AN UNDERGRADUATE THESIS

IMPROVING THE STUDENTS' DESCRIPTIVE TEXT WRITING SKILL BY USING BRAINSTORMING TECHNIQUE OF THE EIGHT GRADE OF SMP TMI ROUDLOTUL QUR'AN METRO

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STATE ISLAMIC INSTITUTE OF METRO
1439 H / 2017 M

IMPROVING THE STUDENTS' DESCRIPTIVE TEXT WRITING SKILL BY USING BRAINSTORMING TECHNIQUE OF THE EIGHT GRADE OF SMP TMI ROUDLOTUL QUR'AN METRO IN ACADEMIC YEAR OF 2017/2018

Presented as a pertial fulfillment of requirement for the degree of Sarjana Pendidikan (S.Pd) in English Education Department

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APPROVAL PAGE

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Kepada yth,

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Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Judul Skripsi   : IMPROVING THE STUDENTS' DESCRIPTIVE TEXT WRITNG SKILL BY USING BRAINSTORMING TECHNIQUE OF THE EIGHT GRADE OF SMP TMI ROUDLOTUL QURAN METRO

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

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An Undergraduate Thesis entittled: IMPROVING THE STUDENTS' DESCRIPTIVE TEXT WRITING SKILL BY USING BRAINSTORMING TECHNIQUE OF THE EIGHT GRADE OF SMP TMI ROUDLOTUL QUR'AN METRO IN ACADEMIC YEAR OF 2017/2018

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**IMPROVING THE STUDENTS' DESCRIPTIVE TEXT WRITING SKILL
BY USING BRAINSTORMING TECHNIQUE OF THE EIGHT
GRADE OF SMP TMI ROUDLOTUL QUR'AN METRO
IN ACADEMIC YEAR OF 2017/2018**

**ABSTRACT
BY
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English writing is one of the most important skill which must be belonged by the learners. Because English writing has strategic role in mastering science and technology. Trough their writing, the students can express their ideas, increase their thought, and deliver their information or message. The most of students have difficulties in mastering writing skill. Because the most of students assume that writing is difficult and bored. So that, their motivation in learning writing are still low. The student's low motivation caused by many factors, such as learning method, learning media, learning facilities, mastering vocabulary, grammar, and expressing ideas.

In this research, the research used Classroom Action Research. It aimed to find out whether by using Brainstorming Teachnique could improve the students' descriptive text writing skill. This research involved students with given pre-test, treatment and post-test..

The result in cycle I showed that the students' average was increased significantly from pre-test to post-test 1 to post-test 2 to post-test 3. It was from 58.67 in pre-test to 65.75 post-test 1 or increased 7.08, while the increasing of post-test 1 to post-test 2 was from 65.75 to 70.72 or increased 4.97, while the increasing of post-test 2 to post-test 3 was from 70.72 to 77.62 or increased 6.90. It means that the increasing from pre-test to post-test 3 was 18,95. It is clear that based on the result pre-test and post-test, it can be said that brainstorming has positive improve in learning writing. So they enjoy doing the task. It also makes them easier in studying the material.

MENINGKATKAN KEMAMPUAN MENULIS TEKS DESKRIPTIF DENGAN TEKHNIK BRAINSTORMING DI KELAS DELAPAN SMP TMI ROUDLATUL QUR'AN METRO TAHUN AJARAN 2017/2018

ABSTRAK
OLEH
RODESTA ANGGIA PALUPI

Menulis bahasa Inggris adalah salah satu keterampilan yang paling penting yang harus dimiliki oleh peserta didik. Karena menulis bahasa Inggris memiliki peran strategis dalam menguasai ilmu pengetahuan dan teknologi. Melalui tulisan mereka, para siswa dapat mengekspresikan gagasan mereka, meningkatkan pemikiran mereka, dan menyampaikan informasi atau pesan mereka. Sebagian besar siswa mengalami kesulitan dalam menguasai kemampuan menulis. Karena kebanyakan siswa beranggapan bahwa tulisan itu sulit dan bosan. Sehingga motivasi belajar menulis masih rendah. Motivasi rendah siswa disebabkan oleh banyak faktor, seperti metode pembelajaran, media pembelajaran, fasilitas pembelajaran, penguasaan kosakata, tata bahasa, dan gagasan ekspresif.

