

**IMPROVING STUDENTS' WRITING ABILITY  
BY USING FLOWER WRITING STRATEGY**

**THESIS**

**Submitted as a Partial Requirements for the Degree of *Sarjana* in English  
Study Program of IAIN Bengkulu**



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**2020**



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*Assalamu'alaikum Wr. Wb*

After reading thoroughly and giving necessary advices, herewith, as the advisors,  
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you for the attention.

*Wassalmu'alaikum Wr.Wb*

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## MOTTOS

### *Bismillah*

Man Jadda Wa Jada.

Man Shabara Zhafira

Man Sara ‘Ala Darbi Washala

I’malu Fauqa Ma’amilu

Finished what you started

- Kita belum hidup dalam sinar bulan purnama, kita masih hidup dimasa pancaroba. Jadi tetaplah bersemangat elang rajawali. (Soekarno)
- Jangan melihat kemasa depan dengan mata buta! Masa lampau adalah berguna sekali untuk menjadi kaca belangala dari pada masa yang akan datang. (Soekarno)

*Sesuatu yang dapat membangkitkan diri adalah kebenaran. Kebenaran adalah sesuatu yang dapat mencapai hatimu, mencabik-cabik dan mengerogoti setiap jengkal urat nadimu. Obat penawar bagi jiwa-jiwa tersesat. Raih ia, genggam ia, jaga ia, dan sampaikan ia. Walau duri menusuki setiap celah tubuhmu.*

*(Maya Ainul Hayati)*

## **DEDICATION**

Bismillaahirrohmaanirrohiim.

In the name of Allah, the most gracious and merciful. All praises and gratitude be to Him who has given strength, patience, and perseverance to finish this thesis. Shalawat and salam are given to our prophet Muhammad SAW., his family, and sahaba.

This thesis was dedicated to:

- Allah SWT and His messenger Muhammad SAW.
- My beloved parents; my father (Ismet) and my mother (Witarnina) who had raised me so well, the one who always pray for me to be successful. Both of you mean the world to me.
- My beloved sisters, Aprilla Istiqamatul Badriah, Luthfia Salsabila Wasalwa, and Salma Zalika Azzura who are always in my side to encourage, support, and pray for me, no matter what. I do love you.
- My best friends, in English department of 2015.
- My best team ever English Students Community (ESCO's family). You taught me many things, taught me to be a true human in appreciated every little efforts of hard work. With all the limitations, you taught me to love myself, and others sincerely. You taught me how to survive a terrible squall. I affectionate you all. Thank you for accepting me to become a solid family team.
- My almamater.

### **Special thanks to:**

1. My supervisors, Mam Risnawati, M. Pd., and Feny Martina, M.Pd., thank you for everything that you had given to, and done to help me in finishing this thesis.

Thank you for your kindness, times, advices, suggestions, and everything. May Allah bless you and families.

2. My examiners; thank you for your time, critics, advice, suggestion, guidance, and kindness that made me finish this thesis. Best regard for you, and families.
3. All of lectures who had taught me neither English subject nor other subjects, thank you for the knowledge which you had transferred to me. May Allah always keep us in His greatest way.



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**PRONOUNCEMENT**

Name : Maya Ainul Hayati  
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I hereby sincerely state that the thesis titled "*Improving Students' Writing Ability by Using Flower Writing Strategy*" 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 academy sanction in the form of repealing my thesis and academic degree.

Bengkulu, February 2020

Stated by ,



**Maya Ainul Hayati**  
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## ABSTRACT

**Hayati, Maya Ainul. 2019. *Improving Students Writing Ability By Using Flower Writing Strategy*. Thesis. English Study Program, Islamic Education And Tadris Faculty, State Institute For Islamic Studies Bengkulu.**

**Advisors** : 1. Risnawati, M.Pd 2. Feny Martina, M.Pd

**Keywords** : *Student's Writing Ability, Flower Writing Strategy*

Based on phenomena taking place in school that most of the students in MTs Pancasila Bengkulu considered writing as the most difficult skill. The objective of this research was to describe whether or not the use of flower writing strategy was effective in improving the students' writing achievement in learning English as a foreign language. This research was classroom action research. The subject of this research were 20 students, consists of females. The instrument of this research were writing test, observation, field notes, interview, and documentation. This research was conducted in two cycles, namely cycle I, and cycle II. The results of the student's writing test showed that the number of subjects that passed ( $KKM \geq 70$ ) there was an improvement from 58,35 in pre-assessment, 63,94 in cycle I, and 78,15 in cycle II. Non test data showed that *Flower Writing Strategy* helped students in developed their ideas, helped teacher in controlling, guiding, and helped students to improved their interest, attention, and partisipation. Thus researcher concluded *Flower Writing Strategy* to improve students writing ability.



## ABSTRAK

**Hayati, Maya Ainul. 2019. *Improving Students Writing Ability By Using Flower Writing Strategy*. Thesis. English Study Program, Islamic Education And Tadris Faculty, State Institute For Islamic Studies Bengkulu.**

**Pembimbing** : 1. Risnawati, M.Pd 2. Feny Martina, M.Pd

**Kata Kunci** : *Kemampuan Menulis Siswa, Strategi Flower Writing*

Berdasarkan kejadian yang terjadi di sekolah, sebagian besar murid MTs Pancasila Bengkulu menganggap menulis sebagai skill yang sulit. Tujuan penelitian ini adalah untuk melihat apakah penggunaan flower writing strategy efektif dalam meningkatkan hasil belajar siswa dalam pelajaran bahasa Inggris menulis. Penelitian ini merupakan penelitian tindakan kelas. Subjek penelitian terdiri dari 20 siswa kelas VIII B. Instrumen yang digunakan dalam penelitian ini adalah tes menulis, observasi, catatan lapangan, wawancara, dan dokumentasi. Penelitian ini dilakukan dalam dua siklus, yaitu siklus I, dan Siklus II. Hasil dari penelitian tes siswa menunjukkan bahwa jumlah subjek yang lulus ( $KKM \geq 70$ ) ada peningkatan dari 58,35 sebelum menggunakan strategi, menjadi 63,94 di akhir siklus I, dan 78,15 di akhir siklus II. Data non tes menunjukkan bahwa strategi *Flower Writing* membantu siswa dalam mengembangkan ide, membantu guru dalam mengontrol, membimbing, dan membantu siswa dalam meningkatkan minat, perhatian, dan partisipasi. Dengan demikian dapat disimpulkan strategi *Flower Writing* dapat meningkatkan kemampuan menulis siswa.

## ACKNOWLEDGEMENT

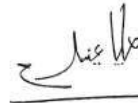
Alhamdulillah, all praises be to Allah, the single power the lord of the universe, master of the day of judgement, the all mighty, for all blessing and mercies, so the researcher was able to finish this thesis entitled “*IMPROVING STUDENTS’ WRITING ABILITY BY USING FLOWER WRITING STRATEGY*”. Peace and salutation be upon our prophet Muhammad SAW., the great leader and good inspiration of world revolution. This thesis is written to fulfill one of the requirements for “sarjana” degree in English Study Program at Tarbiyah and Tadris Faculty of IAIN Bengkulu.

The researcher would like to express her best thanks to all of those who had assisted, her during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Sirajuddin, M., M.Ag., MH, Rector of Institut Agama Islam Negeri Bengkulu.
2. Dr. Zubaedi, M.Ag, M.Pd., the Dean of Tarbiyah and Tadris Faculty of IAIN Bengkulu as the chief of tadrís department.
3. Dr. Kasmantoni, M.Si., as the head of Tadris department.
4. Feny Martina, M.Pd., as the head of English department, and also my second supervisor.
5. Risnawati, M.Pd., as my first supervisor.
6. All of lecturers, and administration staffs of IAIN Bengkulu.
7. The headmaster, English teacher, staffs, and students of MTs Pancasila Bengkulu for gave the permission to conducted the research.
8. All of my family members.
9. My religion, and my almamater.

The researcher reliazes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher particularly, and the readers generally.

Bengkulu, February 2020  
The Reseacher



**Maya Ainul Hayati**  
**NIM. 1516230017**

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Writing is one of the language skills that students must acquire. Akhadiah stated in Tri Winarsih research that writing is the activity of expressing ideas, thoughts, or opinions, feeling, into symbols of written language.<sup>1</sup> So capaciously, it consist of steps in writing, which are pre-writing, study of draft, revision, and also editing.

Fact mention that education in Indonesia is falling behind the other countries. It can be seen in survey of Programme for International Students Assasment (PISA 2003), which stated that the comparison of reading literation of Indonesia is on level 39 in the world from 41 countries. Where Finlandia become the first level with the average score of 546, whereas Indonesia at 371 of average score.<sup>2</sup>

The lowest of reading capability involves to writing ability.<sup>3</sup> Its indicate that Indonesian people low interest and ability to read and write. So it indicate that not all of the people capable in writing ability.

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<sup>1</sup>Tri Winarsih. *Jurnal pendidikan dwi utama forum komunikasi pengembangan profesi pendidikan kota surakarta*; Semboraja sebagai media dalam model TPS untuk meningkatkan keterampilan menulis huruf jawa bagi peserta didik kelas X3 SMA Negeri Gondangre semester tahun pelajaran 2015/2016. Surakata. Edisi 36 volume 9. (2017) p.126

<sup>2</sup>Bahrur Rosyidi Duraysi. *Optimalisasi personal blog sebagai solusi untuk meningkatkan kemampuan menulis bagi mahasiswa*. P 1.

<sup>3</sup>Bahrur Rosyidi Duraysi. *Optimalisasi personal blog sebagai solusi untuk meningkatkan kemampuan menulis bagi mahasiswa*. P 1.

Writing ability is rates as the most seldom ability compare to another skills of language. It stated from many parties, as mention by Nurgiyantoro, from the tree of language skills, the writing ability is harder to master event the native people of the language.<sup>4</sup> The lowness/the harder of writing ability caused by the common learning that used in every level of education. Such as lecturing method and assignment in note book. And also caused by another component of languanges, inside, and outside to become a content essay, that must unity until it become consistent and solid.

In Indonesia curriculum of 2013, writing skill is one of the four skills that students must master in English subject. They are taught to write a text in English since in junior high school. Although, writing is the last skill that students must master, it does not mean that writing is easy. Ur 1996 (in Nurhasanah, 2016) mention that, writing goal is to extend the idea and message.<sup>5</sup> There are some texts to gather the ideas; descriptive text, recount text, and narrative text. Because the purpose of writing is to gather the idea, it should be in a sentence, a paragraph, and a text.

Based on syllabus in curriculum 13, descriptive text is one of texts that should be mastered by students at grade VIII junior high school. This text is particularly is a text that has form or purpose to give information. The

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<sup>4</sup> Wahayuni. *Penerapan strategi 3M ( Meniru, Mengolah, mengmbangkan) untuk meningkatkan kemampuan pembelajaran menulis poster ( penelitian tindakan kelas terhadap siswa kelas VIII E di SMP Pasundan 4 Bandung tahun ajaran 2012/2013)*. Universitas Pendidikan Indonesia. 2013. P.1

<sup>5</sup>Nurhasanah. 2016. *Improving Students' Ability In Writing A Narrative Text By Using Round Table Strategy At Grade Viii C Of Smp Negeri 11 Kota Bengkulu*. English Education Study Program Language And Arts Department Education And Teachers Training Faculty Bengkulu University 2014. P1

context of this kind of text is the description of particular thing, animal, person, or another, for instance; our pets, things, or a person we know well.<sup>6</sup>

Descriptive text Describes the features of someone, something, or a certain place.<sup>7</sup> It differs from report which describe things, animals, people, or others in general. The social function of descriptive text is to describe particular person, place, or thing. Furthermore, the writer need to be able to write interesting information of particular things that can entertain the audience.

The result of interview with the English teacher of MTS Pancasila Bengkulu, said that there are many students still have difficulties in mastering English language, especially writing skill. So it needs continuously of practice. Also she stated that almost the students still confused to distinguish the kinds of text. (One of texts that researcher repaired or improved was descriptive text. Because the students have learned it.) Besides, the teacher still used the common strategy or lecturing method and assignment in every learning processes. So the ability of students was not implicate the ability of the students creativity. So, a lot of students did not interest in learning process, they were getting sleepy and have any conversation to another. The students also put off the time of write-assignment. Besides, they are in boarding school area, that do not press on general knowledge rather than dorm studies. Also in detail, the writer did the interview to some of the students from grade eight regarding the English lessons they had learned, to get the specific data of the problem. As the result they have difficulties in

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<sup>6</sup>M. Mursyid PW. *English Learning Handout for grade VIII*: learning descriptive text. SMPN 1 Karangdadap.

<sup>7</sup>M. Mursyid PW. *English Learning Handout for grade VIII*.

brainstorming their ideas to start writing, they have a few vocabularies but still do not understand the part of speech. Besides, they do not really know the differences of the texts that they learned. All this time the teacher only teach them in front of class and give them assignment to do. As long as the lesson go on, they only use the information that the teacher give and they got understand to complete the assignment.<sup>8</sup>

According to Tarigan writing is one of the language ability that used to communicate indirectly, without face to face with one another.<sup>9</sup> So, the writing ability basically can a self, but in the process, it needs practices, also the education program to make it become a creation that can be understand by the reader.

The difficulties that students experienced in learning to write is to start writing, to pour the students ideas into a written form, and needed of inovation of the learning strategy. The inovation of strategy, especially in writing is needed because the strategy in a learning is a form of learning component that can be deceive the reached of the learning aims. So, to determine the strategy in a learning process is important. Stated in Bunga Rampai that achieve the the goal of the learning it needs to compiled a strategy to optimally achieve the goal.<sup>10</sup>

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<sup>8</sup>Source data from English teacher on MTS Pancasila Bengkulu.

