing is writing to describe a person, thing, and certain place. The purpose of the descriptive text is to describe what things are as they are or what things do as they do.

In other words, descriptive text is to describe something naturally. The object that described is shape, size, substance and characteristic.<sup>9</sup>

a. The Generic Structure of Descriptive Text is:

1. Identification : thing, person or something that will be described.
2. Description : describing the features of that thing, for instance: the original, size, color etc.

b. Language Features of Descriptive Text are:

1. Certain nouns, for example: *teacher, house, my cat etc.*
2. Simple present tense
3. Detailed noun phrase to give information about subject, for example: It was a large open rowboat, a sweet young lady etc.
4. Some adjectives (describing, numbering, classifying), for example: two strong legs, sharp white fang etc.
5. Relating verb to give information about subject, for example: My mum is really cool, it has very thick fur etc.
6. Thinking verb and feeling verb to express the writer's perception about the subject, for example: Police believed the suspect armed, I think it is a clever animal etc.
7. Action verb, for example: Our new puppy bites our shoes etc.
8. Adverbial to give additional information about subject, for example: fast, at the tree house etc.

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<sup>9</sup> Tri Wiratno, *Kiat Menulis Karya Ilmiah dalam Bahasa Inggris* (Yogyakarta: Pustaka Pelajar, 2003), p. 3.

9. Figurative language style, for example; simile, metaphor (John is white as a chalk) etc.

The example of descriptive text is as follow:

### **My Pet**

**Identification** I have a pet. its a dog, and I call it brownie.

**Description** Brownie is a chinese breed. It is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, brownie plays with my cat. They get along well, and never fight maybe because brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

### **C. Teaching Writing**

Teaching is that which goes on between teachers and learners in classroom, but it is also an activity which can take place in a variety of setting and with markedly different group of learners. Teaching involves the application of technical and professional skills and knowledge to particular situation. It must necessarily involve teachers making judgments in the light of these skill and knowledge. Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English.

The important given to writing differs from teaching situation. In some cases it shares equal billing with the other skill; in other curricula it is only used, if all in its writing-for-learning role where students write predominantly to augment their learning of the grammar and vocabulary of the language.<sup>10</sup>

Partly because of the nature of the writing process and also because of the need for accuracy in writing, the mental processes that a student goes through when writing differs significantly from the way the approach discussion or other kinds of spoken communication. This is just as true for single-sentence writing as it with single paragraph. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use and because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds. However, this quite separates from issues of writing process and genre. Since here students are not writing to become better writers, they are writing to help them learn better.

### **1. Implications for Learning and Teaching**

A consideration of the writing process, and how speaking and writing are related to each other-especially in world of changing communication Learning Aid-is not only of academic interest. It also has implications for the

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<sup>10</sup> Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Ltd, 2004), p. 31.

way we teach writing. Many traditional approaches, for example, failed to incorporate the kind of insight into writing process that we have been discussing. In some teaching, for example students write a composition in the classroom which the teacher corrects and hand back the next day covered in red link. The students put the corrected pieces of work in their folders and rarely look at them again. For many years the teaching of writing focused on the written product raather than on the writing process. In other words, the students' attention was dirrected to the rather than how of the text construction. Product approaches expected the student to only analyze texts in term of what language they used and how they constructed.

## **2. Strategy for Writing Teaching Process**

There are a number of strategies we need to consider for concentrate on the process of writing, they are:

### **a. The way we get students to plan**

Before getting students to write we can encourage them to think about they are going to write-by planning the content and sequence of what they will put down on paper (or type into the computer). There are various ways of doing this. Including, at one end of the scale, brainstorming ( where the students in pairs or groups come up with as many ideas as they can through discussion) to more guided tasks where the taxher or the course book includes a number of activities which leads students to plan for forthcoming

task. When students are planning we can encourage them to think not just about the content of what they want to say but also about what the purpose of their writing is, and who audience is they are writing for.

**b. The way we encourage students to draft, reflect and revise**

Students who are unused to process-writing lessons will need to be encouraged to reflect on what they have written, learning how to treat first drafts as a first attempt and not as finished product. We may want to train them in using and responding to correction symbols, we may offer them revision checklist to use when looking through what they have written with a view to make revision

One way of encouraging drafting, reflection and revision is to have students involved in collaborative writing. A pair or group of students working together on a piece of writing can respond to each other's ideas (both in terms of language and content), making suggestions for changes, and contributing to the success of the finished product.

**c. The way we respond to our students' writing**

In order for a process-writing approach to work well, some teachers may need to rethink the way in which they react to their students' work, in place of making correction to a finished version, they will need, at times, to respond to a work-in-progress. This may involve talking with individual students about a first,

second, third, and fourth draft, will other members of the group are working on their own. Alternatively, teachers can read through a draft and then make written suggestions about how the text could be reordered. This is especially appropriate, for example, when the class is working in computer at a time from central console.

Another possibility is for the teacher to write out their own version of how a section of text might look better. Such reformulation will be beneficial to the student who compares their version with their teachers. It is not just teachers who can respond to the students writing. It is useful to have students look at work done by their colleagues and respond in their own way. Such peer response may provide a welcome alternative to the teacher's feedback as well as offering a fresh perspective on the writing.

## **D. Paragraph**

### **1. Definition of Paragraph**

Most English writing is organized into paragraphs. A paragraph is a group of sentences that develops one main idea. It usually begins with a sentence that states the main idea. This sentence is called the topic sentence. The other sentences in the paragraph explain the main idea. They add details and give support. These sentences are called supporting

sentences. Sometimes paragraphs also have a concluding sentence. It is the last sentence of the paragraph.<sup>11</sup>

A paragraph is a group of related sentences that discuss one (and usually only one) main idea. A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; however the paragraph should be long enough to develop the main idea clearly.

According to Meyers, paragraph is group of sentences that discuss a smaller idea. All paragraphs are alike and in this ways:

- a. A paragraph is a unit. That means each sentence is related (usually about half-inch or about five spaces on a type writer or computer).
- b. A paragraph looks like a unit that means each sentences related to and develops the central idea.
- c. A paragraph hold together, that means each idea leads clearly and logically into the text.

Based statements above the writer concluded that a paragraph is a group of related sentences that consists of a single topic and the topic is then developed by the supporting sentences.

## **2. Three Parts of Paragraph**

All paragraphs have a topic sentence and supporting sentences, and some paragraphs have a concluding sentence.

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<sup>11</sup> Karen Blancard and Christine Root, *Ready to Write* (New York, Pearson Education, 2003) 3rd Ed. P. 8



### **a. The Topic Sentence**

Topic sentence states the main idea of paragraph. It not only names the topic of the paragraph, but it also limits the topic to one specific area that can be discussed completely in the space of a single paragraph. The part of the topic sentence that announces the specific area to be discussed is called the controlling idea.

### **b. The Supporting Sentences**

Supporting sentences develop the topic sentence. That is, they explain or prove the topic sentence by giving more information about it.

### **c. The Concluding Sentence**

Concluding sentence signals the end of the paragraph and leaves the reader with important points to remember. It can do this in two ways:

1. By summarizing the main point of the paragraph
2. By repeating the topic sentence in different word.

In writing process, we do not only involve a topic sentence and supporting sentence, but we also have to consider the characteristics of a good paragraph i.e. unity and coherence.

#### **a. Unity**

means that you discuss only one main idea in a paragraph. The main idea is stated in the topic sentence,

and then in each and every supporting sentence develops that idea. If, for example, you announce in your topic sentence that you are going to discuss two important characteristics of gold, discuss only those, do not discuss anything else such as the price of gold, the history of gold, or gold mining.

**b. Coherence**

means that your paragraph is easy to read and understand because 1) Your supporting sentences are in some kind of logical order, and 2) Your ideas are connected by the use of appropriate transition signals. For example, in the paragraph about the gold, there are two supporting ideas; gold is beautiful and gold is useful. Each of these supporting ideas is discussed, one after the other, and an example is given for each one. This is one kind of logical order. Furthermore, the relationship between the ideas is clearly shown by using appropriate transition words and phrases such as “first of all,” “the second important characteristic,” “for example” and “in conclusion.” In summary, a well-written paragraph contains five elements: a topic sentence, a supporting sentence, a concluding sentence, unity and coherence.

## **E. Learning Aids**

### **1. Definition of Learning Aids**

Learning aids are instructional materials and devices through which teaching and learning are done in schools. Examples of learning aids include visual aids, audio-visual aids, real objects and many others. The visual aids are designed materials that may be locally made or commercially produced. They come in form of wall-charts illustrated pictures, pictorial materials and other two dimensional objects. There are also audiovisual aids. These are teaching machines like radio, television, and all sorts of projectors with sound attributes.

Learning can be reinforced with learning aids of different variety because they stimulate, motivate as well as arrest learner's attention for a while during the instructional process.

According to Daves as quoted by Syafi'i stated that there are some suggested in teaching learning process as follows:

#### **a. Real Thing and Toys.**

Real things and toys are different sort, size and colors are useful to draw students' interest. Real thing can be presented to students by means of field trip or bringing the object to the class.

#### **b. Chalkboard and Blackboard.**

It is certain to be the most useful Learning Aids used in the class. It has the advantages of providing points of attention for the class and it can be used for many purposes.

c. Wall charts and Pictures

There are big papers with some pictures and words, useful presenting vocabulary to the class. To hang the wall charts or wall pictures, simply fix them on the board with rope or hang them on the nail over the blackboard. The pictures should be simple and big enough to be seen clearly by every student in the class.

Here picture or sketch as aids is needed in order to gain students' imagination about the material. It is hoped that by giving Learning Aids, students can explore what inside their mind and they become more creative and interesting in the lesson.

**2. Function of Learning Aids.**

It can be said that learning aids in education is important. Using learning aids in order to make their student more understand and interesting in their study help teachers transfer their ideas, minds even advises. According to Kemp as quoted by Apprilia the function of Learning Aids is as follow:<sup>12</sup>

a. The instruction can be more interesting.