Dalam penelitian ini, penelitian menggunakan Penelitian Tindakan Kelas. Ini bertujuan untuk mengetahui apakah dengan menggunakan Brainstorming Teachnique dapat meningkatkan kemampuan menulis teks deskriptif siswa. Penelitian ini melibatkan siswa dengan pre-test, treatment dan post-test.

Hasil pada siklus I menunjukkan bahwa rata-rata siswa meningkat secara signifikan dari pre-test sampai post-test 1 sampai post-test 2 sampai post-test 3. Dari 58,67 di pre-test menjadi 65,75 post test 1 atau meningkat 7,08, sedangkan peningkatan post-test 1 sampai post-test 2 adalah dari 65,75 menjadi 70,72 atau meningkat 4,97, sedangkan peningkatan post-test 2 ke post-test 3 adalah dari 70,72 menjadi 77,62 atau meningkat 6,90. Ini berarti bahwa peningkatan dari pre-test ke post-tes adalah 18,95. Jelas bahwa berdasarkan hasil pre-test dan post-test, dapat dikatakan bahwa brainstorming telah meningkatkan kemampuan peserta didik dalam pembelajaran menulis. Jadi mereka merasa senang melakukan tugasnya. Hal ini juga membuat mereka lebih mudah dalam mempelajari materi.

STATEMENT OF RESEARCH ORIGINALTY

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Metro, December 2017

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Menyatakan bahwa Skripsi ini secara keseluruhan adalah asli hasil dari penelitian saya kecuali bagian-bagian tertentu yang dirujuk sumbernya dan disebutkan dalam daftar pustaka

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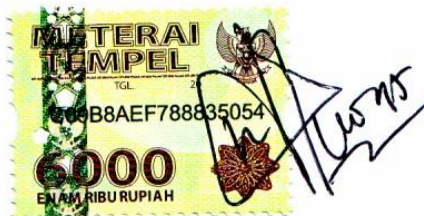
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MOTTO

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إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ﴿٦﴾

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"*Indeed, there is ease after difficulty.*" (Q.S. Al-Insyirah: 6)

DEDICATION PAGE

This paper is dedicated to all people who always pray and give support in finishing this paper for my success, they are:

1. My beloved father (Agus Riyanto), my beloved mother (Sumiyati), and my beloved sister (Rodestia Ulupi Armanita) who always has honesty sincerity to grow me up, educate, accompany and pray for me until getting success and their greatest live and support for me at all until I can complish this script.

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All of Praises to Allah who has created us perfectly and who has given me His mercy, His blessing until I can finish an undergraduate thesis with the title "IMPROVING THE STUDENTS' DESCRIPTIVE TEXT WRITING SKILL BY USING BRAINSTORMING TECHNIQUE OF THE EIGHT GRADE OF SMP TMI ROUDLOTUL QUR'AN METRO IN ACADEMIC YEAR OF 2016/2017".

The researcher thanks for everyone that we could not mention one by one but involved in the making of this undergraduate thesis, directly or indirectly. Our knowledgment go to Drs. Kuryani Utih, M.Pd as the sponsor and to Ahmad Subhan Roza, M. Pd as the co-sponsor and our beloved friends in the class.

The researcher realizes that this undergraduate thesis is nearly imperfect. Last but not least, I hope that the result of the research beneficial or contribution in teaching learning activity of English Language in SMP TMI ROUDLOTUL QUR'AN METRO.

Thank you very much.

Metro,   December 2017

RODESTA ANGGIA PALUPI
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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURE

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of The Research

Language has an important role in our life because the function of language is our life communication. It makes us able to convey the information about something that we need. It can be used as a communication tool, such as thinking exchange, communicating ideas, and negotiating with the others. The English language is one of the international languages that are widely used in the world. English has been used by many people from different countries.