<sup>9</sup>Tri Winarsih. *Jurnal pendidikan dwi utama forum komunikasi pengembangan profesi pendidikan kota surakarta*; Semboraja sebagai media dalam model TPS untuk meningkatkan keterampilan menulis huruf jawa bagi peserta didik kelas X3 SMA Negeri Gondangre semester tahun pelajaran 2015/2016. Surakarta. Edisi 36 volume 9. (2017) p.126

<sup>10</sup>Tim dosen PAI. *Bunga Rampai Penelitian Dalam Pendidikan Agama Islam. Deepublish publisher. Kalimantan timur.* (2016) P. 176

Consequently, teacher needs strategy, media, and model of learning to rouse the thought of students with the proper atmosphere in class. It is a challenge for the teacher to overcome the problem, because the teacher is class facilitator that has the important role to create the achievement in learning process.

After conducting the first observations it was found that there were some deviated matters, first teacher overly tooks the role, therefore made students become passive students rather than active students. Accordingly, the researcher tries to give an alternative strategy with taking the advantages of the media surrounding students in the class.

Flower writing strategy is an alternative strategy to teach writing. This strategy proposed by the researcher because this strategy is the proper strategy to teach writing. According to Burton (2006) flower writing is strategy that need to write down the main idea that supported by the details information around it that have relationship to make a paragraph.<sup>11</sup> So it is meaningful that flower writing can assist students to prepare their idea and develop it in making a text. Reinforced by Jones (2011) this strategy is the simple strategy to teach writing that makes students can build with the following steps.<sup>12</sup> It is meaningful that flower writing is use a chart like a

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<sup>11</sup>Mellki Sara. *Jurnal of English education STKIP PGRI Sumatera Barat : A Comparative Study of Quick Write and Flower Writing Strategies on Students' Writing Achievement*. Sumatera Barat. (2014). P. 3

<sup>12</sup>Siska Nozalia. *Jurnal of English education STKIP PGRI Sumatera Barat*. Teaching Writing Descriptive Text by Combining Author's Chair with Flower Writing Strategy at Junior High School. Sumatera Barat. (2014). P.2

flower which has topic and supporting information around to assist students explore their idea into a paragraph.

Based on previous explanation, the researcher found some previous studies that relate to this idea. Firstly, Mellki Sara (2014) conducted research on comparative study of quick writing and flower writing strategy on students' writing achievements (A Study at IX Grade Students of SMP N 1 Sungai Rumbai Dharmasraya) .<sup>13</sup> The results of her study showed that the used of flower writing strategy could improve students' writing ability.

Secondly, research from Siska Nozalia (2014) about teaching writing by combining the author's chair and flower writing strategy in junior high school. The results of the study showed that the strategies made students easy to planning and developed their ideas to make good paragraph.

From the background of the research, and also on the basis of it thought. The researcher conducted the research under the title, "Improving students' Writing Ability by Using Flower Writing Strategy".

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

Based on the detailed explanation in the background above, the problems in this research was the students of the second grade at MTS Pancasila Bengkulu, still have problems in writing:

1. Students have limit vocabularies, grammatical errors, so that they have difficulty in writing, and composing words into appropriate sentences.

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<sup>13</sup>Siska Nozalia. Teaching Writing Descriptive Text by Combining Author's Chair with Flower Writing Strategy at Junior High School. P.13

2. The students got difficulties in brainstorming ideas in writing, and that causes them hard to write.
3. The teacher only taught them in front of class and gave them assignment (conventional method), that made students not learned maximally.

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

Among the wide problem above, the researcher limited the problem of this research on the use of Flower Writing Strategy in students' writing ability at second grade of MTS Pancasila Bengkulu.

#### **D. Research Question**

The problem in this study is formulated in the question: Can Flower Writing Strategy improve students' writing ability at second grade of MTS Pancasila Bengkulu?

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

The objective of the research was to investigate using flower writing strategy to improve students' writing ability at MTS Pancasila Bengkulu.

#### **F. Significance of the Research**

After research is carried and finished, hopefully this paper can be useful for many kinds of genres, fields, and institution theoretically and



practically, specifically by using Flower writing strategy. The writer expectation as follow:

1. Theoretically, this research is expected to add more knowledge about discourse study, references, and literature, especially about this teaching model, which is teaching writing by using Flower Writing Strategy. But, it can be avoided if someday this strategy can be studied in other field of language.
2. Practically, this research can be useful for teacher and as one of the additional strategy, which is Flower Writing Strategy that may be useful for the teacher in improving writing ability. Then, it can develop students' writing ability.

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

To avoid problem misunderstanding and misinterpretation of the research finding. The writer would like to explain and definite the key terms are used:

#### **1. Students Writing Ability**

Students writing ability is a score that she or he gets after following the test prepared by the researcher.

#### **2. Flower Writing strategy**

Flower writing strategy is a teaching strategy to teach writing. It explain how to understand more details about a text and how the students develop their idea.

## CHAPTER II

### LITERATURE REVIEW

#### A. The Concept of Writing

##### 1. Definition of Writing

Writing is a purposeful activity. Subagyo stated in Evi Ratnasari (2016) research that writing is one of the four language skills that students must master.<sup>14</sup> Pranoto stated that writing means pouring thoughts into writing or telling something to others through writing.<sup>15</sup> Writing is a tool for sharing information with others or stories that can be read repeatedly, and it takes time to become a readable piece of paper.

Writing requires learning and practice, not just skills acquired.<sup>16</sup> This shows that writing is included as an active-productive, indirect, and written language skill that requires study and practice time.

Raymond in Tita Nurul Fajriyani (2011) research stated that writing is more than just a communication medium.<sup>17</sup> This means writing not only tools but also indirect communication in the form of transferring thoughts or feelings by utilizing graphology, language structure, and

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<sup>14</sup>Evi Ratnasari. 2016. *Keefektifan Teknik Group Investigation Dalam Pembelajaran Menulis Teks Berita Siswa Kelas Viii Smp Negeri 2 Gamping*: Fakultas Bahasa Dan Seni Universitas Negeri Yogyakarta. P. 10

<sup>15</sup>Evi Ratnasari. 2016. *Keefektifan Teknik Group Investigation Dalam Pembelajaran Menulis Teks Berita Siswa Kelas Viii Smp Negeri 2 Gamping*. 11

<sup>16</sup>Rizal Fahhmi. 2016. *Students Writing Competence In Writing Daily Journal .Ar-Raniry State Islamic University. Banda-Aceh*. P. 10

<sup>17</sup>Tita Nurul Fajriyani. 2011. *Improving Students' Writing Ability Through Clustering Technique (A Classroom Action Research In The Second Year Of Smp Al-Hasra Bojongsari-Depok)* . Faculty Of Tarbiyah And Teachers' Training Syarif Hidayatullah State Islamic University Jakarta.

vocabulary using symbols so that they can be read as represented by existing symbols.

The written word usually must express the meaning of the writer in the absence of the writer, must “speak” all by themselves.<sup>18</sup> This means that writing is not just an activity to take notes or information in the media using letters, but also describe the language of expression that can be understood by someone so that other people can read symbols if they understand the language.

Writing is also a way to find out what people know and what people need to learn.<sup>19</sup> When people talk, they quickly forget what they said, so often they do not learn from what they forget. But the existence of writing makes them learn to improve their abilities.

From various opinions about the meaning of writing, it can be concluded that writing is an activity to express ideas, information, or thoughts into writing so that it can be understood by readers, it requires time, and structured.

Writing for students is a thought process and helps think more critically about events that occur around them. Through writing activities, students will focus more on their thinking skills and be more critical in seeing the phenomena that occur around them.

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<sup>18</sup>Nina Kayatul Virdyna. *Teaching Writing Skill by Using Braingwriting Strategy*. 2016. Okara Journal Of Languages And Literature, Vol.1, Tahun 1, Mei 2016. P.67

<sup>19</sup>Tita Nurul Fajriyani.. *Improving Students' Writing Ability Through Clustering Technique (A Classroom Action Research In The Second Year Of Smp Al-Hasra Bojongsari-Depok)* . P. 7

## 2. The Important of Writing

Writing is very important in learning English. With writing its help students to learn. Writing is not only write down ink scuttling on paper but what will see in future is the benefit from writing. There are some reason why we need to write.<sup>20</sup> Because it brings many advantages since it assist to; express one's personality, foster communication, develop thinking skills, make logical and persuasive argument, provide and receive feedback, and prepare for school and employment.

Waish says that writing is important because it used extensively in higher education and in work place.<sup>21</sup> if students do not know how to express theirs in writing they can not communicate well with teacher, professor, employee, peers, and anyone else. because many proffesional communication is done in writing; assignment, proposal, memo, repport, application, interview, and the other part of education, and work place.

## 3. The Components in Writing

There are five general components of writing. They are; Content, form, grammar, style, and mechanics.<sup>22</sup>

- a. Content is the substance of the writing the ideas expresses.
- b. Form is the orgnanization of content.
- c. Grammar is the employment of grammatical forms and syntatic patterns.

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<sup>20</sup>Blanka Frydrychova Klimova. *Research Paper vol.2 Issue:1 The importance of writing.* University of Hradec Kralove. (Czech Republic: 2013) P.9

<sup>21</sup>Blanka Frydrychova Klimova. *The importance of writing.* P.9

<sup>22</sup> Arthur Huges. *Testing for Language Teachers* (2<sup>nd</sup> edition). (Edinburgh: Cambridge University Press, 2003). P.91.

- d. Style is the choice of structures and lexical items to give particular tone or flavor to the writing.
- e. Mechanics is the use of graphic conventions of the language.

#### 4. The Process of Writing

The process of writing as a class activity combines four basic writing stages. They are planning, drafting, revising, and editing. For each stage, various learning activities that can support the learning of certain writing skills are suggested. Or for example, in the planning stage, the teacher can help students to improve their writing skills in generating ideas by providing activities. The writing experience planned for students can be described as follows:<sup>23</sup>

##### a. Planning

Planning or pre-writing is a writing activity that aims to encourage and stimulate students to write. Because its function stimulates the idea of students to write. Writing activities must be prepared to give them learning experiences to write, such as brain storming and others.

##### b. Drafting

At this stage, students will focus on the fluency of writing, and writing without paying much attention to the accuracy of their work. During the writing process, students also focus on the content and meaning of the writing. In addition, students can be encouraged to

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<sup>23</sup> Jack C. Ricards and Willy A Renandya. *Methodology in Language Teaching*: UK: Cambridge University Press. 2002. P. 316-318

convey their messages to different audiences, such as peers, other classmates and so on.

c. Revising

Students review and retest the text to see how effectively they have communicated their ideas to the reader. Revising is not just an activity of examining language errors but is done to improve global content and the organization of ideas so that the intention of the writer is clear to the reader.

d. Editing

At this stage, students focus on tidying up their work during the final draft to be evaluated by the teacher. The main activity carried out by students at this stage is editing their mistakes in grammar, spelling, punctuation, sentences, diction, and so on.

To conclude the arrangement of steps cannot be separated, because this works like a wheel. Each stage in the writing process will work accordingly to assist students in writing text.

## 5. Purposes of Writing

When someone writes, he has a purpose. According to the text he planned to write. Based on Competency Standard (SK) and Basic Competencies (KD) <sup>24</sup>, students are expected to be able to express meaningful ideas in terms of functional texts and simple short essays in descriptive, narrative, and procedural form.

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<sup>24</sup>Depdiknas, *Kurikulum Tingkat Satuan Pendidikan (School Based Curriculum) Standar Isi Mata Pelajaran Bahasa Inggris Smp Dan Mts*, (Jakarta: 2006)

Braine and May stated in Tita Nurul Fajriani research, there were three written objectives namely writing to inform, writing to persuade, and writing to entertain:<sup>25</sup>

The first is expository or informative writing. The writer shares knowledge and provides information, direction, or ideas. Examples of informative writing are describing events or experiences, analyzing concepts, speculation about cause and effect, and developing new ideas. Also this type of writing can include biographies about famous people or someone from the life of the writer.

The second is expressive writing/narrative writing. This is a type of personal or imaginative expression, which the writer produces from a story or essay. This type of writing is often used for entertainment, pleasure, discovery, or just, because pleasant writing can include poetry and short plays.

The third is persuasive writing, the writer tries to influence others and initiate action or change. This type of writing is often based on background information, facts, and examples that the writer uses to support express views. This type of writing can include evaluating books, films, consumer products, or controversial issues or problems. Authors can also use personal experience or emotional interest to protest in supporting their views.<sup>26</sup>

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<sup>25</sup> Tita Nurul Fajriani. 2011. *Improving Students' Writing Ability Through Clustering Technique*. P.8

<sup>26</sup> O'malley JM and L Valdez Pierce. *Autentic Assesment for English Language Learners: Practical Approaches for teacher*. P.137

For the purpose of writing, letters of various types will always be of a useful type to be exploited, but in addition, syllabus and examinations often require essays or composition, whether, narrative, descriptive, argumentative, and this is where the teacher finds great challenges in designing interesting and authentic activities.<sup>27</sup>

## 6. Writing Ability

Writing skill are specific ability is the ability that help students or writers put to put ideas, feelings, and thoughts on paper by using symbols and following the conventions of language. Independence is the ability to writing anything one can say or understand in his or her language without depending upon another help. Comprehensibility means the ability to be understood; intelligible. Fluency is the ability to see larger segment and phrases as whole as an aid to reading and writing more quickly. If learners have mastered these skill, they will be able to write so that not only they can read what they have write, but other speaker of other language can understand it. Students' writing ability is the score obtained after taking a test prepared by the teacher. Someone who has good writing skills also has good critical thinking.