Learning Aids, i.e. sketch or pictures can attract the students, interest. If they are interested, they will give much attention to what is taught or discussed. They will be curious to know about the lesson.

b. Learning becomes more interactive

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<sup>12</sup> K. Apprilia, *Teaching Vocabulary Using Pictures as Teaching Aid*. A final Project: English Department of UNNES. Unpublished, p. 18.

Many activities can be created through applying pictures in the teaching learning process. A teacher can bring pictures in the classroom and ask the students to do a role. This activity is relatively more interesting than the activity of listening to or writing the teacher explanation.

- c. The length of time required can be reduced.

Most Learning Aids require a short time to transmit their messages, so does pictures. During the brief period, much information can be communicated to students.

- d. The quality of learning can be improved.

If there is a good preparation of using aids, it will be possible for the teacher to create a good language learning process in which the students' participation is dominant; as a result, the students' knowledge and skill can be improved. The positive attitudes of students toward what they are learning and to the learning process itself can be improved. One of the ways in improving their attitudes is by giving pictures in teaching learning process. The students of junior high school are interested in learning aid such as pictures.

## **F. Sketch**

A Sketch is a simple, rough drawing or design, done rapidly and without much detail.<sup>13</sup> Based on Wikipedia the Sketch or picture is a rapidly executed freehand drawing that is not intended as a finished work.

In other words, Sketch is a rough drawing representing the chief features of an object or scene and often made as a preliminary study or a tentative draft (as for a literary work) also a brief description (as of a person) or outline.<sup>14</sup>

## **G. Writing Skill Teaching With Sketch**

The use of sketch in teaching writing is meant to students in catching and expressing their ideas easily.

The aim of writing is to give the students the opportunity to express their own ideas using the language pattern they have learned. He also adds that the students need this opportunity in order to begin to use English in a way that enables them to express their ideas, interest, feeling and need clearly, correctly, and confidently. This is their goal in studying English and it is the teacher's role to help them reach it. One of the ways to teach writing is by using sketch. Picture of all kinds can be used in a multiplicity of ways, as the following:

### **a. Drills**

With lower level student a traditional use for picture-especially flash card-is in cue-respond drills. We hold one up (the cue) before nominating a

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<sup>13</sup> John Wiley & Sons "Definition of Sketch." [Http://www.yourdictionary.com/sketch](http://www.yourdictionary.com/sketch).

<sup>14</sup> Meriam, Webster, Definition of sketch" [Http://Www.Merriam-Webster.Com/Dictionary/Sketch](http://Www.Merriam-Webster.Com/Dictionary/Sketch).

student and getting a response, then we hold up another one, and nominate a different student and so on. Flashcard is particularly useful for drilling grammar items, for cueing different sentences, or practicing vocabulary.

Sometimes teachers use larger wall pictures, where pointing to a detail of a picture will elicit a response such as *There's some milk in the fridge* or *John swimming in the pool*, etc.

Sometimes teachers put students in pairs or group and give them some cue cards so that when a student picks up the top cue card in a pile he or she has to say a sentence that the card suggests. Thus the students pick up a picture of a piece of cheese and has to make the question; *How much cheese have you got?*; the next students pick up the picture of eggs and has to ask *How many eggs have you got?* And so on.

#### **b. Communication (Games)**

Pictures are extremely useful for a variety of communication activities, especially where they have a game like a feel, such as describe and draw activities where one student describes a picture and paired classmate has to draw the same picture without looking at the original. We can also divide a class into four groups (A, B, C, D) and give each group different picture that shows a separate stage in a story. Once the members of group have studied their picture, we take it away. New groups are formed with four members each-one of group A, one of group B, one of group C and one of group D. by sharing the information they saw in their pictures, they have to work out what story the pictures together are telling.

Teachers sometimes use pictures for creative writing, they might tell student to invent a story using at least three of images in front of them (one cue card for example). They can tell them to have a conversation about a specific topic, and various stages during the conversation, they have to pick a card and bring whatever that card shows into the conversation.

**c. Understanding**

One of the most appropriate uses for picture is for presenting and checking of meaning. An easy way of explaining the meaning of the word aero plane, for example, is to have a picture of one. In the same way it is easy to check students' understanding of a piece of writing or listening by asking them to select the picture (out of, say, four) which best corresponds to the reading text or the listening passage.

**d. Ornamentation**

Pictures of various kinds are often used to make work more appealing. In many modern course books, for example, a reading text will be adorned by a photograph which is not strictly necessary, in the same way as in newspaper and magazine articles. The rationale for this is clearly that pictures enhance the text, giving readers (or students) a view of the outside world.

Some teachers and materials designers object to this use of pictures because they consider it gratuitous, but it should be remembered that if the pictures are interesting they will appeal to at least some members of the class strongly. They have the power (at least for the more visually oriented) to engage students.



#### **e. Prediction**

Pictures are useful for getting students to predict what is coming next in a lesson. Thus student might look at a picture and try to guess what it shows (are the mpeople in it, brother and sister, husband or wife, and what are they arguing about-or are they arguing? etc). They then listen to a tape or read a text to see if it matches what they expected on the basis of the picture. This use of picture is very powerful and has the advantage of engaging students in the task to follow.

#### **f. Discussion**

Pictures can stimulate questions such as: what is it showing? How does it make you feel? What was the artist's/photographer's purpose in designing it in that way? Would you like to have this picture in your house? Why? Why not? How much would you pay for the picture? Is the picture a work of art?

Picture can also be used for creative language use, whether they are in a book or on cue cards, flashcards, or wall pictures. We might ask students to write a description of a picture; we might ask them to invent the conversation taking place between two people in a picture, or in particular role-play activity, ask them to answer questions as if they were the characters in a famous painting.

### **H. Using Sketch in the Classroom**

Based on the fact that English is not our mother tongue. It is still hard for some students to understand English lesson. In language teaching learning process, especially in teaching learning process of the foreign language, the

use of sketch is important. The students are more interested in learning process and it makes them concentrate in the process. They also understand and retain the meaning of a word better when they have been shown or have touched some object associated.

Sketch is one kind of Learning Aids that can help teacher avoids teaching learning boredom. By using sketch, they will not always explain the lesson continuously. In other hand, teacher must not only depend on learning aid which will they use in classroom.

## **I. Brain-Sketching Technique**

### **1. Definition of Brain-Sketching Technique**

Brain-Sketching Technique is one of the interactive technique that is found by Van Gundy, at Lesley University. The Brain-Sketching Technique can help the teacher to make an interactive and fun teaching process. Which it can stimulate the student's creativity and their imagination (Van Gundy, 2005: 6). Furthermore, Brain-Sketching is an idea generation technique based on sketching. This version of brainstorming is based on doodling or drawing, which are elements that stimulate divergent thinking. During the Brain-Sketching process, participants draw their ideas individually. Then they switch their idea and at the same time obtain a new one. Finally, they generate another idea building on a previous idea from another person and so on. Because of its methodology, Brain-Sketching is a useful tool to build on another idea or

get connection from other concepts that are previously generated (Van Gundy, 2005: 8).

All things being equal, Brain-Sketching groups generate more ideas than Brainstorming group. One reason is that when we interact verbally, we are often not as productive as we might otherwise be. We criticize ideas when we should not. We feel inhibited, we worry about other people will think of our ideas, and we become sidetracked with various issues and hidden agendas. More important, research suggests that the superiority of Brain-Sketching Group, may have four or five people generating ideas simultaneously (Van Gundy, 2005: 36).

During the idea generation process, sketches can stimulate the creativity thinking, specifically during the individual generation process, by providing new direction to generate another idea with the collaboration of each participant. Sketches can provide an integrated group process when they are working on developing their ideas from a previous one. In addition, the reflective conversation that might come up in last part of the Brain-Sketching might make substantial connections within group member and enhance the group process (Warr and O'Neill, 2005: 123). The technique trains the student's brain to visualize any Concept as a model and connect it to key words. It requires action in two ways: first to start with any concept, event, process, or structure and simplify it to essentials in a sketch, and second to engage hands and

motor-learning brain areas in repeated sketching and writing(Warr and O'Neil, 2005: 124).

This technique is suitable in cooperative learning or collaborative learning essentially involves students learning from each other in groups. But it is the way that students and teachers work together that is important. As we have just seen, with learning strategy training, the teacher helps students learn how to learn more effectively. In cooperative learning, teachers teach students collaborative or social skills, so that they can work together more effectively. Indeed, cooperation is not only a way of learning, but also a theme to be communicated about and studied (Russell, 2000: 164).

This technique the students Pass evolving sketches rather than growing written of ideas around the group. As usual with most Brain-Writing Techniques, only limited facilitation skill is needed. Leonardo da Vinci (2013: 13) explains the steps in learning Brain-Sketching Technique in the class, they are:

1. The teacher explains the material based on the material topic.
2. The teacher asks the students to make a group of 4-8 people.
3. The students sit around a table, or in a circle of chairs.
4. The problem statement is agreed, and the students in the group discuss until understand.
5. Each student draw one sketch.

6. The students take the sketches pass on the person on their right than develop the idea in their friends' sketches.
7. Finally, the teacher asks the students to describe their sketch into descriptive text.
8. The teacher collects the student's paper.
9. The teacher gives correctness.
10. The teacher makes conclusion.

## **2. Functions of Sketching in Writing**

Zurita, et al in Purnamasari (2012: 6) argue that there are three functions of sketching in writing, they are:

1. Sketches make it easier to explain a technical point.
2. Sketch is seen as essential to creativity in design place, object and people.
3. Sketches provide a means to store design ideas, so that they can be revisited at a later point in time.

## **3. Externalization with Sketching**

Externalization is considered as a designrelated activity, where creative people try to explore and to find a solution for a problem. There may be various techniques for externalizing thoughts, however only considers paper-based sketching, as sketching is seen as design.