English communication can be conducted effectively, the students must master it correctly and perfectly. It means that English mastery is the essential component of the requirement to enter the global community. Thus, having good English ability is a requirement to improve the science and technology. Moreover, based on the explanation above it refers to four English skills, such as listening, reading, speaking, and writing should be mastered by the students. In other words, the four skills as the ultimate purpose of English teaching which the students can use the language effectively in communication.

English writing is one of the most important skill which must be belonged by the learners. Because English writing has strategic role in mastering science and technology. Trough their writing, the students can

express their ideas, increase their thought, and deliver their information or message. The most of students have difficulties in mastering writing skill. Because the most of students assume that writing is difficult and bored. So that, their motivation in learning writing are still low. The student's low motivation caused by many factors, such as learning method, learning media, learning facilities, mastering vocabulary, grammar, and expressing ideas.

This statement can be proofed by the result of researcher pre-survey that was conducted on June, 06 2016. The students English writing skill can be seen as follow:

Table 1

The students English writing skill at The Eight Grade Of SMP TMI Roudlotul Qur'an Metro In Academic Year 2017/2018

NO	RESPONDENT CODE	M/F	SCORE	CRITERIA
1	A E M	P	60,0	Fail
2	A T	P	43,2	Fail
3	A E W	P	68,4	Fail
4	A N S	P	49,5	Fail
5	A R	P	41,1	Fail
6	A L A	P	45,3	Fail
7	A F	P	72,6	Pass
8	A S	P	66,3	Pass
9	B	P	57,9	Fail
10	D D A	P	68,4	Pass
11	D L H	P	56,8	Fail
12	D N L Z	P	58,9	Fail
13	D F	P	36,8	Fail
14	D T F	P	62,1	Fail

15	D S W	P	51,6	Fail
16	E J I	P	74,7	Pass
17	E Y B	P	62,1	Fail
18	F N	P	64,2	Fail
19	H U N	P	53,7	Fail
20	H Z	P	51,6	Fail
21	H M	P	68,4	Pass
22	H K	P	62,1	Fail
23	I S N	P	70,5	Pass
24	I N A	P	66,3	Pass
25	J N A	P	78,9	Pass
26	K A	P	72,6	Pass
27	K Z N	P	49,5	Fail
28	L R R	P	53,7	Fail
29	L N	P	60,0	Fail
30	M	P	60,0	Fail
31	N M S	P	60,0	Fail
32	N K	P	60,0	Fail
33	N K	P	68,0	Pass
34	P P	P	54,0	Fail
35	P A M	P	73,0	Pass
36	P K W	P	56,0	Fail
37	R T S	P	40,0	Fail
38	R A	P	49,0	Fail
39	R P L	P	72,0	Pass
40	R D M	P	60,0	Fail
	Total	40	2379	
	Average score		59,47	

Source : English teacher archieve of students english writing at The Eight Grade

Of SMP TMI Roudlotul Qur'an Metro In Academic Year 2017/2018

Mastering Minimum Criteria (MMC) :

The students called pass if they get minimal score 65

The students called fail if they get score less than 65

From the explanation above, it can be inferred that the students' descriptive text writing score is categorized into poor category because the average is 59,47. The number of the students who passed were 12 students, meanwhile the number the students who were failed were 28 students. Based on these conditions, the factors identify the problems. In descriptive text, the students are not able to write correctly, the students are not interested in the writing materials, the students are difficult to construct the descriptive, because the students are less in vocabularies and grammatical so they cannot construct the sentences and the strategies which are used in the learning process are not appropriate. The researcher would like to conduct a research "Improving The Students' Descriptive Text Writing Skill By Using Brainstorming Technique On The Eight Grade of SMP TMI Roudlotul Qur'an Metro In Academic Year Of 2017/2018"

The researcher assumes that student's low English writing score was influenced by the students because the students have lack vocabulary and grammar. Therefore, in this case the researcher will try to use a Brainstorming Technique to improve the students' descriptive text writing skill. Because the Brainstorming Technique can motivate the students' English learning, can makes the students enjoy in learning process, and

overcomes the students learning boredom. So the researcher believe that the Brainstorming Technique can improve the students English writing skill especially at The Eight Grade of SMP TMI Roudlotul Qur'an Metro.