## 7. Improving Students' Writing Ability

Improvement in Oxford Learners Pocket Dictionary is the process of becoming or making something better.<sup>28</sup> Students are person who is

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<sup>27</sup> Michael McCharty. *Discourse Analysis for Language Teachers*. UK: Cambridge University Press. 1991. P. 149

<sup>28</sup> Oxford, *Oxford Learners Pocket Dictionary*, ( New York: Oxford University Press 4th Edition, 2008), p.216



studying at college or university, person studying at secondary school, and other person interest in a particular subject. The improve students writing skill can be done 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 result, students knowledge and skil can be improved. In this study, flower writing is an aid that uses to improve students writing skill.

There are some factors that can influence students writing skill; limited vocabulary, difficulty in organizing to write about soethig, no motivatin to write and lack of grammar.<sup>29</sup> These problem mostly fceby students in writing. As a teacher, it is important to help the students when they get problem. When teacher can play role, the students will be helped in their writing. The improvement of student ability can be see by look at the increase of those factor.

## **B. Teaching and Learning Writing**

### **1. The Roles of Teacher in Writing**

We know that students benefit from the instructions and guidance given by qualified teachers. Teachers who have knowledge about their content, teaching practices, and teaching skills. Shulman called “knowledge pedagogical content.”<sup>30</sup> Understand how to present and

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<sup>29</sup>Barli Bram, *Write Well Improving Writing Skill*, (yogyakarta; penerbit Kanisius, 1995), p.5-62

<sup>30</sup>Shulman in Vicky Urquhart an Monette McLver. *Teaching Writing in the content Area(USA)*: ASCD.2005p.58

integrate new and existing information in ways that are meaningful and accessible to students.

Helping students become independent, competent, and confident writers is a daunting task, but it is easier to accompany by recognizing the key roles that you play in the process. This role involves two main responsibilities for creating a conducive environment for effective writing and recognizing how your own writing practices affect writing in your class.<sup>31</sup>

The role of the teacher in the process of writing and learning to write are:<sup>32</sup>

1) Motivator

When students write writing assignments, the teacher must motivate them by creating a pleasant learning atmosphere, convincing them of the usefulness of the activity, and encouraging them to create as much effort to achieve optimal results.

2) Resources.

When students do broader writing assignments, the teacher must be prepared to provide the information and language needed by students. In addition, the teacher must also ensure students that he will be there to give them advice and suggestions in a constructive and wise way. For example, in the approval process, the teacher's facility students writing by providing input or stimulus.

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<sup>31</sup> Shulman in Vicky Urquhart and Monette McLver. *Teaching Writing in the content Area(USA)*. p.58-59

<sup>32</sup> Harmer. *The practice of language teaching*. P.261-262

### 3) Feedback provider.

Being a feedback provider, a teacher must respond positively to the content of what students have written. Feedback given to students must be based on what students need at their level of study.

To summarize, teachers play an important role in students' success in learning to write, so they must be responsible for guiding and facilitating student writing by being a good motivator, resource, and provider of feedback.

## 2. Teaching Strategy in Writing

There are many strategy that can be used in teaching writing. Teaching writing with the right strategy is needed. Students can easily understand what is being teach. Teaching strategy refers to the structure, system, methods, procedures and processes used by a teacher during teaching. Teaching strategies are used to help students learn the material well and achieve the learning objectives.

Teaching strategy is sequential combinations and design so that students reach competency standards. Comprehensively the current learning principles are: 1) students-centered, namely how students learn 2) use various strategies that make it easy for learners to learn 3) contextual teaching and learning 4) interactive, inspiring, fun, motivating, challenging, and comfortable conducive 5) Asking the ability and willingness to ask questions from students 6) conducted through peer teacher learning groups and 7) allocated learning time with students'

learning abilities. To choose the teaching strategies that are used do require special skills. The teacher must be good at choosing the teaching strategy that will be used, the learning strategy provided must look at seeing the characteristics of students. In order to motivate and give satisfaction to their students such as results or student achievement will increase.

In teaching English writing, there are several strategies that can be used, including:

**(a) Draw Label Caption**

Draw label caption strategy is a simple strategy that is interesting and easy to apply, also able to help improve students' narrative writing achievement. Bumgardner, states that draw label caption strategy is strategy that consists of draw, label and caption.<sup>33</sup> It means in this strategy, firstly students ask to choose a topic, then asked to make a sketch, next they are given a name or label in the picture, and the last is students give the caption in their sketch.

**(b) Cooperative Learning**

There are many ways that can be used for teaching Writing, one of which is Collaborative Learning. This strategy is able to overcome boredom in writing activities in class because this strategy involves all elements in the classroom, teachers and students as well as fellow students are able to interact with each other, besides that the teacher is able to guide students in writing process activities so that the obstacles

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<sup>33</sup> Julie, Bumgardner. 2003. *Using the draw label caption strategy*. Retrieved from [http://www.ttms.org/julie\\_bumgardner/julie\\_bumgardner.htm](http://www.ttms.org/julie_bumgardner/julie_bumgardner.htm).

that are often experienced by students are dead ends in exploring ideas in writing can be overcome.

Balkcom, argues that Cooperative Learning is a learning strategy that is successfully applied to small groups, where each member has different learning abilities, using various activities learning to improve understanding of the lesson.<sup>34</sup> Each group member is responsible for the learning process that is taught and also helps the teamwork to create a proud atmosphere of achievement.

### **(c) Guiding Questions**

Guiding questions are questions provided to students, either in writing or spoken verbally, while they are working in the task. Guiding questions helps students plan their writing and gives students a chance in structuring sentences.<sup>35</sup> This strategy also help to overcome students' problem in organizing and generating ideas of writing narrative text, and it can improve students writing narrative text in the aspect of language use.

### **(d) Student Team Achievement Division (STAD)**

Student Team Achievement Division (STAD) is a learning strategy that involves students in a group, so students can work together to share knowledge according to the characteristics of each student. Students in each group must ensure that each member has

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<sup>34</sup>Suaidah. 2015. *Peningkatan kemampuan menulis teks narrative dengan metode cooperative learning siswa kelas XI IPA 5 SMAN 1 Kawedanan pada semester ganjil tahun pelajaran 2014/2015. Jurnal LPPM*. 3(2). P.11

<sup>35</sup>Siswanjaya. 2017. *Implementing guilding questions combined with animation film to improve ninth graders' narrative writing skill. Jurnal Pendidikan Humaniora*. 5(1), 33-39.

mastered the lesson given. Then at the end, each student is given individual assignments based on the material that has been taught.

**(e) Teaching writing through video**

Video is one of the media that can be used in the process of learning English. Cooper, defines video as a supercharged medium of communication and powerful vehicle of information that is packed with messages, images, and ambiguity, and so represents a rich terrain to be worked and reworked in the language learning classroom.<sup>36</sup>

Video is an effective means that can be used for learning English, both for teenagers and adults. In this case, a teacher / educator can use video clip media to improve the ability of students to write narrative texts because the media provides many benefits for both the teacher and the students themselves.

**(f) Flower Writing Strategy**

Flower writing is a strategy, a chart that resembles a flower that is used to help students develop their ideas. This chart will be used to write points related to the topic.<sup>37</sup> In flower writing students make a flower writing strategy chart that is shaped like a flower, write topic in the midst of chart, write detailed information related to the topic in small petals around. Then students arrange the main ideas based on

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<sup>36</sup>Yessy ,Anggraini. (2014). Improving students' writing skill of narrative text through video at grade XII IPA 2 os SMAN 2 Bukittinggi. *Journal English Language Teaching (ELT)*. 2(2). P.15

<sup>37</sup>Siska Nozalia. *Teaching writing descriptive text by combining author's chair with flower writing strategy at junior high school*. (2014).P3

information in small petals. From the graph, students write complete writing products. The work can be self or group.

### 3. The Problems of Writing

Writing is not simple. The reliable writer will frequently experience hard work over a single paragraph one hour more ( not counting thought and research that went on before the actual writing).<sup>38</sup> That is why many problems see by teacher and students.

Tita categories 3 major problem that make writing skill become difficult to master based on Gebhard; less proficient writer, I can't write English, and teacher response.<sup>39</sup>

The first problem is less proficient writer. Less proficient writers skip the process of writing by skip the prewriting strategies to generate ideas. Students might take much time to write down their ideas. The suggestion for this problem is teacher should teach less proficient writers the writing process. Teachers also need to give full attention to them, to show them how to plan a piece of writing through prewriting activities.

The second problem is "I can't write English" problem. Students usually give up toward writing and believe that they cannot write. The solution is teacher should apply the writing process to the students. Teachers can lead students through prewriting, drafting, and revising activities. By doing this, students can see that writing is indeed a process of development that takes time and effort.

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<sup>38</sup>Tita Nurul Fajriani. *Improving Students' Writing Ability trough Clustering Technique*. UIN Syarif Hidayatullah: Jakarta. (2014) P. 11

<sup>39</sup>Tita Nurul Fajriani. *Improving Students' Writing Ability trough Clustering Technique*. P. 11

The last problem is “teacher response” problem. Writing teachers often spend many hours reading and marking students’ papers. The suggestion for this problem is teachers can work with students on developing their written work through student-to-student conferences.

#### 4. Writing for Junior High School

In the Indonesian context of English as foreign language, teaching competence as in writing is considered as important as competence in other language skills. This is evident from the inclusion of writing in the English curriculum for secondary high school.

In junior high school, writing is taught together with another skills. Writing is aim to develop students’ competence in expressing short text, simple message, writing various text types, varying from functional texts such as inviting, requesting, getting things done, to different genres which include descriptive, procedure, recount, narrative, and report text.<sup>40</sup>

### C. Descriptive Text

Descriptive Text is a text that purpose to give information. the context of this kind of text is the description of particular thing, animal, person, or another, for instance; our pets, things, or a person we know well.<sup>41</sup> Describes the features of someone, something, or a certain place.<sup>42</sup> It differs from report

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<sup>40</sup>Depdiknas, *Kurikulum Tingkat Satuan Pendidikan (School Based Curriculum)*, (Jakarta: Badan Standar Nasional Pendidikan, 2006).

<sup>41</sup>M. Mursyid PW, *English Learning Handout for grade VIII*; learning descriptive text. SMPN 1 Karangdadap. P.4

<sup>42</sup>M. Mursyid PW, *English Learning Handout for grade VIII*; learning descriptive text. SMPN 1 Karangdadap. P.4



which describe things, animals, people, or others in general. The social function of descriptive text is to describe particular person, place, or thing (Linda Gerot, Peter Wignell).

Descriptive text consist of introduction and description. Introduction is the part of paragraph that introduces the character, and description is the part of paragraph that describes the character. The students can use the simple present and adjective clause in writing descriptive text.

Good descriptive paragraph are really fun to read because they fuel imagination. A good description allows the reader to be a part of world, to clearly imagine the scene, to feel the sensations, the smells, and about the subject of writing.<sup>43</sup> Therefore, in descriptive text has generic structure to make perfect paragraph:

- a. Identification: contains the identification of matter or will be described.
- b. Description: contains the explanation or description of the thing or person to mention a few properties.

Language features often use in descriptive text is Simple Present Tense. However sometime it uses past tense if the thing to be described does not exist anymore.

Significant grammatical features:

- Focus on specific participants. (My English teacher, Andini's cat, My favorite place).
- Use Simple Present Tense (Past Tense if extinct).

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<sup>43</sup> Addy Saputra, Good Descriptive Paragraph, (2012), Retrieved September 19, 2019. From; <https://addysaputra.wordpress.com/2012/06/07/good-descriptive-paragraphs/>

We know that descriptive text is a text that describe something, such as people, places, and things. So, there are three kinds of descriptive text. In this research will focus on describe about people. The description must be organized so that the reader can vividly imagine the scene being describe. The arrangement of the details in your description depend on subject and purpose.

#### **D. The General Concept of Flower Writing Strategy**

##### **1. Definition of Strategy**

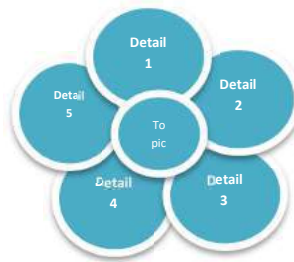
Strategy is art or the way to do something (It means of tactic/strategy/plan/program). Raber state in Ika Setiawati that strategy is an action plan which consist of a set of steps to reach the goal. Syaiful Bahri Djamarah mention that strategy is a way or method.<sup>44</sup> So, we can draw the conclusion that strategy is a set of material and prosedur that used together to bring the result of learning.

##### **2. Flower Writing Strategy**

The flower writing in this study is a chart that resembles a flower that is used to help students develop their ideas. This chart will be used to write points related to the topic.

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<sup>44</sup>Ika Setiawati. *Dinamika Penelitian, Vol. 16, No. 1, Juli 2016*: Strategy Meningkatkan Kemampuan Menulis Karangan Kreatif Pada Siswa Kelas 4 dan 5. STIT Al-Muslihun Blitar:Rejongan Tulungagung (2016). P.110



**Figure 1: Source from Mellki Sara (2014)**

Flower Writing is one of the writing strategies that can be used by a teacher in the learning process. Supported by Burton (2006) which stated that the flower writing strategy is a writing strategy that involves writing a central idea that is supported by details around that have a relationship to make paragraphs.<sup>45</sup> It can be concluded that the flower writing strategy can help students to explore their critical thinking to make paragraph.