## **J. Related Previous Studies**

The related research is from Suryati (2201403571) English Department, The Faculty of Languages and Arts of UNNES, 2008. The title

is The Use of Picture as a media to Teach Descriptive Text Writing, The Case of the Seventh Year Students of SMPN I Wonosobo in Academic Year of 2007/2008. Her study is to find out the class using pictures as a media in writing descriptive text achievement and without using picture at SMPN I Wonosobo in the academic year of 2007/2008. Her thesis explained about procedure result and effect of teaching descriptive text using pictures. She has given pre test and post test to her class treatment. Her methodology of research she used experimental study on research. She had chosen two classes, one class as control class and the other class as experimental class.

For the experimental class, she used picture for student while she taught Present Continuous Tense and the other class she did not use picture. She used reliability and validity test, for each class result of her experiment, the analysis data used quantitative analysis. And the result was significant, picture could be more effective in teaching descriptive text at SMPN I Wonosobo in academic year 2007/2008.

The research shown that teaching Descriptive Text using picture as a media is very helpful for the improvement of the students' ability in Descriptive Text. As a result, the students' progress after the treatment was good enough.

And the second one is from Tri Yogi Budi Wardani (2201403502) English Department, The Faculty of Languages and Arts of UNNES, 2008 The title is The Effectiveness of Pictures as Learning Aids in Improving Descriptive Writing Skill, The Case of the Eighth Grade of SMPN I

Wanadadi in the Academic Year of 2007/2008. His study is limited to the writing paragraph achievement and the benefit of teaching descriptive text using picture at SMPN I Wanadadi. His thesis explained about procedures, result and effect of teaching descriptive text using pictures and the advantages. He has given pre test before treatment and post test after it. He had chosen two classes to be result research, one class as control class and the other class as experimental class.

For the experimental class, he used picture for student while she taught vocabulary and the other class she did not use picture. And the result was significant.

The third is from Ratu Yulianti Natsir, the title is The Effectiveness of Brain Sketching Technique in writing descriptive text. *Efektivitas Brain Sketching Technique dalam Penulisan Teks Deskriptif* English Education Department, Faculty of Teacher Training and Education Muhammadiyah University of Makassar. Her study use Brain Sketching technique in writing descriptive text. Her research is quasi experimental research. He had chosen two classes to be result research, one class as control class and the other class as experimental class.

The first previous research is from Suryati. Her research is experimental research. For the experimental class, she used picture for students and the other class she did not use picture. The second previous research is from Tri Yogi Budiwardhani. She used picture for students and the other class she did not use picture. And the third previous studies is from Ratu Yulianti Natsir. She use sketch as a learning aid.

Some similarities and differences between those researches with this research. There are can be seen as follow:

**Table 2.1**  
**The similarities and differences of the previous study**

<b>No</b>	<b>Researcher</b>	<b>Approach</b>	<b>Method</b>	<b>Problem</b>	<b>Result</b>
1.	Suryati (2201403571) The title is The Use of Picture as a media to Teach Descriptive Text Writing, The Case of the Seventh Year Students of SMPN I Wonosobo in Academic Year of 2007/2008.	Quantitative	Quasi Expriment al Research	The teacher still used explanation method and did not create an interesting activity that encourages the students to writing descriptive texts.	As a result, the students' progress after the treatment was good enough.
2.	Tri Yogi Budi Wardani	Quantitative	Quasi Expriment	Most of the students lack	For the experimen



	(2201403502), 2008 The title is The Effectiveness of Pictures as Learning Aids in Improving Descriptive Writing Skill, The Case of the Eighth Grade of SMPN I Wanadadi in the Academic Year of 2007/2008.		al Research	motivation to write in English and even they did not interest at all to write in English.	tal class, he used picture for student while she taught vocabulary and the other class she did not use picture. And the result was significant .
3.	Ratu Yulianti Natsir, the title is THE EFFECTIVENESS OF BRAIN SKETCHING	Quantitative	Quasi Experimental Research	writing is an opportunity; it allows students to express something about	The result was significant .

	<p>TECHNIQUE IN WRITING DESCRIPTIVE TEXT</p> <p><i>Efektivitas Brain Sketching Technique dalam Penulisan Teks Deskripif English Education Department, Faculty of Teacher Training and Education Muhammadiyah University of Makassar</i></p>			<p>themselves, explore and explain ideas.</p>	
4.	<p>Amelia Baini Nengsy, The title is The use of sketch as a</p>	<p>Qualitative</p>	<p>Classroom Action Research</p>	<p>Dealing with the students' ability in writing</p>	

learning aid to improve student's writing skill in descriptive text ( A classroom action research at the grade eight grade students of MTs Negeri 5 Kaur in academic years 2019)				descriptive texts	
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## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The design of research used by the writer is classroom action research. Kemmis stated that action research is a reflective and collective research that is done by the researcher in social situation to improve their logic in social practice. Hasley as quoted by Cohen that action research is the intervention in real live also cecking toward the influence of that intervention.<sup>15</sup>

Class action research is an action research conducted by teachers in the classroom. Classroom action research is a research aimed to improve the quality of learning practice, that focus on the process of teaching and learning in the class. Besides that, classroom action research is one of strategies for solving problem which use real action and analyze every influence from the situation.

Classroom action is a method of finding out what the best way in the classroom. So that, we can improve students ability in learning process. This aim of classroom action research is to improve the teachers' teaching their own classroom or school. While there is no requirement that the findings be generalized to other situation, the results can add to knowledge base. Classroom Action Research consist of three words, there are :

##### **a. Research**

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<sup>15</sup>Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: Kencana Prenada Media Grup, 2010), p. 24-25..

Examine activities of an object, use the rules of particular methodology to obtain data or information to improve the quality of a thing that interest and important for the researcher.

**b. Action**

Some activities that are deliberately made with a specific purpose, which in this research formed a series of cycle activities.

**c. Class**

Class is group of students who are in the same time receive the lesson from a teacher. Constrains which written for understanding about the class is old interpretation, to immobilize a misconception and widely understood by the public with “room for teacher to teach”.

Class not just a room but a group of students who are studying.

**1. Characteristics of a classroom action research**

Kemmis and Mc. Taggart in Nunan’s book argue that there are three defining characteristics of action research, they are:

- a. It is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers,
- b. It is collaborative, and
- c. It is aimed at changing things.

**2. The aim of action research**

According to Harmer in book “*The Practice of English Language Teaching*” there are many possible reasons for conducting a classroom action research as follows: we want to know more about our learners and what they

find motivating and challenging. We want to learn more about ourselves as teachers how effective we are, how we look to our students, how we would look to ourselves if we were observing our own teaching. We want to gauge the interest generated by certain topics, or judge the effectiveness of certain activities types.<sup>16</sup> In other words, it can be said that by doing an action research, teachers develop their skills in giving the material to the students. They have challenge to solve the problem that have found in the class. They have inner motivation to do this research because they aware of their advantages, their class situation need a spiral treatments and a direct action. Therefore, this situation creates a good environment among teachers to do the best thing for the students.

Action research is regularly done to improve a learning process. With this research, the teacher will know his or her weakness in teaching their students. They will know the effective methods in teaching children.

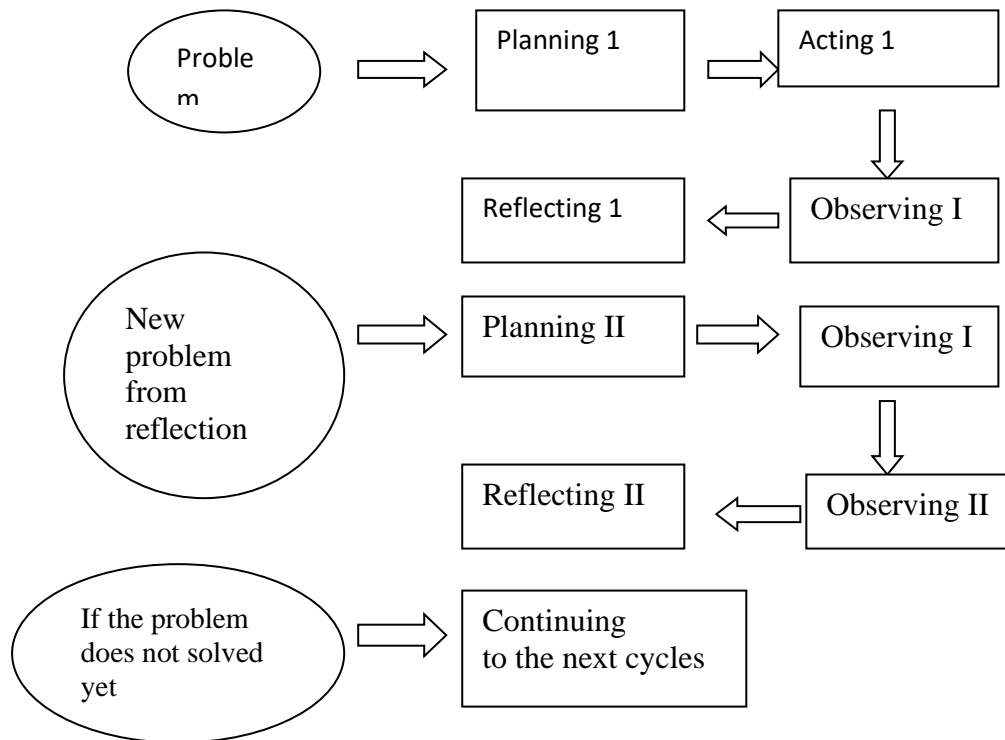
### **3. Model of Classroom Action Research**

There are four components in one cycle for conducting classroom action research. It consists of planning, action, observation, and reflection. The four phases of the classroom action cycle were conducted integrated like spiral. Each phase was concluded based on the previous one and the next. It means that the activities in the classroom action research were based on planning, action, and observation, then, the researcher could make a reflection to determine the next cycle. In this study, the researcher using sketch to

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<sup>16</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson Education Ltd, 2001), p.

improve student's writing skill especially in descriptive text. Classroom Action Research consists of the series of four activities that it is done in repeating cycle. They are planning, acting, observing, and reflecting as follow:<sup>17</sup>



Before the researcher conducts the cycle in action, she or he will do an initial observation at first, and then she or he does some procedures and steps as follow:

a. Initial observation

In initial observation, the researcher intended to find out:

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<sup>17</sup> Suharsimi Arikunto, *et. al., loc. cit.*

1. Data collected such as documentations includes the number of the students, students list and the last mark of the students that related to the thesis.
2. The researcher takes an interview the English teacher related to teaching learning process in English subject, and
3. Identify the problem.