B. Problem Identification

Based on the background above, the researcher would like to identify the problems as follow:

1. The students are not able to write correctly
2. The students are not interested in the writing materials
3. The students feel difficult to construct the descriptive text
4. The students have lack of vocabularies and grammatical so they cannot construct the sentences
5. The learning technique which used in learning English is conventional method.

C. Problem Limitation

Based on the problem above, the researcher limits the problem only on Improving The Students' Descriptive Text Writing Skill By Using Brainstorming Technique On The Eight Grade Of SMP TMI Roudlotul Qur'an Metro In Academic Year Of 2017/2018. The students feel difficult to construct the descriptive text and the learning technique which are used by the teacher in the learning process are not appropriate.

D. Problem Formulation

Based on the problem above, the researcher would like to identify the problems as follows:

1. Can Brainstorming Technique improve the students' descriptive text writing skill at Eight Grade of SMP TMI Roudlotul Qur'an Metro ?

2. Can Brainstorming Technique improve the students' learning activities at Eight Grade SMP TMI Roudlotul Qur'an Metro?

E. Objective and Benefit Of The Research

1. Objective of Research

   In reference of the research above, the objective of the research are :

   a. To find out whether Brainstorming Technique can be used to improve the students' descriptive text writing skill.

   b. To find out whether Brainstorming Technique can be used to improve the students'learning activities.

2. Benefit of Research

   The benefit of the research are :

   a. For students

      As the good technique to motivate the students in order the students to be more active in following English Lesson, especially for writing descriptive text material.

b. For English teacher

As an information to make the learning process to be more interesting and enjoying for the students.

c. For Headmaster

As a positive consideration to facilitate the learning activitiy, especially English learning lesson.

CHAPTER II

THE REVIEW OF RELATED THEORY

A. Theoretical Review

The following review cover theories of descriptive text writing Skill and brainstorming technique, Procedures of Teaching Descriptive Text of using Brainstorming Technique. All about that's topic would be discuss more clearly as below:

1. The Concept of Descriptive Text Writing Skill

a. Concept of Writing

1) The Definition of Writing

The meaning of writing in Oxford Advanced Learner's Dictionary is : 1) the activity of writing, in contrast to reading, speaking, etc. 2) the activity of writing books, articles, etc, especially as a job. 3) books, articles, etc. 4) writing is a group of pieces of writing, especially by a particular person or on a particular subject. 5) words that have been written or painted on sth 6) the particular way in which sb forms letters when they write .[1]

According to Siahaan, writing is the talent of researcher to deliver information to reader or club of readers.[2] Its mean

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[1] A.S Hornby , *Oxford Learner's Dictionary 8th ed*, Oxford University Express, (New York, 2010), p.1723

[2] Sanggam Siahaan, *The English Paragraph*, Yogyakarta; Graha Ilmu, 2008, p.2

writing is a Skill which the researcher discusses about the major topic that aims to convey information to the reader.

Mike Sharples explain that writing is a specially activity, both simple and difficult.[3] This means that writing is the Skill of each person who is an easy way to express what have in mind to the feelings. Writing is an activity that is easy and difficult, because the content in the text must match the subject and information submitted must be clear and understood by the reader.

Brown explains that written products are often the result of thinking, drafting, and revising procedures that require specialized Skill, Skill that not every speaker develops naturally.[4]

It means that writing is a process of communication which uses a conventional graphic system to convey a message to reader that should be learnt. And this Skill cannot be mastered naturally. In this process, in order to have Skill of writing someone should know the step of arranging letters, word, sentences, paragraphs, and text by using knowledge of structure and some other related to one another. It is also

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[3] Mike Sharples, *How We Write:Writing as creative design*, (London ; Routledge, 1999) p.3

[4] Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy* (2nd Ed), Addison Wesly, (New York, 2001), p.335

important because writing is drawing the graphic symbols that represent one language in order that people can understand it.