Drapeau stated, the topic to be elaborated is placed in the center of the flower and related ideas are placed in the petals around the center of the flower, then from that petal will be created an idea related to the petals.<sup>46</sup> It can be concluded that by using flower writing strategy the students will easy to develop their ideas and make the main idea for each sentence.

Holmes (2007) which states that the flower writing strategy is a writing strategy to create students' creativity and sense of finding key ideas

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<sup>45</sup>Melfi Yanti, teaching writing by combining flower writing strategy and POW strategy at senior high school. (2014). P.3

<sup>46</sup>Puspita Yudaningrum, Improving students' writing descriptive text trough flower writing strategy at grade X MIPA E of SMAN 2 kota bengkulu. English Education study program department of language and arts faculty of teacher training and education universitas bengkulu. (2016). P.17

and determining supporting details related to the topic.<sup>47</sup> The use of flower writing strategy can help students think creatively and help them create ideas easily. This means that the flower writing strategy provides space for laying out the main ideas to be written in the text. In flower writing strategy students must:

- a. Make a flower writing strategy chart that is shaped like a flower
- b. Students write topics in the middle of flower.
- c. Students write detailed information related to the topic in small petals.
- d. Then students arrange the main ideas based on information in small petals.
- e. From the graph, students write complete writing products.

In conclusion, flower writing strategy is strategy that can be used by a teacher to teach and measure students ability to write. By using this strategy students will easily create texts based on the steps provided by this strategy. This is a simple strategy that can be applied in class.

### **3. The Advantages of Flower Writing Strategy**

There are several advantages of writing strategy. According to Jones (2011), the advantages of flower writing strategy are:<sup>48</sup>

- 1) Flower writing strategy is writing strategy that are easily applied at any level.

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<sup>47</sup>Siska Nozalia. *Teaching writing descriptive text by combining author's chair with flower writing strategy at junior high school.* (2014).P.3

<sup>48</sup>Siska Nozalia. *Teaching writing descriptive text by combining author's chair with flower writing strategy at junior high school.* P.3

- 2) Flower writing strategy can be applied in groups or individually.
- 3) Flower writing strategy can create students' individual creative thinking to find topics and supporting details to create writing products.
- 4) Flower writing strategy provide a few simple steps to help students write paragraphs.

According to bundle article of University of North California at Chapel Hill,<sup>49</sup> adds that advantages of flower writing strategy are to help students to make a good descriptive text easily by following the graph and steps. This strategy makes the students work and think independently to find what subject that will be describe and arranging good paragraph.

In conclusion, the flower writing strategy is a great and simple writing strategy to help students explain their thought processes and creativity to support logical arguments in making complete paragraph. This will make students creative and easy to explore and write their ideas.

#### **4. The Procedures of Flower Writing Strategy**

There are some experts that express procedures of Flower Writing Strategy. The first is Burton explain the procedure of this strategy in some steps:<sup>50</sup>

- a) Introducing flower writing strategy before beginning the lesson. It is aimed to make students understand how to use this strategy.

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<sup>49</sup>Mulyadi. *Jurnal Pendidikan Bahasa Inggris Vol.1 No. 1 (2014) Wisuda ke 48: Teaching writing Descriptive text by combining flower wrting strategy and cops strategy at junior high school. STKIP PGRI Sumatera Barat.(2014). P.4*

<sup>50</sup>Mulyadi. *Teaching writing Descriptive text by combining flower wrting strategy and cops strategy at junior high school. P.4*

- b) Selecting the main idea/ topic that will be discussed. The students choose the certain topic that will be discussed. The students choose the certain topic in the middle of strategy chart.
- c) Finding the supporting details which are related to the topic. After finding the topic/main idea students are asked to find the supporting detail and put it around the strategy chart.
- d) Constructing the paragraph by combining the topic and detail to be an essay. Students ask to write down the sentence into paragraph.

Second expert by Holmes<sup>51</sup>: a) the teacher ask the students to find the appropriate and interesting topic that will be written. b) the teacher introduces the flower writing graphic to the students that they will use in writing process. c) the teacher asks students to find down the supporting detail that is related to the topic at the center of the graph. d) recognize the transition words that will be put over in writing the text. e) arrange the sentence into a good paragraph.



Figure 2: Source from Drapeau

<sup>51</sup>Melfi Yanti, *Jurnal Pendidikan Bahasa Inggris Vol.4 No.2 (2014) Wisuda ke 49* teaching writing by combining flower writing strategy and POW strategy at senior high school. (2014). P.3

## E. Previous Study

There are several previous studies related to this research using flower strategy in teaching writing skills.

First, Mellki Sara (2014) conducted a research on comparative study of quick writing and flower writing strategy on students' writing achievements.<sup>52</sup> The results showed that the use of flower writing strategy could improved students' writing ability because they were easy to develop their ideas.

Secondly, research from Melfi Yanti (2014) about teaching writing descriptive texts using flower writing strategy and POW Strategy in junior high school. The results showed that the use of flower writing strategy & POW can helped students to get ideas so they know what they should write.

Third, research from Siska Nozalia (2014) about teaching writing by combining the author's chair and flower writing strategy in junior high school. The results showed that the author's chair and flower writing strategy made it easy for students to developed and organized their ideas to made a good paragraph and also helped students more interested and improved student achievement in writing.

In this study, there are some differences between the previous research above. The difference is about location, participants, and the reseach design. In a previous study the Nozalia (2014) conducted research for junior high school level. Nozalia (2014) used flower writing strategy by combining with

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<sup>52</sup> Mellki Sara. *A Comparative Study of Quick Write an Flower Writing Strategies on Student's Writing Ability*. STKIP PGRI Sumatera Barat: (2014) P.5

author's chairs in Junior High School, taught them to understand more detail about texts, and how to developed their ideas, while Melfi Yanti (2014) combines flower writing strategy and POW to improve students' writing abilities. In this research, researcher only used the Flower Writing Strategy to improve students writing ability for Junior High School students in Bengkulu, especially in VIII B grade of MTS Pancasila Bengkulu. Type of the research also different. This researcher is classroom action research while the some previous study are comparative and quasi experiment research.

With the above considerations in this research, Flower Writing Strategy used to teach writing to Eight Grade Junior High School. Therefore, researcher was interested in conducting a study entitled "Improving Students' Writing Ability by Using Flower Writing Strategy".

**Tabel 1: Summary of Related Previous Studies**

No	Researcher	Approach	Method	Problem	Finding
1.	Mellki Sara	Quantitative	Comparative study	<ol style="list-style-type: none"> <li>Difficulties in discovering ideas.</li> <li>Did not know the similar meaning of word</li> <li>Did not understand</li> </ol>	<p>Flower Writing Strategy could improve students' writing ability. Students easy to develop their ideas.</p>



				<p>about structure of text.</p> <p>4. Seldom used media.</p>	
2.	Melfi Yanti	Qualitative	Descriptive Study	<ol style="list-style-type: none"> <li>1. Students difficulties in getting idea in writing.</li> <li>2. Difficulties in recognize word.</li> <li>3. Students difficulties to expose their idea.</li> <li>4. Teacher problem in selecting media.</li> </ol>	<p>Flower writing and POW Help students to get ideas and makes them know what they should write.</p>
3.	Siska Nozalia	Qualitative	Descriptive Study	<ol style="list-style-type: none"> <li>1. Teacher seldom guides students in class.</li> <li>2. Teacher never asks stuentns to use the writing component.</li> <li>3. Always ask students to do exercise.</li> <li>4. Seldom though the students how to write</li> </ol>	<p>Both strategies make students easy to develop and organize their ideas to make a good paragraph. Help students more interested and improve their achievement.</p>

				by using some stage.	
4.	Maya Ainul Hayati	Qualitative	Classroom Action Research	<ol style="list-style-type: none"> <li>1. Students difficulties in writting, composing words into appropriate sentences.</li> <li>2. Students's difficulty in Brainstorming the ideas.</li> <li>3. Teacher use conventional method.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make students focus on making a sentence by themselves.</li> <li>2. Make students developed and organized their idea easily.</li> <li>3. Make students interested and motivated.</li> <li>4. Teacher can control students works.</li> </ol>

## F. Conceptual Framework

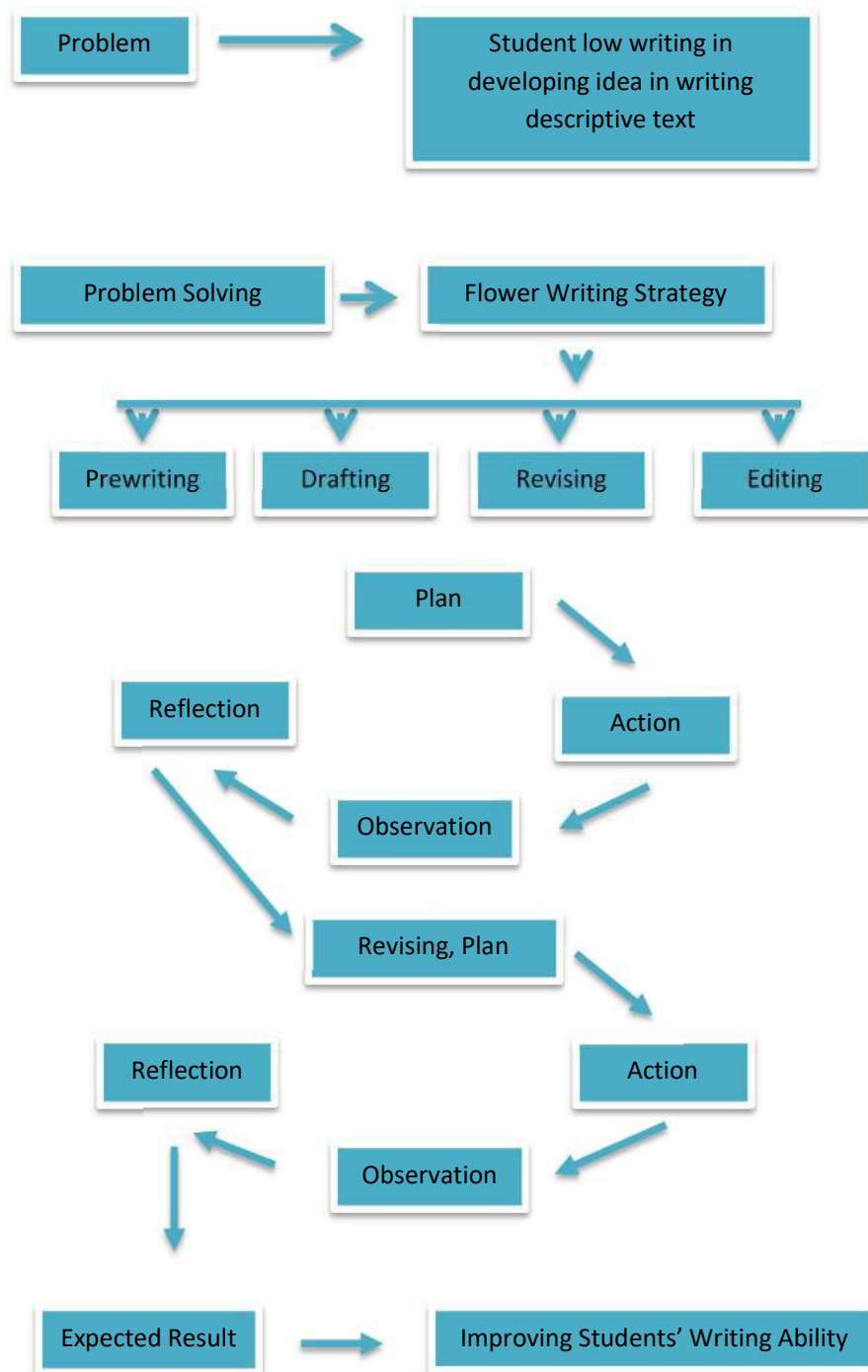


Figure 3: Conceptual Framework

By implementing the strategy, the researcher hope that the students can improve their writing ability at MTS Pancasila Bengkulu. The researcher conducted in two cycles. In every cycle there are plan, action, observation, and reflection. The goal of this steps was to guide the researcher in teaching process. There are some steps; first, the researcher prepared all materials, such as: Descriptive text and Flower writing draft. The second, students write down the Descriptive Text, and determine which one the topic, and its supporting details. Students would got information from it. After that, they wrote down Descriptive text based on flower writing chart. This research was done pre-assassment, and some cycle.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The research design of this research was a Classroom Action Research (CAR) collaboratif, classroom action research is part of action research. Classroom Action Research is firstly developed by Kurt Lewin and then developed by Mc Taggart and Dave Butt. Classroom action research is a way to observe teaching and learning by applying new methods to improve the quality of teaching and learning.

Action research is the name given to a set of procedures that teachers can do, either because they want to improve aspects of their teaching, or because they want to evaluate the success and suitability of certain activities and procedures.<sup>53</sup> Action research is carry out because the mainly purpose of solving a problem or improving the teaching and learning process.<sup>54</sup> In doing action research the teacher identify the problem or they wish to improve based on experience and also the theory that they think as intervention. if the result is positive they can lead to dissemination and result of it, but if not they need to start the cycle again.

One of the aim of action research is to improve the teaching practice and in the long progress the whole curriculum.<sup>55</sup> So to do action

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<sup>53</sup>Jeremy Harmer. *The practice of English Language Teaching*. P344-345

<sup>54</sup> Anne, Burn. *Doing Action Research in English Language Teaching*, (New York: Routledge), (1999) p.5

<sup>55</sup> Anne, Burn. *Doing Action Research in English Language Teaching*. p.5

research in classroom it is necessary to carry out a close study in which the problem have to be clearly specified, an action plan have to be describe, and carry out. Finally, an evaluation have to be contemplate in order to show if the decisions taken is the adequate one.