Based on the interview with the English teacher, the researcher can identify the problem of teaching learning process at SMP H. Isriati. The problem is students' lack motivation in learning activity in which the problem may come from teaching and learning process which is not satisfied, lack of students' activity during teaching and learning process, and students' writing skill and students' understanding in descriptive text.

#### b. Planning in action

In this research, the researcher plans to conduct three cycles in classroom action research. There are four steps process in each cycle for doing classroom action research.

##### 1. Planning

Planning an action research by focusing on who, what, when, where, and how the action will be done.

##### 2. Action

The planning strategy will be applied in teaching and learning process.



### 3. Observation

Observation is the next step to monitoring and watches closely teaching and learning process and collects the data from result of action. The researcher prepares the observation paper to class condition when the action done, then the researcher and the collaborator (English teacher of the eighth class) discuss about the result of observation, what the problem faced when teaching and learning process and look for good solution to solve the problem. In this phase, the researcher observes and takes note during teaching and learning process.

### 4. Reflection

Reflection means to analyze the result based on the data that have collected to determine the next action in the next cycle. In this phase, the researcher could observe the activity that result any process, the progress happened, and also about the positives and negatives sides.

## **B. Subject of The Research**

The subject of this research is the eight grade students of MTs Negeri 5 Kaur. This participant of the class consists of 27 students.

## **C. Instrument**

Research instrument is a device used by researcher while collecting data to make her work becomes easier and to get better result, complete, and systematic in order to make the data easy to be processed.<sup>18</sup> An instrument could be in form of observation list, interview, test, etc. In this study, the researcher uses documentation, field note, observation and test.

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<sup>18</sup> Suharsimi Arikunto, *Prosedure Penelitian; Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2003), p. 136.

### 1. Documentation

The researcher used this method to obtain documents related with research. They are school file like the data of the teacher, student, lesson, curriculum, students' textbook etc.

### 2. field note

The researcher use the field note as an instrument to know the systematic record of the measurements. More detail about field note can see in appendix 1.

### 3. Observation Check List

The writer used observation check list as an instrument to know the activities of the students and the teacher in class. More detail about observation checklist is showed in appendix 2.

### 3. Test

In this research, the researcher uses an achievement test to measure the students' progress in writing skill of descriptive text. The reason to give assessment test to the students was to measure the students' progress in every cycle during the classroom action research.

## **D. Technique of Collecting Data**

The classroom action research needs the data to support the investigation. There are several ways to collect data like questionnaire, observation, field notes, interview, documentation, test etc. In this research, the researcher gathered the data to support above. The researcher chooses some of which are appropriate to her school environment, and can be done

there. Techniques and methods which are used by the researcher to collect the data are documentation, observation and test.

### 1. Documentation

It refers to archival data that can help the researcher to collect the data. The researcher uses this method to obtain document which is related with this research. This method is used to know geographical location, profile, documentation of teaching and learning process in English subject, the list of students' name, the score of the last test that related to the thesis and other documents at MTsN 5 KAUR.

### 2. Observation

Classroom observation is an observation that is focused on the understanding of how social event of the language classroom are enacted. Observation was used as a method to observe the teaching process and the students' activities and respond or something that will be happen. Observation is intended to see and to know about the condition of class and students. Process of teaching descriptive text using sketch to know students' obstacle during teaching and learning process, the problem, understanding the material that can be seen from their attitude, behavior and responds.

### 3. Test

A test is a device for sampling behavior or performance related to the skills, competencies, attitudes, or other characteristics

of people.<sup>19</sup> Test is used to measure the person's competence and to achieve the objective. The data was collected by giving writing test. Writing was conducted three times, there are assesment of preliminary, cycle I and assesment of cycle II. The writing skill are complex and difficult to teach, requiring mastery not only of gramatical and rethorical devices but also of conceptual and judgement elements. The form of the test is direct writing test and the teacher gave scores on mechanic, vocabulary, language use, organization, and content.

#### **E. Research Procedure**

This research uses a classroom action research. The method is to know how the teacher can organize her teaching and learning condition from their own experience. She can try an idea as reparation in their teaching and learning process and look the real effect of those efforts.

There are four components in one cycle for doing classroom action research. It consists of planning, acting, observing, and reflecting. This classroom action research is arranged into two cycles. They are cycle I and cycle II. The researcher will collaborate with the English teacher who teaches in eighth class. The activities that will be done in each cycle as follow:

##### **1. Preliminary Research**

The teacher did not use the learning aid (sketch) in teaching and learning process and the teacher still used the conventional method. The

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<sup>19</sup> Bruce W. Tuckman, *Measuring Educational Outcomes Fundamental of Testing*, (USA: Rutgers University Press, 1975), p. 207

teacher only gave the material about the writing and explanation about the descriptive text and then gave simple explanation about the descriptive text and the theme is school because it was being in their around and it is familiar with the students which they can see the school directly and imagine what things in the school then they can express in the written text.

## **2. Cycle I**

The teacher used the big sketch of kitchen and attached it in front of class or in the whiteboard.

### **a. Planning**

1. Prepare big sketch that appropriate with the material.
2. Arranged a lesson plan based on the teaching material.
3. Chose the theme
4. Prepared the materials that needed.
5. Prepared checklists for observation.

### **b. Actin**

Researcher with the English teacher began the teaching and learning process based on lesson plan. The procedures in the teaching and learning process as follow:

#### **BKoF (Building Knowledge of Field)**

1. Teacher builds the student's motivation
2. Teacher asks about the material given
3. Teacher asks to remember about it.

#### **MoT (Modeling of Text)**

1. Teacher asks about kitchen.
2. Teacher asks student to imagine their kitchen.
3. Teacher gives some questions that related to the material  
(Overview the material)
  - a. What sketch is this?
  - b. What things are in the kitchen?
  - c. Do you have them in your house?
  - d. Who usually cleans it?
  - e. How often do you clean it?
  - f. Could you tell me what things are there in it?
  - g. Do you know who usually uses this room?
  - h. What do you usually do there?
4. Teacher gives the material.

**CoT (Join Construction of Text)**

1. Teacher asks students to prepare writing equipment.
2. Teacher gives each student a piece of paper.
3. Teacher asks students to see the sketch.
4. Teacher asks students to mention what things are in the sketch.
5. Teacher asks students make paragraph based on that sketch.

**ICoT (Independent Construction of Text)**

1. Teacher provides or gives feedback and review the material.
2. Teacher gives chances to students for asking some questions.
3. Teacher gives following up by giving home works.

### **c. Observation**

The researcher observed the activity by using observation format, evaluated the results, collected the data and monitored the teaching learning process. After having the treatment, the researcher took an assessment. The assessment was conducted to measure the students' improvement in writing descriptive text. The test was the same as the previous cycle but in different theme.

### **d. Reflecting**

The researcher analyzed and evaluated the actions that had been done. It consisted of quality, number and time from each action. The steps were as follow:

1. Researcher and teacher analyzed and discussed the result of the observation. It was continued then to make reflection which one should be maintained and which one should be repaired in the next cycle. For there was found that the first cycle has no significant improvement of students' writing skill.
2. Made a conclusion from cycle I.

## **3. Cycle II**

The second cycle was done based on the result of reflection from the first cycle. If the result from observation showed improvement in quality, it is needed more action in order to make better improvement of the quality. The theme was Bedroom.

### **a. Planning**

1. The researcher identified the teaching learning design, such as, arranging lesson plan which was according to the teaching learning process.
2. The researcher prepared the teaching learning process resources, such as, the materials, the sketch of bedroom, the observation sheets.
3. Prepared present list in order to know students' activeness in joining teaching learning process by using sketch of bedroom.
4. Prepared the materials that needed.
5. Prepared checklists for observation.
6. Prepare form of test.

**b. Acting**

In this meeting, the researcher tried to do the appropriate treatment to solve the problem that was faced by the students in the second test (assesment). The theme is bedroom because it is most familiar than other previous theme. The procedure of teaching and learning in this treatment was the same as the the previous meeting. It was done through stages; there were BKoF, MoT, JCoT, and ICoT. The main focus of the treatment to eliminate students' difficulties in the previous research.

The procedure for using sketch:



1. The teacher asked students to mention some vocabularies that are discussed at previous meeting and ask students about the writing skill of descriptive text.
2. The teacher showed the sketch.
3. The teacher asked the students to mention the things in the sketch.
4. The teacher had the students to imagine other things that still related to the sketch.
5. The teacher asked students to make sentence and then applied it into the descriptive paragraph.
6. Teacher analyzed the result of the test and gave scores.

**c. Observing**

After planning and acting, the third component that is used is observing. In observing, the writer observed the students' activity and the class situation. Then, the collaborator observed the teaching process that the researcher did.

**d. Reflecting**

Reflecting was done at the end of step after finishing the observation. In this step, the writer had the result of the observation and the writer concluded for the improvement in the researcher's study.

1. Evaluate the activity that has been done.
2. Analyze the activity, whether they still found the problem or not,

3. Discussed with the teacher and analyzed the data to repair next cycle.
4. Made a conclusion from cycle II.

#### **F. Technique of Data Analysis**

Technique Data Analysis comes from the interpretation of the data collection. To analysis the data, the researcher gets the data from documents, observation, and test. The data from document, observation and test are described as detail as the researcher gets. The data from documentation is as a basic way to do the research, the data from observation are grouped based on students' respond and behavior that can be taken as clue or indicator for students' understanding of the material and the data from test is as sign which the teaching and learning process is success or not.

In this research, the researcher uses mean formula to know the average of the students' score and to check students' improvement in teaching and learning process. The formula as follow:

$$M = \frac{\sum x}{N}$$

Explanation:

M : the average of students' score

$\sum x$  : total score

N : the number of the students

From the result of this formula the writer will find out the improvement of students' writing skill in Descriptive Text.