2) Types of writing

The type of the writing paragraph as a productive language Skill is classified according to the specific purposes of the researcher put in the text to be communicated to the readers. There are four forms of writing paragraph. What is the form used in each paragraph?

a) Narration is the forms if writing used to relate the story of facts or events of his word experience in order his readers can see, feel, smell, hear, and taste it as he can.

b) Description is the researcher to analyze and explain an object with a purpose to reveal out its aspect and the nature of their interrelationship vividly. Description reproduces the way thing look, smell, taste, feel, or sound; it may also evoke moods, such as happiness, loneliness, or fear.

c) Exposition is used in giving information, making explanations, and interpreting meanings. In an exposition type, the researcher tries to show the (new) truth fact of an object in order the readers believe or disbelieve something related to the object they are experiencing.

d) Argumentation is used in persuading and convincing the readers to believe or disbelieve the truth of the fact of an object, the also has a goal to persuade the readers in order to take a certain course of action related to the new truth exposed to them.

3) Process of writing

In the writing process comprises the mechanics by which researchers create publishable products. It is method all researchers use to generate ideas, choose and organize these ideas, write and revise their pieces, and format them for publication. In writing process, according to Brown there is several aspect of writing as follow:

a) Content   : the substance of the writing and the idea expression

b) Organization : the logical organization of the content

c) Vocabulary   : the selection of words those are suitable with the content

d) Grammar   : use grammatical form and syntactic pattern

e) Mechanics   : use of the graphic convention as a second language.[5]

In teaching the writing process, be aware that students will find their on own methods. At least toward the beginning

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[5] Ibid, p.357

of the year, encourage students to use the following strategies: prewriting, drafting, self revising, and peer/adult revising, editing and publishing.

a) Prewriting

Prewriting is the first stage of the writing process. The goal here is to generate ideas.[6] Examples of prewriting include anything from a sentence or two describing a project's organization to an extensive outline with references to where you will place notes. Three usable formats for prewriting include the following[7] :

(1) Bubbling (mind web)

(2) Outlining

(3) Drawing/writing a captioned cartoon strip

b) Drafting

Drafting is an early version of a piece of writing.[8] Most of us cannot compose anything well at the first try. This is the researcher's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected

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[6] Andrew P. Johnson, Teaching Reading and Writing: A guidebook For Tutoring And Remidiating Students, (America; United States of America, 2008), p.179

[7] Garth Sundem, M.M. Improving Student Writing Skills, (USA: Shell Education, 2007), p.43

[8] Thomas S,Kane, The Oxford Essential Guide to Writing, (New York; Oxford University Press Inc, 2000), p.34

accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps.

c) Revising

Revising is the heart of the writing process.[9] Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is often neglected in the writing process. Students often feel that they have already written the paper, and they see any extra work, such as revising, as just that extra work. But in revising lies the greatest potential for learning. While revising, students learn techniques to make their writing better techniques they can apply the next time they draft. Both drafting and revising are creative, but they differ in emphasis. Drafting is more spontaneous and active; revision, more thoughtful and critical.[10]

d) Editing

Editing is the stage where grammar, spelling, and punctuation errors are corrected.[11]The method for teaching conventions elicits one of the most heated debates in teaching. To drill or not to drill that is the question. Editing as part of the writing process should first be done

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[9] Andrew P. Johnson, *Op.Cit.,* p.179
[10] Thomas s kane, *Op.Cit.,* p.36
[11] Andrew P. Johnson, *Op.Cit.*, p.179

by the author and then again by a peer or adult, using the appropriate editing marks.

e) Publishing and Sharing

Publishing and Sharing is where students' writing is shared with an audience. In additionally, publishing is central to the implementation of Auntheic Writing[12]. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, schools or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, another classmate, or in a large group setting.