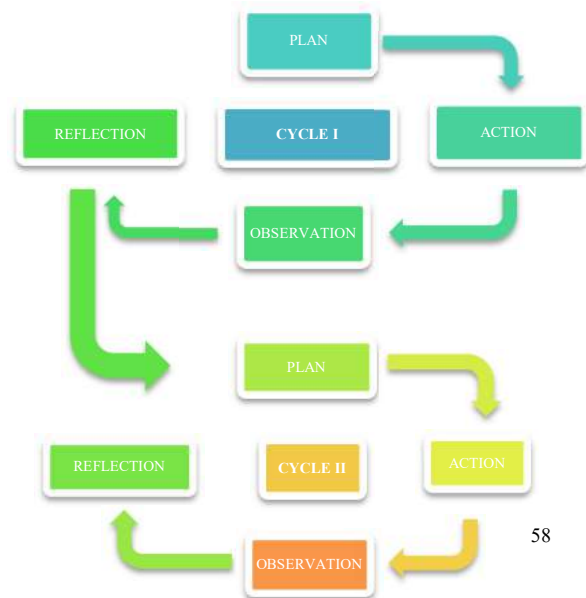
Action research in this research conducted by teacher and researcher in class or together with others (collaboration) with the design of roads, implementing and reflecting collaborative and participatory actions aim at improving the quality of the learning process in class through an action (treatment) in a certain cycle.<sup>56</sup>

In this research, researcher used a design by Kemmis and Mc. Taggart. Metler states that the Classroom Action Research has four steps: (1) Planning (2) Action, (3) Observing, (4) Reflecting.<sup>57</sup> These step were occured in each cycle, they were useful for making systematic research. There was a visualization design arranged by Kemmis and Taggart:

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<sup>56</sup>Syamsidah. *Kiat mudah membuat penelitian tindakan kelas bagi guru taman kanak-kanak*. Deepublish: Jogjakarta. 2016. P.5

<sup>57</sup>Katherine A O'Connor, H. Carol Greene, Patricia J. Anderson. *Action Research Tool For Improving Teacher Quality and Classroom Practice*. Department of Curriculum and Instruction. East California University. 2014. P.3



**Figure 4: Classroom Action Research**

## B. Subject of the Research

This research was conducted at MTS Pancasila Bengkulu. This school was chosen as a field of study because the writer had teaching and learning experience during the PPL teaching practice for two and a half months, therefore she knew the condition of this school, and she could identify the problems faced by students in learning to write.

When conducted the research, researcher assisted by collaborator who is English teacher at the school. The subjects of this research were students of class VIII B. Class consists of 20 students, with an average age of fourteen to fifteen years. The students of Class VIII B was selected based

<sup>58</sup>Syamsidah. *Kiat mudah membuat penelitian tindakan kelas bagi guru taman kanak-kanak*. Deepublish: Jogjakarta. 2016.

on the observation, interview, and the result of the writing test showed their skill in writing is need to developed.

### **C. Technique of Collecting Data and Instrument**

In gathering data, the writer collected data with; observation, interview, field-notes, documentation, and test. They called instrument. The instrument is a tool used in research using methods.<sup>59</sup> The writer used research instruments, which were one of the tools used to found answers in research as a result of learning planning that used as a basic guideline. In this research the technique of collecting data divided into two categories; qualitative and quantitative data. The data collecting technique for qualitative data was observation sheet (teachers' and students' observation checklist), field-notes, and interview. The data collecting technique for quantitative data was writing test.

#### **1. Data Collection Technique And Instruments For Qualitative Data**

##### **a. Observation Sheet (Teacher's and Students' Observation Checklist and Note)**

Observation is the process of collecting data as it is viewed suitable technique to collect data about the process of teaching and learning in the class action research. There were two kinds of observation sheets that were used they were; teachers' and students' observation checklists, they were used to determine the development of the teacher's ability to teach during the teaching

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<sup>59</sup>P. Ratu Ile Tokan, M.Pd. *Manajemen penelitian guru: untuk pendidikan bermutu*. PT. Grasindo; Jakarta. (2016). P.78



and learning process, and students observation checklist is used to observe students in the process of teaching and learning activities. It designed as a plan for solving problems and data was used to revised plans for the next cycle. It was also designed to found out the factors that influence the teaching and learning process. This observation checklist was carried out by collaborators.

The observation sheet filled up when teacher join in the class and gave sign in yes or no when suitable with observation. There was three categories, they are; pre-activity, main activity, and post activity.

Like McNiff and Follows, devising your own observation schedule may suit your purpose better than an off-the-peg version. If you decide to design your own there are certain principles to be taken into account.<sup>60</sup>

**Table 2: Observation sheet indicator for teacher**

No.	Aspect	Indicators
1	What is the purpose of the observation?	to know what the teacher implementing all the process of flower writing strategy in teaching writing skill in the classroom.
2	What do you want to find out?	Observe and look for nothing in particular, which may lead the observer to notice unusual happenings.
3	Which crucial bits of the action are you observing?	Observe and record everything, which gives

<sup>60</sup>Jean McNiff, Pamela Lomax, Jack Whitehead. You and Your Action Research Project. London and New York: Hyde Publications. (2002). P.94

		the observer a broad look at the environment.
4	Is it all equally important?	Look for paradoxes so that observers might notice a student who is generally very quiet in the classroom suddenly becomes talk active.
5	How will the data will be used?	To identify the key problem facing.

**Table 3: Observation sheet indicator for students**

No.	Aspect	Indicators
1	What is the purpose of the observation?	to know the students' responses to flower writing strategy that impemented by the teacher in teaching writing skill in the classroom.
2	What do you want to find out?	Observe and look for nothing in particular, which may lead the observer to notice un unusual happenings.
3	Which crucial bits of the action are you observing?	Observe and record everything, which gives the observer a broad look at the environment.
4	Is it all equally important?	Look for paradoxes so that observers might notice a student who is generally very quiet in the classroom suddenly becomes talk active.
5	How will the data will be used?	To identify the key problem facing.

## b. Interview

Interview is a dialogue conducted by the interviewer to get information from someone interview.<sup>61</sup> Interview is one of the way to find out special situations in the classroom viewed from another perspective. In this research the writer used interviews to found out the opinions of students and teachers about the application of flower writing strategy to improve students' ability to write. The results of this research was to support data from student writing tests and another. Respondents in this research were some students who received standard scores, some students who did not pass the standard scores and English teachers from MTS Pancasila Bengkulu. The interview was done before and after the teaching and learning process. guidelines for conducting interviews according to McNiff.<sup>62</sup>

**Table 4: Indicators for interview**

No.	Aspect	Indicators
1	Thought about the general aims/purpose of the interview?	Tell your interviewees what the interview is about, or tell them that you are un able todo so.
2	Decided on the main topics and sub-topics to be covered?	Be pepared to maintain complete confidentiality if this is requested and do not mislead or deceive people in order to get them to impart

<sup>61</sup>P. Ratu Ile Tokan, M.Pd. *Manajemen penelitian guru: untuk pendidikan bermutu*. P.82

<sup>62</sup>Jean McNiff, Pamela Lomax, Jack Whitehead. *You and Your Action Research Project*.

		information.
3	Developed questions for each topic?	You need to give verbal cues to encourage your interviewee to talk freely.
4	Tried out the interviews with a colleague?	You need to show that you empathize with your respondents' positions so that they expand what they are saying.
5	Adjusted your questions as necessary?	You need to be able to accept silences because they are important spaces in which speakers gather their thoughts or harness their courage.

### c. Documentation

Documentation in this research was taken in form of pictures than taken as long as the learning process go on in the research, that constitute of important event for collect the data in research. Researcher used the camera to got an overview of students activities when applying flower writing strategy. The aim was to show the activities carried out by students during the teaching and learning process. (keep in mind that documentation is not an instrument, its a tool to help the researcher to strongest the data that gained).

### d. Field-Notes

The writer uses field-notes to obtain information needed from student activities to support the data that the writer needed

in this research. According to Sanjaya, “ field-notes or daily-notes is a form of instruments to note all the incident the happen relate to teacher do”.<sup>63</sup> More information is to obtain using field notes. notes was taken when in the field during or after the interview. To make it easier for researcher to remember and re-understand the subject that had been studied so that it could be used as evidence in a research. The researcher followed the teacher’s interview, observation, to got the main way of retrieving data. The form of field notes is illustrated as follow:

**Table 5: Field-notes for each meeting**

Cycle/Meeting :

Day/Date :

Theme/Sub theme :

No	Points

## 2. Data Collection Technique and Instrument for Quantitative Data

### a. Students’ Writing Test

The test is a tool or procedure used to find out or measure something within the scope, by means and rules that have been determined.<sup>64</sup> Written test was used to found out the improvement

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<sup>63</sup>Kafillia Vidal, *repository.UPI.ed*; Peningkatan Keterampilan Komunikasi International Melalui Metode Cooperative Script Dalam Pembelajaran IPS. Universitas Pendidikan Indonesia. (2017). P.67

<sup>64</sup>Suharsimi Arikunto, *Prosedur penelitian Suatu pendekatan praktik...*, P. 53

of students' writing skills. In this research, the test focused on descriptive text material. The test was taken in pre-assessment, and at the end of each cycle. The teacher asked students to write descriptive texts about something related to the previous material they have learned. The students took the test individually. The purpose of this test was to measure students' ability to write descriptive text. The test design was based on lesson plans that were in accordance with the syllabus used by the teacher. In scoring the test the writer used the scoring guideline from Weigle below:<sup>65</sup>

**Table 6: Scoring Rubric of Descriptive Text adapted from Weigle (2002)**

Categories	Score	Criteria of Scoring
<b>Content (C) 30% Topic &amp; Detail</b>	30 - 27	Excellent to Very Good <ul style="list-style-type: none"> <li>• The topic is complete and clear and the details are relating to topic.</li> </ul>
	26 – 22	Good to average <ul style="list-style-type: none"> <li>• The topic is complete and clear but the details are almost relating to the topic.</li> </ul>
	21 – 17	Fair to poor <ul style="list-style-type: none"> <li>• The topic is complete and clear but the details are not relating to the topic.</li> </ul>
	16 – 13	Very poor <ul style="list-style-type: none"> <li>• The topic is not clear and the details are not relating to the topic.</li> </ul>
<b>Organization (O) 20% Identification &amp; Description</b>	20 – 18	Excellent to very good <ul style="list-style-type: none"> <li>• Identification is complete and description are arranged with proper connectives.</li> </ul>
	17 – 14	Good to average <ul style="list-style-type: none"> <li>• Identification is almost complete</li> </ul>

<sup>65</sup>Sara Cushing Weigle. *Assessing Writing*. United Kingdom: Cambridge University Press. (2002). P. 116

		and descriptions are arranged with almost proper connectives.
	13 – 10	Fair to poor <ul style="list-style-type: none"> <li>• Identification is not complete and descriptions are arranged with few missue of connectives.</li> </ul>
	9 - 7	Very poor <ul style="list-style-type: none"> <li>• Identification is not complete and descriptions are arranged with missue of connectives.</li> </ul>
<b>Vocabulary (V) 20%</b>	20 – 18	EXCELENT TO VERY GOOD <ul style="list-style-type: none"> <li>• Effective choice of words and word forms.</li> </ul>
	17 – 14	GOOD TO AVERAGE <ul style="list-style-type: none"> <li>• Few grammatical or agreement inaccuracies but not effect in meaning.</li> </ul>
	13 – 10	FAIR TO POOR <ul style="list-style-type: none"> <li>• Limited range confusing words and word forms</li> </ul>
	9 -7	VERY POOR <ul style="list-style-type: none"> <li>• Very poor knowledge of words, word forms, and not understandable.</li> </ul>
<b>Grammar (G) 25%</b>	25 – 22	Excelent to very good <ul style="list-style-type: none"> <li>• very few grammatical or agreement inaccuracies</li> </ul>
	21 – 18	Good to average <ul style="list-style-type: none"> <li>• few grammatical or agreement in accuracies but not effect on meaning.</li> </ul>
	17 – 11	Fair to poor <ul style="list-style-type: none"> <li>• Numeruos grammatical or agreement inaccuracies</li> </ul>
	10 – 5	Very poor <ul style="list-style-type: none"> <li>• Frequent grammatical or agreement inaccuracies</li> </ul>
<b>Mechanic (M) 5% Spelling, Punctuation, &amp; Capitalization</b>	5	Excellent to very good <ul style="list-style-type: none"> <li>• It uses correct spelling, punctuation, and capitalization .</li> </ul>
	4	Good to average <ul style="list-style-type: none"> <li>• It has occasinal errors of spelling, punctuation, and capitalization.</li> </ul>
	3	Fair to poor

		<ul style="list-style-type: none"> <li>• It has frequent errors of spelling, punctuation, and capitalization.</li> </ul>
	2	<p>Very poor</p> <ul style="list-style-type: none"> <li>• It is dominated by errors of spelling, punctuation, and capitalization.</li> </ul>

To measure writing test teacher must marked selectively of the students' assignment. When the teacher found a lot mistakes in composition, specially when the teacher carried out informal assessment to focus the attention on some particular aspects, such as basic grammar mistake, organization, and ignore the other, otherwise the students would see their page painted in red and feel discouraged. So the students can leave the other mistakes for another time.

#### **D. Data Analysis Techniques**

After collecting data, the next step is analyze the data. The data is the result of the test performed by the students. First from pre-assessment test, then the cycle 1, and cycle 2. There are ways to analyze the data:

##### **1. Analysis Technique for Qualitative**

Matthew Miles and Michael Huberman in David Hopkinds book state that the intractive model of data analysis are:<sup>66</sup>

###### a) Data Collection

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<sup>66</sup>David Hopkinds. *A teacher's guide classroom research*, (New york: Open University Press), P.137-138.