## **G. Achievement Criteria**

The improvement of the students' writing skill in descriptive text score can be seen in the achievement indicator in appendix 3.

## **CHAPTER IV**

### **RESEARCH RESULT AND DISCUSSION**

In this chapter, the researcher presents research findings and discussion. Research findings describe the activities conducted during the implementation of The use of sketch as a learning aid to improve students' writing skill. Meanwhile, discussion answers the problem statement of the research as stated in chapter one. The descriptions are got from the teacher's and collaborator's field note, the result of interview to the students, and the result of test. The goal of this research was to the use of sketch as a learning aid to improve students writing skill in descriptive text ( a classroom action research at the eight grade students of MTs Negeri 5 Kaur)

#### **A. Research Result**

The research finding is taking from what happened in teaching and learning process during the research. This research consisted of two cycles with a test after each cycle was done. The researcher conducted the test to know the condition of students' writing skill after implementing the action.

The implementation of the research was conducted collaboratively with the English teacher of MTs Negeri 5 Kaur, Mrs. Elmita. This research began when the researcher realized that the students had some problems in English especially in writing. It was based on the preliminary interview to them that most of them said that writing was difficult. From that problem, the researcher did preliminary observation. It was done on March 8th 2019 of students of class VIII C of MTs Negeri 5 Kaur. The choice of class was based

on their low achievement of writing among other classes. The preliminary observation was done in order to know the problems that they faced.

Based on then interview, the students faced some difficulties in structuring grammatical sentences, selecting appropriate language, organizing information, generating ideas, spelling and punctuation. It was supported by the interview with the teacher. She said that the students writing achievement still low. The teacher still used traditional method to teach student. The traditional method is like the teacher explained the material in front of class and asked the students to discuss the topic. It is a reason for students to feel bored and not interested to receive the material.

Before implementing the action in cycle 1 and then cycle 2, the researcher had conducted a pre-test to know the students prior knowledge. In this pre-test the researcher found that the students' writing skill is low. The score of the pretest in average class was only 55,75. The students got difficulties in using right grammar, lack of vocabularies, making good paragraph, content and punctuations.

Considering the causes of the problems, the researcher decided to the use of sketch as a learning aid to improve student writing skill in descriptive text ( a classroom action research at the grade students of MTs Negeri 5 Kaur in academic years 2019. The researcher believed that the use of sketch as a learning aid was useful way to help the students to improve their writing skill. In more details, the procedures of the research are presented as follows:

## **1. Preliminary Research**

### **a. Observation**

The researcher conducted the pre-observation in class VIII C of MTs Negeri 5 Kaur to know the condition of English teaching learning before the action research was done. In this step, the researcher found that the students had low motivation in English lesson especially in writing. Although the teacher often gave them writing exercises, students' interest in writing is still low. Mostly, students made a noise when the teacher was explaining in front of class. Then, the students looked bored when the teacher was delivering the material. It caused by the teacher just gave the students an assignment from students' exercise book (LKS).

### **b. Preliminary research test**

The researcher conducted the pre-test to make sure that the students writing skill in VIII C still low and need to be improved. The aims of pre-test are given to know the students competence in writing skill. The pre-test was conducted on Thursday, November 7th 2019. The researcher entered the class, for the beginning meeting, the researcher introduced to the students. The researcher explained about descriptive text. The researcher gave a Sketch and asked the students to do an assignment for the pre-test. The assignment was to describe house. The result of the pre-test was not far from the English teacher said. Most of students got difficulties in using right grammar, vocabularies, content and punctuations. Did not students could get the passing grade. More detail score can ( *seen* in appendix 4).

## 2. Cycle I

The researcher did several steps in conducting a classroom action research. In cycle 1, the researcher did three meetings which are conducted in November 11th, 14th and 18th 2019.

### a. Planning

After finding the problems by the preliminary research, and preliminary test, the researcher made a plan to teach writing class in cycle 1. The researcher planned to teach them using sketch as a learning to solve the students' problems. The researcher believes that content based instruction can improve the students' writing skill.

The researcher prepared the research instruments based on the syllabus and consulted the plans with the English teacher. Before implementing the action, the researcher planned everything related to the action in first cycle. They were as follows:

1. Prepare big sketch that appropriate with the material.
2. Arranged a lesson plan based on the teaching material.
3. Chose the theme.
4. Prepared the materials that needed.
5. Prepared checklists for observation.

### b. Implementing action

The action plan was implemented by the researcher. Meanwhile, the real teacher was a collaborator. She helped the researcher in observing during the teaching and learning process happened in the classroom.

1) The first meeting (Monday, November 11th 2019)

a) Opening

The first meeting in cycle 1 was conducted on Thursday, November 7th 2019 started from 07.00 to 08.20. For the beginning in first meeting, the researcher greeted the students and checked students' attendance list. The researcher did not introduce herself because it had done in the preliminary research. The researcher started the teaching with some pre-activities.

b) Main Activity

The researcher gave explanation about descriptive text such as gave the definition and purpose of descriptive text, explained the generic structure of descriptive text, also told about what tense that used in descriptive text, simple present tense. After explained the materials, the researcher asked the students if any questions or not, none students rose the hand so the activity could continue. After that, the researcher gave them sketch of the dining room and asked describe the sketch. They did exercise with their seatmate. They discussed with each other. Then, the researcher with the students discussed about the exercise. Every group had to present the result of their work.

c) Closing

Before closing the teaching learning process, the researcher reviewed about the characteristics of descriptive text again briefly and made conclusion. The researcher also asked the students about their difficulty, most



of them got difficulties in grammar, vocabularies, spelling and punctuation. Then, the researcher closed the teaching learning process with greeting.

2) The second meeting ( Thursday, November 14th 2019)

a) Opening

The researcher opened the class by greeted them and checked their attendance. The researcher asked their condition. Then, she reviewed the material of descriptive text. Some questions were given to the students to remind their knowledge of descriptive text, the students answered enthusiastically.

b) Main Activity

The researcher reviewed material in the previous meeting. The students were still memorized about the previous material. After reviewing, the researcher showed a sketch. The students have to mention the characteristic of the sketch. The researcher continued the lesson by providing students' worksheet. Then, asked the students to do the assignment as treatment in cycle 1. The worksheet asked the students to make a paragraph of descriptive text. During this session, the researcher walk around the class to helped the students that found difficulty. Theme in first cycle was describing about part of house and for this treatment the researcher provided a sketch about the dinner table , so it means that the students describe about the dinner table. The class was rather noisy but it could handle. After finishing the exercise, the researcher discussing their work and asked the students to

submit their worksheet in teacher's desk. Then, the activity continued to closing.

c) Closing

Before closing the teaching learning process, the researcher reviewed material and made conclusion. The researcher closed the teaching learning process with greeting.

3) The third meeting ( Monday, November 18th 2019)

In the third meeting cycle 1, the researcher used to conduct post-test cycle 1. It was aimed to know the improvement of students writing skill after they got the treatment. The themes for the test still same as the treatment, describing part of house with the title "Kitchen". The students had to construct a descriptive text in their worksheet.

a) Opening

The researcher opened the class by greeted them and checked their attendance. There were some responds from students; happy, sad, annoy, etc. then, reviewed the material of descriptive text.

b) Main Activity

The researcher prepared big sketch of kitchen and attached it in the whiteboard. The problems faced by the researcher in the previous meeting are the students still felt difficult to mention the things based on the theme and make it into good sentences. The other problems are the lack of content aspect, language use and mechanic also the students who sat in the backside the class like to talk with others, look bored, sleepy. To solve this problem,

the teacher gave them the learning aid like sketch and reviewed the material simply also showed them their lack in their previous test. Then the teacher gave them examples and gave more attention and sometime the teacher walked to behind the class.

The activity in the cycle I is the teacher began the class by giving some explanations that related to the material in order to bring them to enter to the theme would be given and showed them a big sketch about the kitchen. After that the teacher gave some questions about the kitchen e.g. What sketch is this?, Do you have them in your house?, Who usually cleans it?, How often do they clean it?, Could you tell me what things are there in it?, Do you know who usually uses this room?, What do they usually do there?, Are they always there?, What time do you use this room?, Do you like this room? Why? After that the researcher gave a piece of paper to them and the students did the test to make descriptive text writing based on the theme.

#### c) Closing

After all students finished work the post-test 1, they collected their own worksheet on teacher's desk. The researcher asked the students if there are difficult questions and informed to them that next meeting, they would get descriptive text again with different theme. The next activity was closing, the meeting ended with greeting.

#### d) Observing

Observing is an important aspect in classroom action research because it tells the researcher activity during a cycle. The purpose of the observation

was to know all students activities in the class and the condition of the class. The observation was done simultaneously when teaching learning process happened. The result of the observation was explained bellow:

1) First meeting

In the first meeting, the students were very enthusiastic. When the researcher entered the class, the students looked very happy because they found a new teacher. Almost students in the class paid attention about the explanation and followed the teaching and learning process well. The researcher explained about descriptive text. Then, the researcher asked the students to discuss and tried to make a simple descriptive text with their seatmate.

2) Second meeting

In the second meeting, the students of class VIII C participated actively in the researcher's class. The researcher reviewed the material and asked the students to try made a short descriptive text individually. Some of them got difficulties in vocabularies and could not translate some words. Then, the researcher helped them and allowed them to open their dictionary or discuss with their friends. During the discussion the students become noisy, but they were active.

3) Tird meeting

In the third meeting, the researcher gave post-test 1 to the students in order to know the students' writing improvement after they got the treatment. The researcher asked the students to make a descriptive text in this case the

describing about a popular person. During the students did the test, they looked very serious. Some of them seemed getting difficulties and getting ease. The main difficulty faced by the students is about vocabulary and how to organize the text. They did not know the meaning of some words and organized the text correctly. So, the researcher allowed them to open dictionaries and explained about the way how to organize the text briefly. However, they must do by themselves, they could not ask to their friends and they had to use their own dictionary.

e) Refleting

In this stage, the researcher analyzed the result in cycle one and made reflection to evaluate the teaching learning process which was helped by the collaborator. They were being noisy, did not have pretension to compete with other students, and they got difficulties in vocabularies using right grammar and punctuation, but the researcher found the students' progress in writing skill. Observation result showed that there were some improvements achieved by the students after doing the action. The result of students' writing comprehension in cycle 1 showed in the appendix 4.