b. The Concept of Descriptive Text

1) Definition of Descriptive Text

Malraux highlighted that generally descriptive is sensory experience or visual experience, it is about how something looks, sounds, and tastes.[13] Another expert Sanggam argued that, in composition, a descriptive is also described as a text. The text as a product of writing functions to reflect what is

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[12] Ibid, p. 180
[13] Thomas S. Kane, *Op.Cit.*, p.351

being described to the readers.[14] To certain extent, it can be widely accepted as a paragraph that the researcher illustrates an object to the readers. The object of descriptive can be concrete object and an abstract object. The concrete objects include a person, an animal, a plan, or a car. The exixtent of the object can be felt by the human sensory perception. In contrast, the abstract object include an opinion, idea, love, hate, or believe, they are cannot be felt by the human sensory perception. The text as a product of writing functions to reflect what is being described to the readers.

The diverse effects a researcher wants to make the reader believe to inform, to persuade, and to entertain, those believes are called exposition, descriptive, or narrative.[15]so we can say that the descriptive text is a kind of writing.

Descriptive writing is two wide kinds: objective and subjective. In *objective description* the researcher ignores those aspects of the insight unique to himself and focuses on describing percept in itself. In *subjective description* a researcher plans his or her feeling.[16]

As asserted by Susan, description is writing that creates a clear and vivid impression of the topic. It also explores experience into words about the experience of people, place or

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[14] Sanggam Siahaan, *Op.Cit*., p.19
[15] Thomas S. Kane, *Op. Cit*, p.6-7
[16] Thomas, *Loc. Cit*

thing by physical senses, such as: sight, hearing, smell, taste, and touch.[17]

Example of descriptive text:

The Sea Eagle

There is an eagle nesting on the tree toop near my grandparent's house in pangandaran. It was a sea eagle. The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small birds.

Eagles have many sizes, shapes, and colors, but the sea eagle is easy to recognize because it has strong a streamlined, sharp beakk and a streamline body. Its forelimbs (or arms) serve as wings. This means thet they are of little use for anything except flying. It walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers and for many other jobs that non-flying animals do with paws, claws, or hands on tehir forelimbs.[18]

a) Descriptive organization

A descriptive paragraph describes a person, place, or thing so taht the reader can picture it in his or her mind.

(1) Topic sentence

Oshima and Hogue explained that the topic sentence is the most important sentence in paragraph. It briefly indicates what paragraph is going to discuss. It is a helpful guide to both the researcher and the reader. The researcher can see what information to include. The reader can see what the paragraph is going to be about

[17] Susan Anker, *Real Writing,* (New York: Bedford, 2004),p.155

[18] Artono Wardiman, *English in Focus 2: for Grade VIII Junior High School (SMP/MTs)*, (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), p. 16

and is, therefore, better prepared to understand it.[19] The topic sentence in a descriptive paragraph introduces the item that the researcher will describe. It may also include the researcher's general feeling or opinion about the item. From the example of descriptive text, we can find the topic sentence. It is:

"There is an eagle nesting on the tree top near my grandparent's house in Pangandaran'

(2) Supporting sentences

The supporting sentences give some background information about the item.

(a) The supporting sentences also give descriptive details about the item. These detail describe how the item looks, smells, feels, or tastes. For example: *"The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small birds."*

(b) The supporting sentences may also describe in more detail how the researcher feels about the item. For example: *"Eagles have many sizes, shapes, and colors, but the sea eagle is easy to recognize because it has a strong a streamlined, sharp beak and a stream-line body. Its forelimbs (or arms) serve as wings."*

(3) Concluding sentence

The paragraph ends with a concluding sentence that the idea in the topic sentence using different words.