Data collection is all data that collect during research, like data of school situation, students' ability, and also the teacher especially the English teacher in this research, and etc.

b) Data Reduction

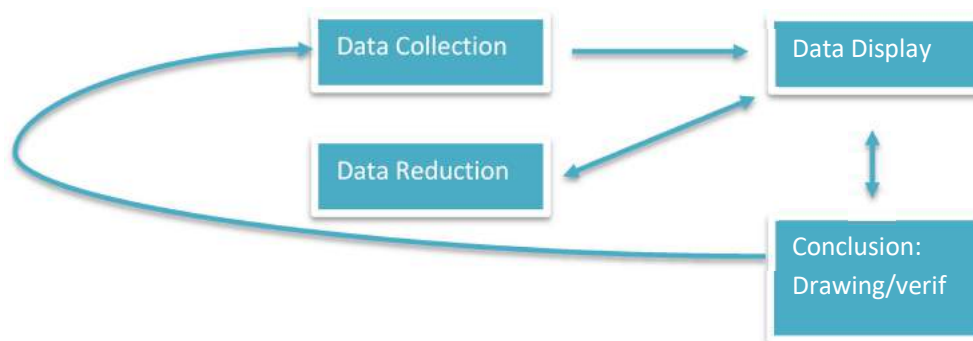
Data reduction refer to the process of selecting, focusing, amplifying, abstracting, and transforming the data that appear in written up field notes. Data reduction process continuous after field work, until final report is complete.

c) Data Display

Display is organized meeting of information that permits conclusion views and action taking. Look at display easy us to understand, what is happening and to do further analysis or action based on the understanding.

d) Conclusion drawing/verivication

The activity is the third element of qualitative analysis. Conclusion drawing involves steeping back to consider what the analysis data mean and to assess their implication for the questions at hand. Verivication integrally linked to conclusion drawing, entails revising the data as necessary to cross-check or verifies these emergent conclusions. In this step, the data which havebeen displayed and linked is checked again to see systematic patterns and interrelationship between the data. The data are analyzed to make conclusion.



**Figure 5: Component of Data by Miles and Hubermans'**

## 2. Analysis technique for Quantitative Data

### a. Writing Test

Writing test is analyze to measure students' writing ability. The researcher was analyzed data from the students' writing test that measure from the design of analytical scale.

The writer took the average of students' writing score to analyze the quantitative data in one cycle. It was used to measure how well students' ability in writing. The researcher use formula below:<sup>67</sup>

$$X = \frac{\sum X}{n}$$

X : Mean

x : Individual score

n : Number of students

<sup>67</sup>Husdarta. *Statistika dalam penelitian pendidikan: konsep dasar dan kajian praktis*. Jawa Barat: UPI Sumedang Press. (2016). P.79

After that to get the class percentage the researcher to see the minimal mastery level of criterion (KKM) considering English Subject score 70, the writer use:

$$P = f/n \times 100\%$$

P : The class percentage

f : Total percentage score

n: Number of students

After calculated the score, the writer compared the result of mean score of first and second cycles by list the result of data to see the significant increase in writing. The percentage of students' score then checkup with five percentage interval.<sup>68</sup>

**Table 7: Guided Percentage for Students Score**

Interval	Qualification
<b>86-100</b>	Excellent
<b>71-85</b>	Good
<b>56-70</b>	Average
<b>41-55</b>	Poor
<b>0-40</b>	Very poor

### **E. Success Indicator**

The indicator of writing skill in this research as follow:

1. From result, the students are success if they get 70 as the minimum score.

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<sup>68</sup>Brown H. Douglas. *Language and Assessment Principles and Classroom Practices*. (New York: Longman. 2004). P.249

2. The number active students more than 70% (Active means students more interest, focus, and ask questions, and or et cetera to the teacher during the teaching learning process in every cycle.)

## 1. The Procedure of the Research

The research procedure was based on four steps in action research. Kemmis and McTagart (1998) developed concepts for action research that propose four steps: plan, act, observe, and reflect. The research procedure is as follows: Pre-assessment, cycle 1, cycle 2.<sup>69</sup>

### 1. Pre-assessment

The aim is to get the first data about the teaching and learning process in the classroom.<sup>70</sup> Researcher provided tests for students by providing descriptive texts and asked them to write it. The researcher gave a score to find out students wrote descriptive text before applying flower writing strategy. After that the researchers analyzed the results of students writing.

### 2. Cycle 1

There was four meetings for each cycle. At the end of each cycle, students got a writing test. The function of the writing test was to find out the improvement in students' writing skills.

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<sup>69</sup>Hartini Rosma. *Model penelitian tindakan kelas*. Yogyakarta: teras Huda. 2010. P. 57

<sup>70</sup>Hartini Rosma. *Model penelitian tindakan kelas*. P. 57

**a) Plan**

In this step, the researcher prepared all the things that researcher needed related to the topic. The first researcher prepared a lesson plan, which was based on MTS Pancasila Bengkulu curriculum and syllabus, teaching materials for each meeting, students' observation checklist and observation checklist for teacher activities and alternatives for teaching writing descriptive texts using Flower Writing Strategy. Next, the researcher selected several descriptive texts that were suitable for the student's level. Researcher prepared tests for students.

**b) Action**

The action for one cycle (two meetings) illustrated as follows:

- In this step, the researcher explained about the descriptive text. (generic structure and descriptive text language features).
- Researcher explained the flower writing strategy and the function of the flower writing strategy.
- The teacher showed the flower writing strategy sheet and how to complete it.
- The teacher explained how to made text using flower writing strategy.

- The teacher provided words related to the topic to be discussed. The teacher guided students by giving questions related to the topic.
- The teacher guided students to find important points based on the words, and theme, and places them on the chart.
- After completing the chart, the teacher directed students to arranged good paragraph by combining the words and details into good descriptive text.
- After the teacher explained how to make descriptive texts using flower writing strategy, the teacher asked students to created their own texts based on the theme that given.
- The teacher guided students to find the main ideas and supporting ideas based on the theme they wrote.
- After finishing writing descriptive text, students submitted their writing to the teacher.
- The teacher gave a score to students based on the assessment guidelines.

**c) Observations**

In this step, researcher observed the teaching and learning process, student's attitudes and students' scores. all data in this step was collected using an observation list and field notes, filled out by collaboration. The function of field notes was to record important information about student activities.

**d) Reflect**

In this step, the data results; preliminary, writing test, observation (and field notes) was analyzed. From these data the researchers concluded the cycle 1. Success or failure to achieved indicators of success. The result was taken into consideration for cycle 2.

**3. Cycle 2**

In cycle 2, the activity was similar to cycle 1 but there was some emphasis because it revises the plan. The results of cycle 1 was used as a reference in cycle 2.

## CHAPTER IV

### RESULT AND DISCUSSION

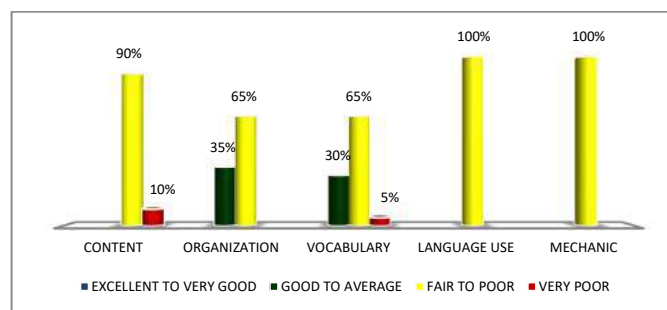
In this chapter, the result of the research was presented. The result showed that writing ability of class VIII B students of MTS Pancasila Bengkulu in academic year 2019/2020 was slightly improved. It can be seen from the comparison between the result of pre-assessment test and test of cycle II. It was present in the following.

#### A. Result

##### 1. Pre-Assessment

Pre-assessment did at the beginning of the research. The purpose was to know the students' ability in writing descriptive text before giving the action. The scored of students ability in writing descriptive text based on the five scale interval categories, they are; content, organization, vocabulary, laguage use, and mechanics.

The result of pre-assessment test score could be seen in the following chart.



**Chart 1: Percentage of Students' Writing Ability in Content, Organization, Vocabulary, Language Used, and Mechanic.**



Based on the chart above, it showed that students' writing ability of writing assessment such as; content, organization, vocabulary, language use, and mechanics were almost all poor (fair to poor). The total of item showed students ability in writing descriptive text were consist of excellent; content, organization, vocabulary, language use, and mechanic. Therefore, the calculation of five components that it meant, the result of pre-assessment test of the students wrote skill in writing descriptive text were all poor. The students writing ability content 90%, organization 65%, vocabulary 65%, language use 100%, mechanics 100%.

**Table 8: The Result of Pre-Assessment Test**

SCORE	CATEGORY	FREQUENCY (20 STUDENTS)	PERCENTAGE (%)
86-100	EXCELLENT	-	0%
71-85	GOOD	1	5%
56-70	AVERAGE	13	65%
41-55	POOR	6	30%
<40	VERY POOR	-	-

Based on the table, showed that students' writing descriptive text ability consisted of 5% good (achieved by 1 student), 65% average (achieved by 13 students), 30% poor ( achieved by 6 students). The details of students pre-assessment test result was displayed in appendix.

## **2. Description of Cycle I**

Cycle I was did based on the result of the pre-assessment test. Here both the researcher and collaborator classroom teaching and

learning applied teaching writing descriptive text by using flower writing strategy. It is a strategy which is the students required write the decriptive text by using flower writing. In this strategy, teacher asked students individually to write descriptive text by using the words in flower chart. The students asked to write the sentence beside the flower chart of each petals word. Then, arraged it to became a descriptive paragraph. If there is difficulties the teacher asked students to open the dictionary, notes, or asked the teacher.

**a. Planning**

The first cycle was held on November, 2019. From the pre- assesment test, the result not satisfyied. The writing descriptive text tested in the test was categorical low. In the cycle one, focused on the treatment materials five aspect in writing because in this treatment was low. Then, still got many revised for improving students' writing ability. The researcher and teacher decided to use flower writing strategy to teach writing descriptive text. In planning, before applying flower writing strategy the researcher had to prepare everything which needed in learning process. they are:

1. Preparing the materials, making lesson plan, and designing the step in doing the action.
2. Preparing list of the students name, and scoring.
3. Preparing teaching purpose.

4. Preparing sheet for classroom observation (to know the situation of teaching learning process when the strategy applied).
5. Preparing test for cycle I (to know wheter students' writing ability will increase or not).

#### **b. Implementation**

The implementation of action I was done on November 9<sup>th</sup> 2019. 14<sup>th</sup>November, 16<sup>th</sup>November, and 21<sup>th</sup>November 2019. In this step the researcher applied the lesson plan. The following procedure of action I:

##### **1. Pre-learning Activities**

- a. Teacher great the students.
- b. Greeting the students.
- c. Checking attendance of the students.
- d. The teacher ask the students abou their activities and materials at the previous meeting. Students told their activities, and materials at previous meeting.
- e. Before teacher deliver the material that will be given to students, teacher ask students, “about their parents? The students answer the question”.

## 2. While-learning

In while-learning, the researcher carried out the process of teaching and learning activity through flower writing strategy.

### ❖ Eksploration

- The teacher deliver the material of descriptive text. (definition, generic structure).
- After that the teacher explains about laguage features of descriptive text focus on the use of simple present tense, adjectives, and linking verbs).
- After understand about descriptive text, teacher teaching about flower writing. The teacher give an explanation of the flower chart.
- Teacher ask the students “do you know about flower writing?”.
- The teacher gives information about the benefits of flower writing and steps to write.
- Teacher asks students individually, to make a sentence based on the word in the flower chart.

### ❖ Elaboration

- Students individually are required to write a descriptive text in English according to the words in chart of flower.

- Students then collect their work to the teacher.

❖ Confirmation

- Teacher determine the best work.

### 3. Post-learning

- Asking the difficulties they might face
- Concluding the lesson.
- Asked the students to practice at dorm.
- Closing the class.

After implementing the strategy in cycle I, the test for this cycle was administered. The test was actually aimed at knowing the students writing ability after implementing the flower writing. It was done on November 2019.

#### c. Observing

The implementation of action I was done on November 9<sup>th</sup>, November 14<sup>th</sup>, November 16<sup>th</sup>, November 21<sup>th</sup> 2019. The topic of the first cycle were about (my parents, my teacher). It mostly should have a good five aspect in writing (content, organization, mechanics, vocabulary, and language use). It because the students' low was on these aspect.

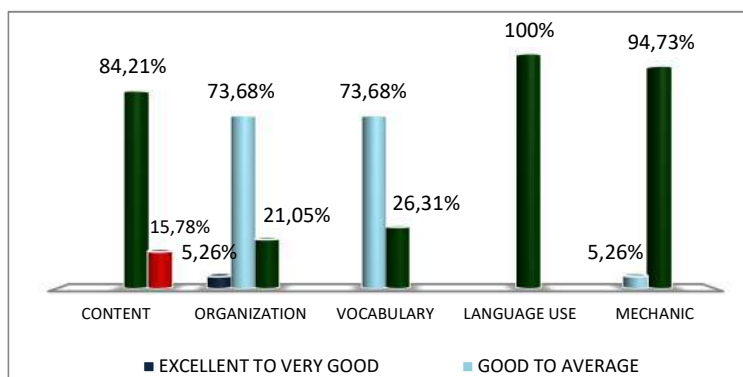
The readiness of the students to receive a subject matter. Students enter the class on time, prepare learning equipment such as books, pens, and do not other work that will disrupt the

learning process. Observation were made in order to find out about teaching and learning activities, students activities, learning equipment, students responses, and students participation in learning process.