There were some positive and negative results from cycle 1:

1) Positive Result

Besides the improvement in their product of writing, there were also some improvements in the students' attitude toward writing. In teaching learning process conducted in cycle 1, the students were some motivated in writing. They were motivated because they can get the other information and

knowledge from text given. By the teaching learning process, there was also improvement of students' writing skill in generating the ideas. The students could write the longer story than before. Based on the observation and evaluation, the researcher was helped by the teaching found some effects by using sketch as a learning aid to improve students' writing skill. It could be seen from this students mean score table:

**Table: 4.3**

**Mean Comparison between Pre-Test and Post-Test 1 in cycle I**

No	Criteria	Pre-test	post-test cycle 1
1.	Total score	1742	1908
2.	Mean	64,51	70,66

## 2) Negative Result

Although their score improves, but, in this cycle, the researcher still found some lack of the students in writing a text. They had difficulties in vocabulary mastery. It was indicated by the fact that some of them did not know several words. They found the difficulty to write a paragraph of descriptive text. Then, the students also faced difficulty in mechanic. They sometime used inappropriate words and punctuation in their text. Sometimes, the students tended to make noise during the teaching learning process. Their score of test still low even there was improvement.

## 3. Cycle II

The researcher had reached good enough result in cycle 1. To make sure the improvement of students' writing skill through the use of sketch as a learning aid, the research continued to cycle 2. In cycle 2, the researcher did

two meeting which are conducted on Monday, November 18th 2019 and Thursday, November 21nd 2019.

a) Planning

Based on the result of cycle 1, the researcher realized that there were improvements of the students' writing skill, but still found some problems that faced by the students. To solve the weakness emerged in cycle 1, the researcher made a revised plan to teach writing in cycle 2 based on the observation and reflection from teaching learning process in cycle 1.

The researcher reviewed the material in the first cycle by explain about descriptive text: the purpose of descriptive text, the generic structure of descriptive text, and the language feature of descriptive text. It aimed to remain students to the material. Then, the students got some materials of present tense in this cycle because in the previous cycle they were still lack of language use. They got more exercises in construct a paragraph of descriptive text. Here the researcher should prepare the students' exercise and students' worksheet for posttest cycle 2.

b) Implementing Action

1) The firs meeting ( Thursday, November 21th 2019)

a) Opening

The researcher opened the teaching learning process by greeted the students and checked students' attendance list and no one student absent in the class that day. The researcher did some flashback about the descriptive text materials which have been discussed in the previous meeting. Then, the

researcher made a review about descriptive text by guiding the students to answer the questions. The students looked happy that day and responded enthusiastically.

#### b) Main Activity

After receiving the previous lesson, the researcher continued the lesson by providing students' worksheet. After that, asked the students to construct a descriptive text with some clues to guide them make a descriptive text. The students still allowed to use dictionaries to help them found the meaning, but they must use their own dictionary. While the students did the exercise, the researcher explained again the purpose of the descriptive text, the generic structure of descriptive text, and the language feature of descriptive text to the students, to make them deeply understood about the material. The researcher walked around the class to help the students that found difficulty and checked how far they were.

After finishing the exercise, the students had to collect their worksheet in the teacher desk in front of class. After all of students finished the exercise and submitted their worksheet, the researcher continued to close the activity. Theme in second cycle was different from first cycle. In this cycle, the theme was describing about part of house, and for this treatment, the researcher gave exercise to the students about Bedroom.

#### c) Closing

Ten minutes before end of this meeting, the summarized the material that day, asked the students got difficult or not. The researcher also reminded that



next week the students would have test (post-test cycle 2). The end of class closed by said *hamdalah* and goodbye.

2) Second meeting ( Monday, November 25th2019)

a) Opening

As usual, the researcher entered the class, greeted and checked the students' attendance. No one is absent for that day. The researcher continued by reviewed the materials and explained briefly.

b) Main Activity

The lesson continued by giving the students worksheet and answer sheet. The task asked the students to describe bedroom. For this post-test, they described about Bathroom. The researcher asked the students to do the test individually, they are not allowed to open dictionary. During the test, the researcher walked around the class to control them. The researcher told the students that they did not be allowed to cheat.

c) Closing

Ten minutes before end of this meeting, the students had to submit their answer sheet. The researcher said that there was the last meeting she joined their class. The researcher said sorry if there were so many mistakes that she did during teaching learning process. In the end of meeting, the researcher said thanks and goodbye.

### c. Observing

#### 1) The first meeting

The collaborator observed during the implementation of cycle 2. The observation result of this meeting seemed enjoy, the students did not make noisy, the students paid attention to the researcher and the activity run well. In this meeting, the researcher gave them example of sketch. Then, the researcher asked the students to observe the sketch. The researcher showed and gave them a text about the sketch. After that, the researcher asked the students to try made a descriptive text.

#### 2) The second meeting

In the second meeting, the researcher designed post-test 2 to know the improvement students' writing skill after the second cycle was applied. The collaborator thought that students did the test seriously because the researcher did not allow them to cheat and to use dictionary. The atmosphere in the class was serious and quiet at that time. The students were busy with their test independently. They did the test individually. The researcher expected that their results of post-test 2 would be better than post-test 1.

### d. Reflecting

In the cycle 2, the researcher found some improvements. The students were more motivated and interested in teaching learning process. The students were more enthusiastic in joining the class with the use of sketch as a learning aid.

The students got better understanding about goal, generic structure, and language feature in descriptive text. They got better understanding about the materials. Moreover, the mean score of post-test 2 results showed the improvement of their skill in writing. The mean score reached was 74,85. It is much better than the mean score of post-test 1. To show more details about improvement of the students' writing score can (*seen in the appendix 4.*)

The results of the test showed the improvement of the students' writing skill in descriptive text. It could be seen from the mean score between post-test 1 and post-test 2 where the mean score in post-test cycle 1 was 70.66 and mean score of post-test cycle 2 was 74,85. The result score of post-test 2 was higher than post-test 1. It almost can be said that their scores were improved. It happened because the students had already had good background knowledge related to the topic which the researcher gave in the post-test 2. Furthermore, the use of sketch as a learning aid helped the students in writing descriptive text.

The researcher also found the positive and negative results from cycle 2:

1) Positive results

- a) The students are more interested and motivated in English so they are more confident in English subject.
- b) The students can get wider knowledge.
- c) The students can get other information that can be transferred to other subjects. It could be seen from this students mean score table:

### Mean Comparison between Post-test I and Post-Test II in cycle II

No	Criteria	Post-test I	post-test II
1.	Total score	1922	2021
2.	Mean	71,18	74,85

#### 2) Negative results

From the data analysis, the researcher and the collaborator found a problem. It was about students' handwriting. There were few students still wrote without using right capital letter and punctuations. In the first sentence, they had to use the capital letter, but they forgot to use it. While in the other hand, they had not to use the capital letter, but they use it. It was caused of their fashionable handwriting. They did not pay attention to the right rule of writing. From the explanation above, the researcher concludes that the use of sketch can improve students' writing skill in descriptive text. By implementing the use of sketch as a learning aid, the students also have better understanding about generic structure and language feature in descriptive text especially the usage of simple present tense and how to organize the text.

### B. Discussion

In teaching writing to the junior high school especially in eight grade student VIII C class, the researcher used sketch as learning aid. The researcher used sketch as a learning aid to organize the students' idea and make students more active in writing activity also interested learning English.

Based on the result of cycle I, the students were not active in the learning process. There were improvement of writing skills of the students,

but the criteria of success could not be achieved yet. In this meeting the students still confused to organize idea, how to make descriptive text was low. Some of the students also didn't participate in writing class. The researcher helped the students to write descriptive text with come to students but just saw student's activity and students still felt afraid to explore their idea. In conclusion, the implementation of chain writing technique is needed to be revised.

From the result of score from the cycle 2 showed that the criteria of success could be achieved and the students were active in learning process. In this meeting, the researcher uses other strategy with gives reward to the groups which collected firstly. We can saw the improvement from Preliminary research and Post-test 2 cycle II with looked at the mean score. For Preliminary the mean score got 55,75 and in second cycle the mean score got 74,85

From the result of the implementation of the use of sketch as a learning aid there were improvements of student writing skill in descriptive text of the eight grade of Mts Negeri 5 kaur. The students were more active and feel free to show their idea in writing descriptive text. They more motivated to learn and they could improve their writing skills.

The benefits of writing that was implemented by the chain groups are providing increased opportunities for communication are great fellow students (Kerr, 1985).

Barness and Todd (1977) conclude that learning in groups is more effective than any other technique or way. Compared to other methods, competitions and individual, the technique works in group have more value.

It can be concluded that there was an improvement in writing skills of at the eight grade students of MTs Negeri 5 kaur.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The main objective of this study was to determine whether there is some improvements in student's ability in writing or not. Based on the data interpretation and discussion in the previous chapter, the researcher concluded that. Choosing a sketch as a learning aid for students of junior high school is alternative way to teach them English writing, especially in descriptive text. Sketch brings situation from real life into the classroom. Students take the vocabulary items based on imagination from the sketch. Sketch is an excellent learning aid in which to simulate the student to find more vocabulary items and arrange it in the simple paragraph of descriptive text. The writer uses sketch as learning aid because students could take the other words or vocabulary based on the theme that was given. Using a sketch is fun and motivates students to learn English writing easily because they can see and imagine in their real life, furthermore the sketch is in good design and good theme.