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[19] Alice Oshima and Ann Hogue, *Writing Academic English,* (New York: Longman,1998) p.4

2. The Measurement of Writing Skill

The standard of students English writing Skill can be known by seeing the table as follow:

Table 1

The Criteria of Writing Skill

Writing Skill	Scores	Levels	Indicators
Content	27-30	Excellent	The students really understand the content of writing. Their writing is really wide, and complete. It is very suitable to the title.
	22-26	Good	The student can understand the content of writing. Their writing is wide, complete and suitable with the title but less detail.
	17-21	Fair	The student less understand the content. Their writing is less complete and less detail.
	10-16	Poor	The students do not understand the content of writing.
Organization	18-20	Excellent	Writing really organized and neat. It is really clear, much ideas and the sequence is very logic.
	14-17	Good	Writing is organized, neat, clear, much ideas in the sequence is very logic.
	10-13	Fair	Writing is less organized and neat, less ideas and the sequence is less logic.
	7-9	Poor	Writing is not organized, not clear and low idea. The sequence is not logic
Vocabulary	18-20	Excellent	The students have many vocabularies. They use the words very effective and appropriate.
	14-17	Good	The students have many vocabularies. They use the word effective and appropriate.
	10-13	Fair	The students have little vocabularies. The word less effective and less appropriate.
	7-9	Poor	The students do not master the word and their writing like translation.

Grammar	22-25	Excellent	The students can master the grammatical well.
	21-18	Good	The students uses and arranges the sentences simply.
	17-11	Fair	The students are difficult using and arranging the simple sentences.
	5-10	Poor	The students do not master the grammatical in their writing.
Mechanics	5	5	The students master the mechanics in writing.
	4	4	The students can master the mechanics in writing.
	3	3	The students less master the mechanics in writing.
	2	2	The students do not master the mechanics in writing and their writing are difficult to read.

3. The Concept of Brainstorming Technique

a. The Definition of Brainstorming Technique

Process writing approaches tend to be framed in three stages of writing. The prewriting stages encourages the generation of ideas.[20] Brainstorming is a type of prewriting that allows you to explore many ideas as soon as they occur to you.

According to Brown, "... is a useful technique in writing because it permits you to an approach a topic with an open mind.[21]

In other word, brainstorming is a writing technique that invites the students think idea then the students can explores that's ideas well.

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[20] Douglas H Brown, *Op.Cit.,* p.348
[21] Ibid, p.349

Frame the brainstorming technique in terms of prewriting, drafting, and revising stages:

1) Prewriting is a technique to generate ideas: it should be used as a beginning, as an initial exploration of the ideas that you have topic. An important aspect of free writing is that you write without being concerned about spelling, punctuation, or grammar. Of course, these elements of writing are important.[22]
2) Drafting is putting ideas down in some rough form. A first draft is generally messy and repetitive and full of mistakes and that's just fine. The purpose of a rough draft is to capture ideas and supporting details, not compose a perfect paragraph or essay on the first attempt.[23]
3) Revising is hanging and rewriting a draft to make it batter. In this step, we respond to the needs of our readers by arranging ideas and reshaping sentences to make clearer connect nmions.[24]

Brainstorming is a group creativity technique designed to generate a large number of ideas for the solution of a problem.[25] It means that brainstorming is a popular tool that helps you generate creative solutions to solve a problem. Brainstorming is probably the most effective of all the writing techniques because it helps the students think through their topics without having them judge what they write. Students simply write items up, one after another, without worrying about putting them in any special order. Encourage students to accumulate as many details as they can think of.

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[22] Ibid, P.350

[23] Bram Barli, *Write well.* kansius, Yogyakarta, 1995.p.64

[24] Ibid, p.68

[25] Ravinder Tomar, *Commercial Operations Management*, New Delhi: Global Inia Publications, 2009, p.81

Brainstorming works by focusing on a problem, and then deliberately coming up with as many solutions as possible and by pushing the ideas as far as possible. One of the reasons it is so effective is that the barnstormers not only come up with new ideas in a session, but also spark of from associations with other people's ideas by developing and refining them.

In the brainstorming process, we write down every single thing that exists or comes into our minds. When s, we simply write down our ideas in phrases or words can be verbs, nouns, adjectives, adverbs or other parts of speech.[26]

b. Basic Rules in Brainstorming

According to Osborn states that there are four basic rules in brainstorming, that are no criticism, welcome unusual ideas, quantity wanted, combine and improve ideas.[27] All of them would be discussed more clearly, as follow.