During cycle I, the implementation of flower writing strategy was aimed to helps students ability in writing descriptive text related to the topic given in creative way, and build their enthusiasm in learning. The activities was given after the explanation of the example of how to make a text using flower writing strategy. The students were exited in writing it was because the teacher never used any strategy to teach them.

While the activities, the students were more focus, and active. It could be seen in their participation. Eventhough not all the students were active yet.

#### d. The Result of Test in Cycle I



**Chart 2: Percentage of Students' Writing Ability in Content, Organization, Vocabulary, Language Used, and Mechanic.**

The chart above explained the result of cycle I of students' writing ability such as; content, organization, vocabulary, language use, and mechanics. The students score were (fair to poor). The total of item showed students ability in writing descriptive text were consist of excellent; content, organization, vocabulary, language use, and mechanic. Therefore, the calculation of five components that it meant, the result of cycle I test of the students wrote skill in writing descriptive text were fair to poor. The students writing ability content 84,21%, organization 21,05%, vocabulary 26,31%, language use 100%, mechanics 100%. The detail table of the result was displayed in appendix.

**Table 9: The Result of Test in Cylce I**

SCORE	CATEGORY	NUMBER OF STUDENTS (19 STUDENTS)	PERCENTAGE (%)
86-100	EXCELLENT	-	-
71-85	GOOD	2	10,52%
56-70	AVERAGE	16	84,21%
41-55	POOR	1	5,26%
<40	VERY POOR	-	-

From the table above, it showed that students' writing descriptive text ability consisted of 10,52% good (achieved by 2 students), 84,21% average (achieved by 16 students), 5,26% poor (achieved by 1 student). The details of students cycle I test result was displayed in appendix.

**e. Interview**

Based on the interview that was done with the students, there were only few students understood about writing descriptive text. They were also they had lack of basic knowledge about writing descriptive text. Beside they also thought that they spent too much time in arranging the words and lack of vocabulary.

**f. Reflection**

In the implementation of flower writing strategy in cycle I, there were some good things that had been achieved. Yet, there were some things that must be recognized and changed. On the other handed, in the implementation of cycle I, there were some thing had not been achieved well, and have to recognized and changed.

The following are the good things that achieved in cycle I, comparing to the pre-assessment test in writing ability on descriptive text is increase, eventhough the averege score was stile low. At the beginning, students average score was %, while in cycle I was %. However, there was any improvement towards students writing ability on decriptive text. The target of this research was not achive yet.

The following are; students asked to bring dictionary as the encouradgement was not successful. They said that they have it at dorm, and it was heavy, so only some dictionaries at the library



they borrow, and students who were diligent to bring it to class. But, in progress of writing by using flower writing strategy the researcher marked that this strategy was quite effective for them for applied in class. It can be seen on students result of cycle I, which is better than the result of pre-assessment. Thus, the researcher would get a better result in next cycle.

### **3. Description of Cycle II**

Cycle II was done based on the result of the cycle I test. Cycle II was done on November 23<sup>th</sup>, November 28<sup>th</sup>, November 30<sup>th</sup>, December 5<sup>th</sup>. After seeing the result in cycle I, the researcher prepared again material more interested to improve students ability in writing descriptive text. Then, the researcher tried to be more creative in explained writing descriptive text using flower writing strategy. The procedure of cycle II as follows:

#### **a. Planning**

The plan of the action for cycle II was continuation of the action that had been done in cycle I. However, in cycle II there were some things recognized. They are:

1. Preparing a set of classroom instruction to implement the action.
  - a. Preparing the materials, making lesson plan, and designing the steps in doing the action.

- b. Preparing list of the students name, and scoring.
  - c. Preparing teaching purpose.
  - d. Preparing sheet for classroom observation (to know the situation of teaching learning process when the strategy applied).
  - e. Preparing test for cycle II (to know wheter students' writing ability will increase or not).
2. Preparing for teacher to implementation the action.
    - a. Make a goal of learning from the cardboard, and put on the classroom whiteboard.
    - b. Prepare the teaching materials (flower writing strategy) such as; descriptive text explanation needed, grammar, vocabulary needed, flower chart form, and example of interesting text.

#### **b. Implementation**

The implementation of action II was done on November 23<sup>th</sup> 2019, 28<sup>th</sup> November, 30<sup>th</sup> November, and 5<sup>th</sup> December 2019.

In this step the researcher applied the lesson plan. The following procedure of action II was similar to action I, but there were some differences of materials. The researcher and teacher did this cycle because Cyce I did not achieved the target of the research. So, this cycle hoped can solve the problem they got from cycle I in meeting I to IV. The material was still about

descriptive text, the theme is about my aunt and myself. The teaching and learning process of this cycle was:

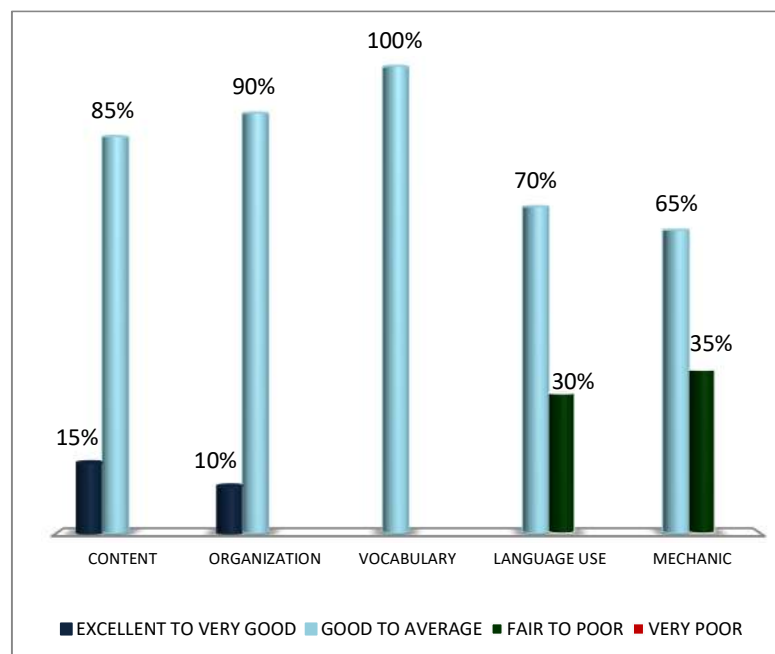
- 1) The researcher explained the material, although it had been explained on the day before.
- 2) The researcher gave brainstorming by asking students about the person they know well.
- 3) The researcher give the students the text.
- 4) The researcher give the students some questions related to the text.
- 5) Students answer the question.
- 6) The researcher asked students to checked some vocabulary they do not know.
- 7) The researcher explained about the grammatical points used int the text. Also, improved spelling.
- 8) Then asked students to wrote their descriptive text in flower writing form.
- 9) The researcher and colaborator helped students if they got difficulty.

After implementing the strategy in cycle II, the test for this cycle was administered. The test was actually aimed at knowing the students writing ability after implementing the flower writing. It was done on 5<sup>th</sup> December 2019.

### c. Observing

Observation was done not only by the researcher, but also by the collaborator. All the data and information needed were collected along the implementation of the cycle II. In observing the implementation of flower writing. The researcher had got some notes in the aspect of students preparation in learning processes for flower writing strategy. All students had preparation for learning such as writing material, pen, and other stationary supplies. In behavior, all students behaved appropriately and more seriously as well.

### d. The Result of Test in Cycle II



**Chart 3: Percentage of Students' Writing Ability in Content, Organization, Vocabulary, Language Used, and Mechanic.**

The chart above explained the result of cycle II of students' writing ability such as; content, organization, vocabulary, language use, and mechanics. The calculation of the students score of five components for the result of cycle II test of the students wrote skill in writing descriptive text were good to average. The students writing ability content 85%, organization 90%, vocabulary 100%, language use 70%, mechanics 65%. Therefore, the calculation of five components that it mean the result of cycle II of students writing ability on descriptive text is good score. The detail table of the result was displayed in appendix.

**Table 10: The Result of Test in Cycle II**

SCORE	CATEGORY	NUMBER OF STUDENTS (19 STUDENTS)	PERCENTAGE (%)
86-100	EXCELLENT	2	10%
71-85	GOOD	18	90%
56-70	AVERAGE	-	-
41-55	POOR	-	-
<40	VERY POOR	-	-

From the table above, it showed that students' writing descriptive text ability consisted of 10% excellent (achieved by 2 students), 90% good (achieved by 18 students), 0% average (achieved by 0 student), 0% poor (achieved by 0 student). The details of students cycle II test result was displayed in appendix.

**e. Interview**

Based on the interview that was done to some students, most of the students were understood what was being thought. They practice a lot for content, organized, mechanics, vocabulary, and language use. They enjoyed the lesson through flower writing strategy. Because it makes them more enthusiasm. So, it made them improve their ability. To be familiar with writing without felt the idea was hard. It was good improvement since the strategy in cycle II was fun. Researcher felt there was improvement in terms of motivation and the-self sufficient to finish the work. Flower writing strategy that become the center of activity in class could be carried out fluently.

**f. Reflection**

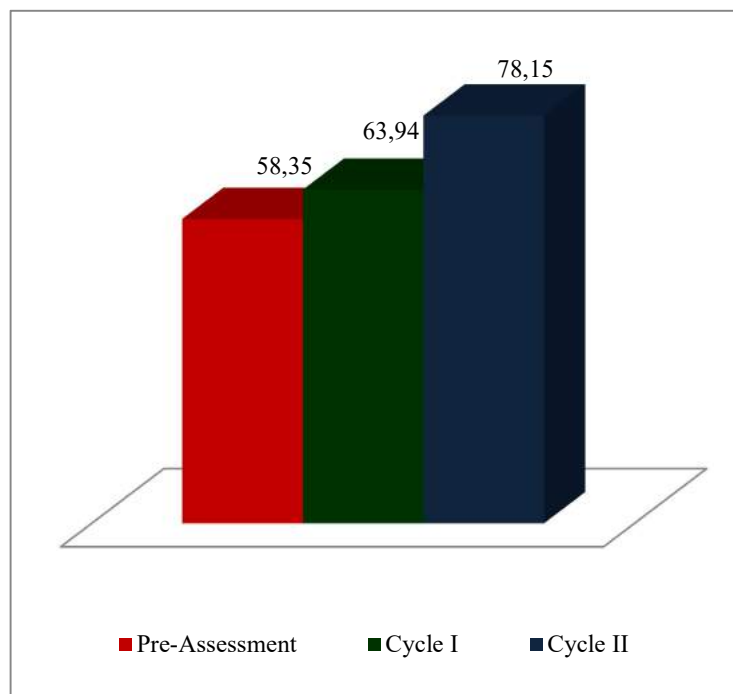
In the implementation of flower writing strategy in cycle II, there were some improvement that had been achieved. The following are the improvement that achieved in cycle II, comparing to the cycle I test in writing ability on descriptive text is increase. In cycle I, students average score was 63,94, while in cycle II was 78,15. Next is the students active increased. It was shown by most of them pay attention, active to asked, helping their friends who still can not understand, and most of them understand the material. The another is the students improvement in writing descriptive text was increased.

They could memorize new words easily. So, the implementing of flower writing strategy is effectively implemented by the researcher and collaborator to improve students ability writing descriptive text.

### 1. The analysis of te Pre-assessment test and Cycle II

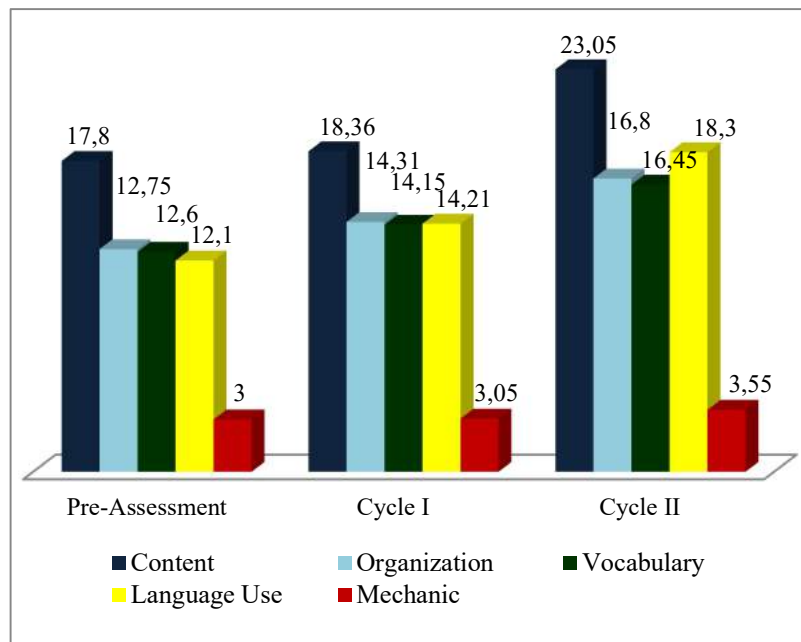
In analyzing the test of pre-assessment and cycle II, the scores were compare to see wheter the action had improved or not.

The improvement achieved by students from pre-assessment test, cycle I, and cycle II could be seen as in the following chart.



**Chart 4: Improvement of Students' Writing Ability**

Furthermore, to see the improvement of students' writing ability in aspect content, organization, vocabulary, language use, and mechanic can be seen in the following chart.