The student's achievement in writing skill improved. Their progress during the teaching and learning activity by using sketch in descriptive text was good. It was supported by the significance result of the preliminary (55,75), Post-test Cycle I (70,66) and the assessment of Post-test 2 the Cycle II (74,85). The students also enjoy studying writing in descriptive text. Using sketch in teaching and learning English was interesting for the students, it could be seen in the result of observation and the result of the test. However, there are some

problems in using sketch to improve students' writing skill, for example: a few of students are still shy to make a written text because they felt their writing was bad, so the English teachers, have to give a chance, for the students to write paragraph about descriptive text in English regularly and continuously.

## **B. Suggestion**

There is a lot of learning aids or Medias to be used in teaching learning progress, but, using sketch is only an alternative way of teaching writing, especially, writing descriptive text. Here are some suggestions for the readers and the English teachers:

1. Using sketch as a learning aid is a good way for the students in improving their ability in writing. Using sketch as a learning aid helps the teacher and gives much times to the students be active in writing.
2. Using sketch as a learning aid in teaching and learning process is very important especially in writing and would be successful if the theme based on the students' interest.
3. Finally, the writer expected that this thesis would bring new views for all the readers and the English teachers. Hopefully, there would be other advantages of using sketch in teaching and learning process not only in writing, but also in the other skills.



# **A P P E N D I C E S**

**Appendices I**  
**Observation Checklist in Preliminary Research**

No	Indikator	None (0 %)	A few (< 20%)	Half (20- 49%)	Many (50- 69%)	Majority (> 70 %)	Total score
		1	2	3	4	5	
1.	The students are enthusiastic in listening the material from the teacher.						
2.	The students are enthusiastic in responding the teacher questions.						
3.	The students are enthusiastic in mentioning the vocabulary items from the theme.						
4.	The students ask question to make sure their answer.						
5.	The students answer teacher's questions						
6.	The students answer peer's question correctly.						
7.	The students help other						

	peer to answer or complete the task.						
8.	The students are enthusiastic doing the test						
9.	The students are enthusiastic complete the task.						
<b>Total Score</b>							

## Appendices II

### Observation Checklist in Cycle I

No	Indikator	None (0 %)	A few (< 20%)	Half (20- 49%)	Many (50- 69%)	Majority (> 70 %)	Total score
		1	2	3	4	5	
1.	The students are enthusiastic in listening the material from the teacher.						
2.	The students are enthusiastic in responding the teacher questions.						
3.	The students are enthusiastic in mentioning the vocabulary items from the theme.						
4.	The students ask question to make sure their answer.						
5.	The students answer teacher's questions						
6.	The students answer peer's question correctly.						
7.	The students						

	help other peer to answer or complete the task.						
8.	The students are enthusiastic doing the test						
9.	The students are enthusiastic complete the task.						
<b>Total Score</b>							

**Appendices III**  
**Observation Checklist in Cycle II**

No	Indikator	None (0 %)	A few (< 20%)	Half (20- 49%)	Many (50- 69%)	Majority (> 70 %)	Total score
		1	2	3	4	5	
1.	The students are enthusiastic in listening the material from the teacher.						
2.	The students are enthusiastic in responding the teacher questions.						
3.	The students are enthusiastic in mentioning the vocabulary items from the theme.						
4.	The students ask question to make sure their answer.						
5.	The students answer teacher's questions						
6.	The students answer peer's question correctly.						
7.	The students help other						

	peer to answer or complete the task.						
8.	The students are enthusiastic doing the test						
9.	The students are enthusiastic complete the task.						
<b>Total Score</b>							

**Appendix IV**  
**FIELD NOTE**

Title : Pre-Observation

Researcher : Amelia Baini Nengsy

Place : VIII C classroom

Time : 07.00 – 08.20 am, Monday, November 4th 2019

The researcher went to MTs Negeri 5 Kaur to observe English teaching and learning process. The researcher would meet the headmaster of MTs Negeri 5 Kaur, but he did not there. So, the researcher meet Mrs. Musmerah as the the representative of the headmaster of the school. Mrs. Musmerah told me to sit and then asked me “*Ada yang bisa saya bantu, mbak?*”. The researcher introduced herself and explained her purpose. The researcher requested the admission to do research in MTs Negeri 5 Kaur. Mrs. Musmerah asked me what the research about and which the class. Then, the researcher answered that the researcher would be classroom action research and the class was eighth grade. Then, Mr. Musmerah said “*Oh, iya mbak kemarin saya sudah bilang sama Bapak Kepala, katanya boleh jadi mbak bisa langsung menemui Mrs. Elmita sebagai guru pengampu di kantor lokal barat, mbak.*” The researcher thanked to Mrs. Musmerah and looked for Mrs. Elmita. First, the researcher met Mrs. Elmita and greeted her. The researcher explained her purpose to Mrs. Elmita. Then, Mrs. Elmita allowed the researcher to conduct research in her class. She invited the researcher to join her class today. She permitted the researcher to observe the condition teaching and learning in VIII C class.



## FIELD NOTE

Title : Preliminary test

Researcher : Amelia Baini Nengsy

Place : VIII C classroom

Time : 08.20-09.45 am, Thursday, November 7th 2019

The researcher gave the students of VIII C a pre-test. This test was to know the students' writing ability in descriptive text. Before the pre-test started, the researcher opened the class by saying *Assalamualaikum wr.wb.* The researcher introduced herself as a new teacher to them. The researcher explained her purpose and her plans to the students that she will do a research in their class to fulfill her thesis. After that, the researcher explained to the students about the pre-test and the purpose of the pre-test. Then, the researcher gave them a paper and asked them to do their pre-test. The researcher gave them an instruction to make a descriptive text. When the bell was ringing, the researcher asked the students to submit their assignment. The researcher said thank you and closed the class by saying *Wassalamualaikum wr.wb.*

## FIELD NOTE

Title : The first meeting in cycle 1

Researcher : Amelia Baini Nengsy

Place : VIII C classroom

Time : 07.00 – 08.20 am, Monday, November 11th 2019

The researcher entered the class with the collaborator. The researcher opened the teaching and learning process by greeted the students “*Assalamualaikum*, how are you students?” the researcher asked. The students answered, “*Walaikumsalam*, I am fine. Thank you. How about you?” Then the researcher answered, “I am fine too, thank you.” After that, the researcher checked students’ attendance. After checked the students’ attendance, the researcher asked the students “Do you know about descriptive text?” The students answered “Yes, I do Miss.” All of them knew descriptive text. Then, the researcher asked about generic structure. Most of them answered that they knew the generic structure of descriptive. The researcher also asked them about language features of descriptive text, but they can not answered it. “Have you ever made a short descriptive text?” asked the researcher. The students could not answer. Then, the researcher repeated the question in Indonesia, “Sudah pernah buat teks deskriptif ?” “Sudah pernah tapi lupa, Miss” answered the students spontaneously. In fact, they were still confused about using right grammar to make a descriptive text. Before the researcher explained about the material, the researcher asked the students what sketch is?. The researcher gave them some questions while she pointed in to the part of the sketch. The researcher explained about descriptive text. After finished, the researcher gave them an assignment and they had to work with their seatmate. They had to discussed to construct the sketch which given to them. Some students had understood about the material, but there were some students still confused about the material. So, the researcher tried to explain and help them. When the bell was ringing, the researcher closed the teaching and learning process by saying *hamdalah*

## FIELD NOTE

Title : The second meeting in cycle 1

Researcher : Amelia Baini Nengsy

Place : VIII C classroom

Time : 08.20 – 09.40 a.m., Thursday, November 14th 2019

The second meeting was held on Thursday. It started at 08.20 to 09.40 a.m. The researcher entered to VIII C class. The researcher opened the class by greeting and checking attendance the students. In the second meeting, the researcher reviewed the previous material. Then, the researcher gave them a picture like previous meeting. The researcher asked the students to make a short descriptive text individually. The class was rather noisy, but the researcher could handle it. After finished the exercise, the researcher reviewed the material and asked the students to submit their work. The researcher closed the class by saying *hamdala* together.

## FIELD NOTE

Title : Post-test in cycle 1

Researcher : Amelia Baini Nengsy

Place : VIII C classroom

Time : 07.00 – 08.20 a.m., Monday, November 18th 2019

The researcher opened the class by saying *Assalamualaikum*. Then, she explained

what they would do today. The researcher gave the students a paper and a sketch. The theme for post-test 1 was a Kitchen. The researcher gave an instruction to the students to make a simple descriptive text individually. They could not use dictionary to help them. After finished the exercise, the time was up.

The researcher asked the students to submit their work and said thank you for their participation. She closed the class by saying *hamdalahtgether*.

## FIELD NOTE

Title : The first meeting in cycle 2

Researcher : Amelia Baini Nengsy

Place : VIII C classroom

Time : 08.20 – 09.40 a.m., Thursday , November 21nd 2019

The researcher entered to VIII C class. She opened the class by saying *Assalamualaikum*. Then, the researcher greeted the students and checked the student's attendance. The researcher reviewed about descriptive text and the ways to make a good descriptive text. the, the researcher taught them about present tense. Afterwards, the researcher reminded the students of VIII B about using right punctuation in a sentence. The researcher gave them an example and asked them to make a descriptive text. After finished, the researcher asked the students to submit their worksheet. The researcher also reminded the students to prepare for the next meeting. Then, the researcher closed the class by saying thank you and *Wassalamualikum*.

## **FIELD NOTE**

Title : Post-test 2 in cycle 2

Researcher : Amelia Baini Nengsy

Place : VIII C classroom

Time : 07.00 – 08.20 a.m., Mondayday, November 25th 2019

Today, the researcher would give the students post-test 2. Before that, the researcher reviewed a previous material. Then, she gave them a piece of paper and gave them a sketch. The researcher gave them instruction that they had to do the test individually. They could not open dictionary to help them. Ten minutes before the class ended, the researcher asked the students to submit their worksheet. Then, the researcher said that there was last meeting for the researcher to be their teacher. The researcher did apologize if she had many mistakes that have done while teaching and learning process. Then, the researcher said thank you to the students of VIII C. After that, the researcher closed the teaching and learning process.

**Appendix V**  
**Table 3.2**  
**Descriptive text Rubrik**

Aspek	Criteria		Score
Content	Excellent to very good	Knowledge. Substantive. Thorough development of thesis. Relevant to assigned topic	30-27
	Good to average	some knowledge of subject. Adequated range. Limited development of thesis. Mostly relevan to topic, but lacks detail	26 – 22
	Fair to poor	limited knowledge of subject. Little substance. Inadequate development of topic	21 – 17
	Very poor	does not show knowledge of subject. Non-substantive. Non pertinent. Or not enough to evaluate	16 – 13
Organization	Excellent to very good	fluent expression. Ideas clearly stated/supported. Succinct. Well-organized. Logical sequencing. Cohesive	20 – 18
	Good to average	somewhat choppy. Loosely organized but main ideas stand out. Limited support. Logical but incomplete sequencing	17 – 14
	Fair to poor	non-fluent. Ideas confused or disconnected. Lacks	13 – 10

		logical sequencing development	
	Very poor	oes not communicate. No organization.or not enough to evaluate	9 – 7
Vocabulary	Excellent to very good	Sophisticated range. Effective word/idiom choice and uage. Word form mastery. Appropriate register	20 – 18
	Good to average	adequate range. Occasional errors of word/idiom form, choice, usage but meaning not obscured	17 – 14
	Fair to poor	limited range. Frequent errors of word/idiom form, choice, usage. Meaning confused or obscured	13 – 10
	Very poor	essentially translation. Little knowledge of english vocabulary, idioms, word form. Or not enough to evaluate	9 – 7
Language use	Excellent to very good	Effective complex coonstructions. Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.	25 – 22
	Good to average	Effective but simple constructions. Minor problems in complex constructions. Several errors of agreement, tense,	21 – 19



		number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.	
	Fair to poor	major problems in simple/complex constructions. Requent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions. Meaning confused or obscured	17 – 11
	Very poor	virtually no mastery of sentence construction rules. Dominated by errors. Does not communicate. Or not enough to evaluate.	10-5
Mechanics	Excellent to very good	demonstrates mastery of conventions. Few errors of spelling. Punctuation. Capitalization. Paragraphing	5
	Good to average	occasional errors of spelling. Punctuation. Capitalization. Paragraphing. Meaning not obscured	4
	Fair to poor	frequent errors of spelling. Punctuation. Capitalization. Paragraphing. Poor	3

		handwriting. Meaning confused or obscured	
	Very poor	no mastery of conventions. Dominated by errors of spelling. Punctuation. Capitalization. Paragraphing. Handwriting illegible. Or not enough to evaluate.	2

Total scores = 100; minimal score = 34; maximal score = 100

The result of the test is then classified into categories of extremely good, good, fair, low, and extremely low.

The score classifications are:

- 0 – 44 = E / Extremely low
- 45 – 59 = D / Low
- 60 – 74 = C / Fair
- 75 – 89 = B / Good
- 90 – 100 = A / Extremely Good

**Appendix VI****Table 4.1****Score Test in Preliminary Research**

<b>No</b>	<b>Name of students</b>	<b>Score</b>	<b>KKM</b>
1.	A-1	52	70
2.	A-2	50	70
3.	A-3	49	70
4.	A-4	55	70
5.	A-5	59	70
6.	A-6	55	70
7.	A-7	49	70
8.	A-8	59	70
9.	A-9	62	70
10.	A-10	63	70
11.	A-11	54	70
12.	A-12	66	70
13.	A-13	Absent	70
14.	A-14	Absent	70
15.	A-15	61	70
16.	A-16	52	70
17.	A-17	49	70
18.	A-18	57	70
19.	A-19	56	70
20.	A-20	59	70
21.	A-21	50	70
22.	A-22	49	70
23.	A-23	61	70
24.	A-24	62	70
25.	A-25	50	70
26.	A-26	66	70
27.	A-27	48	70
Total Score		1393	
Mean		55,75	

**Appendix VII**  
**Table 4.2**  
**Score test in Cycle I**

No	Name of students	Score		KKM
		Pre-test	Post-test	
1.	A-1	61	70	70
2.	A-2	61	68	70
3.	A-3	64	75	70
4.	A-4	60	65	70
5.	A-5	66	73	70
6.	A-6	62	70	70
7.	A-7	64	70	70
8.	A-8	60	66	70
9.	A-9	64	70	70
10.	A-10	70	75	70
11.	A-11	71	74	70
12.	A-12	62	70	70
13.	A-13	68	74	70
14.	A-14	60	68	70
15.	A-15	63	72	70
16.	A-16	65	70	70
17.	A-17	60	67	70
18.	A-18	72	76	70
19.	A-19	61	67	70
20.	A-20	61	69	70
21.	A-21	63	70	70
22.	A-22	68	72	70
23.	A-23	69	75	70
24.	A-24	62	67	70
25.	A-25	65	70	70
26.	A-26	75	75	70
27.	A-27	65	70	70
	Total Score	1742	1908	
	Mean	64,51	70,66	

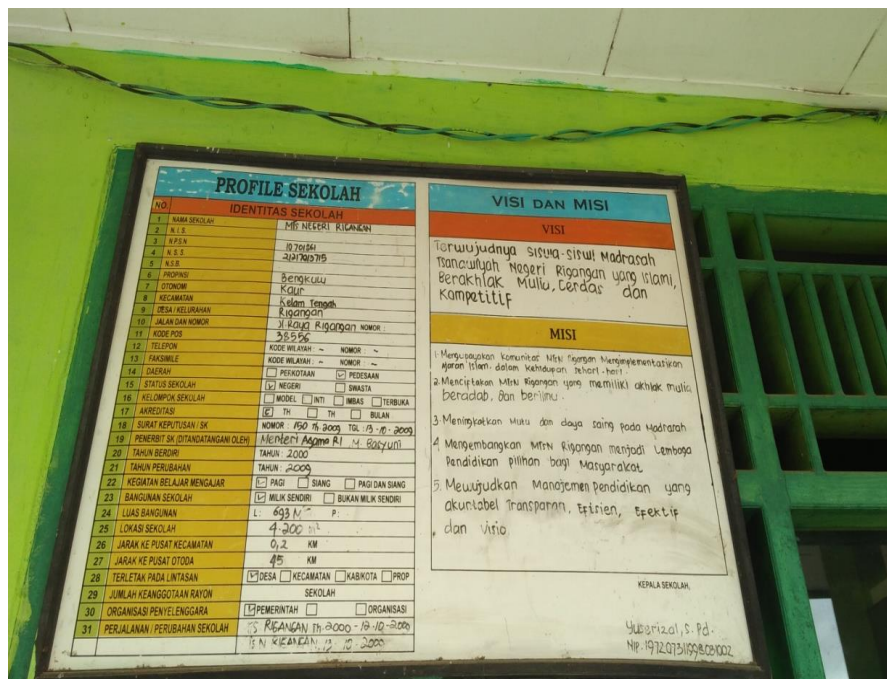
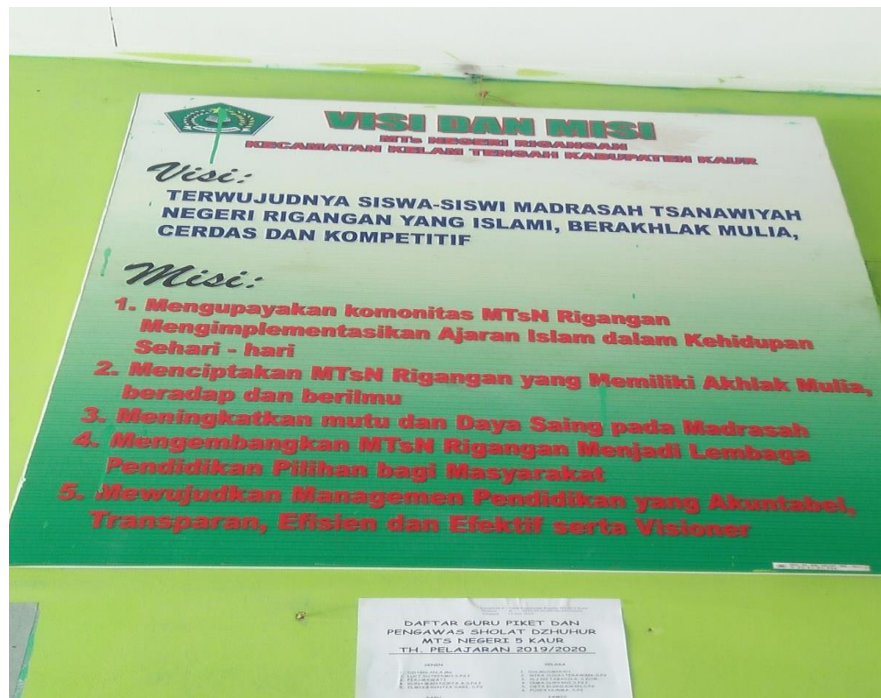
**Appendix VIII**  
**Table 4.4**  
**Score test in Cycle II**

No	Name of students	Score	
		Post test-1	Post test-2
1.	A-1	68	70
2.	A-2	69	71
3.	A-3	67	70
4.	A-4	69	70
5.	A-5	74	77
6.	A-6	74	78
7.	A-7	70	72
8.	A-8	67	70
9.	A-9	71	77
10.	A-10	75	79
11.	A-11	75	78
12.	A-12	70	75
13.	A-13	81	85
14.	A-14	81	85
15.	A-15	73	78
16.	A-16	73	77
17.	A-17	70	76
18.	A-18	69	70
19.	A-19	67	70
20.	A-20	67	72
21.	A-21	71	71
22.	A-22	68	75
23.	A-23	72	74
24.	A-24	70	77
25.	A-25	71	78
26.	A-26	72	76
27.	A-27	68	70
	Total Score	1922	2021
	Mean	71,18	74,85

**Appendices X**  
**Foto 1.1 Gambar keadaan sekolah**



Foto 1.2 Gambar Visi dan Misi sekolah dan Profil sekolah





**Gambar 1.3 Proses belajar mengajar Preliminary Research**





**Gambar 1.4 Proses belajar mengajar Cycle I**



**Foto 1.5 Gambar Proses belajar mengajar Cycle II**