**Chart 5: Improvement of Students' Writing Ability in Content, Organization, Vocabulary, Language Used, and Mechanic**

To see the detail of comparison of analyzing score of pre-assessment, and cycle II. Whether the scores had improved or not can be seen in the following table.

**Table 11: The Analysis of Students' Average Score in Pre-Assessment, and Cycle II**

Percentage of students	Average scores	Increasing
Pre-assessment	Cycle II	
58,35	78,15	19,8

From the table above, the percentage of students' average score of pre-assessment was 58,35, and cycle II was 78,15. It could be concluded that students' average score in pre-assessment test was



smaller than cycle II. The increasing of students' average score in pre-assessment test to cycle II was 19,8.

Furthermore, from the increasing of students' writing ability for content, organization, vocabulary, language use, and mechanic could be seen in the following table.

**Table 12: The Analysis of the Students' Writing Ability for Content, Organization, Vocabulary, Language Used, and Mechanic**

Vocabulary	Students average score			Increasing
	Mastery	Pre-assessment test	Cycle I	
<b>Content</b>	17,8	18,36	23,05	5,25
<b>Organization</b>	12,75	14,31	16,8	4,75
<b>Vocabulary</b>	12,6	14,15	16,45	3,85
<b>Language use</b>	12,1	14,21	18,3	6,2
<b>Mechanic</b>	3	3,05	3,55	0.5

From the table above, it was shown that students' average score on the five aspects of content, organization, vocabulary, language use, and mechanic increased. It was shown that in the aspect of content, students average score increased 5,25, of which pre-assessment test, cycle I were from 17,8 to 23,05. In the aspect organization, students average score increased 4,75, of which pre-assessment test, and cycle II test were from 12,75 to 16,8. In the aspect vocabulary, students average score increased 3,85, of which pre-assessment test, and cycle

II test were from 12,6 to 16,45. In the aspect language use, students average score increased 6,2, of which pre-assessment test, and cycle II test were from 12,1 to 14,21. In the aspect mechanic, students average score increased 0,5, of which pre-assessment test, and cycle II test were from 3 to 3,55.

## **B. Discussion**

The question of his research was “can flower writing strategy improve students’ writing ability at second grade of MTs Pancasila Bengkulu?”. The result of this question as cited in the previous section of this chapter research showed that the students’ ability improved after the action was given to the students. The result of this research also indicated that using flower writing strategy in teaching writing descriptive text could be useful to increase students’ writing descriptive text. It means, the result of this research was similar to the previous studies.

The implementation of flower writing strategy and its supplementary actions was successful improving the students’ writing ability during two cycles. That finding could be inferred from the observations of the teaching and learning process, the interviews with the students and the collaborator. Since action research not merely depends on the process, the English teacher and researcher assessed the students’ writing ability improved or not after conducted pre-assessment test to the students.

During the implementation of flower writing strategy in cycle I, the researcher found that not all of students give attention to the teachers’ explanation. Only few of them did it, and some of them were fall asleep so the target of the research was not achieved yet.

During the implementation of flower writing strategy in cycle II, there were some improvement that had been achieved. The students

achievement in writing ability in cycle II increased. Active students increased. It was shown by most of the students' give the attention to the teacher explanation, and understood toward the material given. The students' ability in writing for content, organization, vocabulary, language use, and mechanic increased. It was shown by their ability in completing the task and the way they explained the material.

Based on the finding above, the actions in cycle I and II, the collaborator agreed to discontinue the research to this cycle. The implementation of flower writing strategy the complementary actions successfully accomplished the aim of the actions during two cycles. The aim of improving students' writing ability was determined based on the field problems and the needs.

The actions planed, acted, observed, and reflected brought to necessity of profiding the general findings. The findings of these actions could be inferred from the observations of the teaching and learning process, and also the interviews with the students and teacher. In summary, the improvement of teaching and learning process during Cycle I and Cycle II.

The process of teaching, and learning writing encountered many problems. The students had difficulties in developed the idea. They had the difficulties in writing. They did not have motivation. At the classroom, English teachers only talk in front of class, there no interaction between teacher and students. When she asked them some questions, the students

just keep silent, they did not know the answer of the questions. In addition, it could be cause by the method that use by the teacher. Which was monotonous. The teacher focus on text book, write on the white board, and asked them to write. That factors made them found the difficulties in writing descriptive text.

Flower writing strategy was implemented in teaching and learning process. the use of flower writing strategy was a new strategy for the students, so they were interested in doing the lesson. It helped the students to builded their writing ability by using words in flower chart. It was proved by students' writing ability before and after implementation. The mean score of the cycle II 78,15 is higher than the mean score of the pre-assessment test 58,35.

The score showed that flower writing effectively improved the students' writing ability. It is proved by Holmes statement that flower writing is kind of writing activity where writers write without fear being evaluated, through flower writing strategy a flower chart with simple words to developed into sentences became a paragraph. It can be an effective way to develop and enhance a great understanding and help the students to developed their creative paragraph using words of flower chart.<sup>71</sup>

Burton also stated that flower writing strategy purposes to helps students think creatively and help them create idea easily by making a

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<sup>71</sup> Mellki Sara. *A comparative study of quick write and flower writing strategies on students' writing achievement*. P.3

complete paragraph using a graph flower which has topic and details around that have connection to one another.<sup>72</sup> Related to descriptive writing, in applying flower writing strategy which very useful and helpful to clarify the ideas. This strategy also helped students to build their creativity in developed ideas. It means flower writing was effective to improve writing descriptive text, and makes students easy to develop their idea.

In addition, as the result of interview, most of the students said that flower writing strategy helped them to write their descriptive text individually. Since it was their first time using it. So, it indicates that flower writing strategy easily applied at any level, build up their creative thinking, and helps them to write a paragraph.

*“Saya suka belajar menggunakan Flower Writing Strategy. Dengan Flower Writing Strategy membuat text descriptive jadi tidak susah. Saya terbantu dengan adanya flower writing dalam menulis text. Sehingga tidak bingung untuk nulisnya.”* (see in Appendix 14)

In addition, the other student said

*“Saya suka belajar dengan Flower Writing Strategy, karena dengan belajar seperti ini kita bisa buat text dengan mudah tanpa lama mikirnya. Kalo buat text tanpa Flower Writing susah terus menyusun kalimat di paragrafnya jadi lebih mudah, karena tinggal tulis ulang aja sesuai kalimat yang dibuat di samping gambar bunganya.”* (see in Appendix 14)

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<sup>72</sup> Siska Nozalia. *Teaching writing descriptive text by combining author's chair with flower writing strategy at junior high school.* (2014).P.2

In addition, the other student said

*“Flower writing sangat membantu dalam menulis text. Kita bisa paham cara membuat text decriptive, dan bisa bantuin teman yang kesulitan juga. Ketika menulis menggunakan flower writing kita jadi lebih fokus berfikir gimana caranya ngembangin sebuah kata menjadi kalimat, sehingga ga sama dengan punya teman, dan sesuai dengan orang yang kita ceritakan di tulisan kita. ”* (see in Appendix 14)

Therefore, this research confirms the theories, and also the advantages of the previous studies. That said flower writing can helped students to develop their idea, and easy to applied at any level, can be applied in group and individually, builded up their creative thinking, and helps them to write a paragraph.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings and discussion of the research in the previous chapter, the researcher conclude that the use of Flower Writing Strategy was able to improve students' writing ability of descriptive text. It could decrease students' problems, such as could not develop their idea, do not know the component of the text. Teaching writing descriptive text by using flower writing strategy could make students easy to write, more active and motivated in learning progress. It can be seen on students' mean score of pre-assessment, cycle I, cycle II, where in pre-assessment, and cycle I, improved to in cycle II. Therefore, it was appropriate to be applied in teaching writing descriptive text at MTs Pancasila Bengkulu.

#### B. Suggestion

From the conclusion above, the researcher would like to suggest that:

1. For the students, students should pay attention to the teacher when teacher delivers the material so that students understand the material that had been taught. Students must bring the dictionary, and memorizing the vocabulary that they had been learned. So that help them easlily in writing.
2. For teacher, teacher must be able to know the issues of the students in teaching and learning process, and must be able to solve the issues so that students enjoy the learning process. Choosing appropriate strategy in



teaching and learning is recommended to solve some issues. Teacher can use flower writing strategy in writing descriptive text, so that students can easy to write, and motivated.

3. For the researcher, the researcher hopes that this thesis can be useful for the readers. The use of flower writing strategy is to improve students writing ability. Moreover, the researcher may suggest the next researcher to do further study that can enhance this research, because this can be broaden to other skill, subject, and in different setting.

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**A**

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## INSTRUMENT OF PRE-ASSESSMENT

### Pre-Assessment

1. Please make a simple descriptive paragraph about your brother/sister.
2. It will be better if you write descriptive paragraphs consisting of 5.
3. The paragraph using present tense.
4. Write in 15 minute.
5. You may open dictionary.

Name: \_\_\_\_\_

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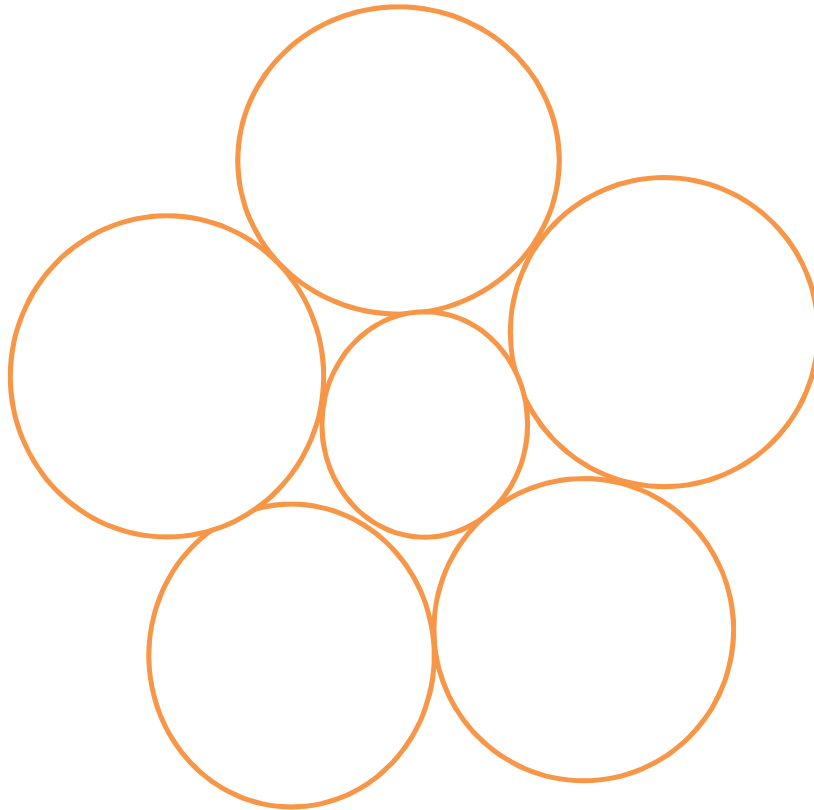
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Score:

Name :	
Class :	
Time allocation :	20 Minutes
Instuction :	<ol style="list-style-type: none"><li>1. Please make a simple descriptive paragraph basd on theme.</li><li>2. It will be better if you write descriptive paragraphs consisting of 5.</li><li>3. The paragraph using present tense.</li><li>4. You may open dictionary.</li></ol>



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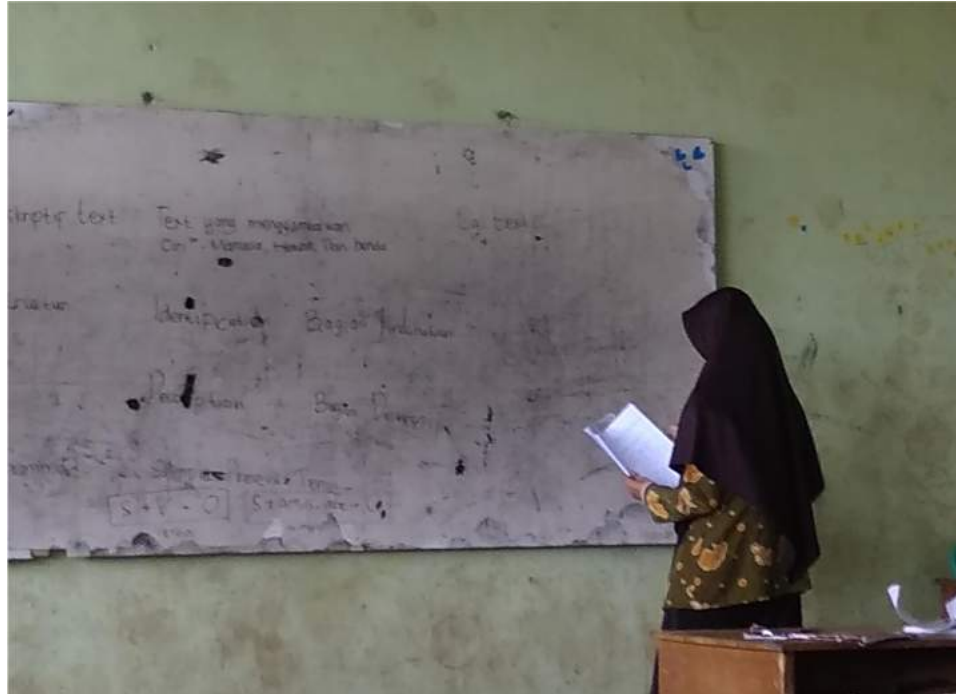
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## DOCUMENTATION OF PRE-ASSESSMENT



## DOCUMENTATION OF CYCLE I







## DOCUMENTATION OF CYCLE II