1) No criticism.

Criticism of ideas are withheld during the brainstorming session as the purpose is on generating varied and unusual ideals and extending or adding to these ideas. Criticism is reserved for the evaluation stage of the process. This allows the

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[26] Bram, *Op.Cit,.* p.64
[27] Scribner's Sons., http://www.nwlink.com/, March 26th 2017

members to feel comfortable with the idea of generating unusual ideas.

2) Welcome unusual ideas

Unusual ideas are welcomed as it is normally easier to "tame down" than to "tame up" as new ways of thinking and looking at the world may provide better solutions.

3) Quantity wanted

The greater the number of ideas generated, the greater the chance of producing a radical and effective solution.

4) Combine and improve ideas

Not only are a variety of ideals wanted, but also ways to combine ideas in order to make them better.

c. Types of Brainstorming

There are many different types of brainstorming. Each types of brainstorming is a different tool and has its own strengths and uses. There are types of brainstorming:

1. Note talking
   This is probably the easiest of all types. Simply take notes whenever you read, hear, or think about something relevant to your paper. A good way to organize notes is to keep different ideas or notes from different sources on separate sheets of paper or note cards. Also, reading over the double entry journal handout for another useful format is a good idea as well.
2. Listing
   Listing is another pretty easy method of brainstorming. To list, write down your topic, and then write out everything that you can think of that is related to your topic.

3. Clustering

Clustering (mapping, webbing) is when you take ideas and show how they are connected to each other and your main topic. The easiest way to do this is to take your list and write similar topics under a sub-heading and then draw a line connecting the sub-heading to your main topic.

4. Free writing

Free writing (also called a brain dump) is where you write for 5 or more minutes on your topic without stopping, thinking, or worrying about grammar, spelling, or anything else. If you run out of ideas when free writing you should write "I don't know what to say" or something similar until you start to come up with more ideas. This process allows you to clear out some of your bad ideas before you start writing, and it can even help you to find really good ideas that you didn't know you had.

5. Outlining

Outlining consist of creating a heading and putting your ideas, evidence, or resources under those headings so that you have a true sense of your paper's layout. Outlining is a really good process to use when research is involved because it allows you to see what order your ideas go in and when you can fit your quotes, data, or paraphrases in your paper.[28]

Those are type of brainstorming, because this type is more

appropriate in learning writing material.

d. Steps of Brainstorming Implementation

1) Prepare two sheets of paper with the following:
   a) What changes have occured in my field in the last twenty years?

   Your field-today's date
   b) What changes do I expect to occur in my field in the next twenty years?

   Your field-the date twenty years from now
2) As quickly as possible, think of as many ideas as you can to answer the question on sheet a.
   a) Take between five and ten minutes to list every idea that comes to your mind
   b) Do not evaluate your ideas. That will come later.

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[28] University of Washington Tacoma, *Brainstorming Exercise,* March 8th 2017, P 1-2.

3) When you have written down everything you can think of, go over the list to evaluate what you have writte. Cross out the ideas that don't fit,
4) Repeat this process (steps 2 and 3) for sheet b.[29]

Therefore, brainstorming is not just an activity of learning process, but also as an alternative learning problem solving. Because through brainstorming technique the students can solve the problem by exchange their idea with their friends or groups. In other hand, they can plan the activity for solving problem steps.

e. Advantages and Disadvantages of Brainstorming

1) Advantages of Brainstorming
   a) Actively involves learner in higher levels of thinking
   b) Promotes peer learning and creats synergy
   c) Promotes critical thinking
   d) Helps group reach consensus

2) Disadvantages of Brainstorming
   a) Requires that learners discipline their inputs to the discussion (generate ideas without making judgements)
   b) May not be effective with large groups
   c) Can lead to "group think".[30]

B. Action Hypothesis

Based on the literature review above, the researcher formulates the hypothesis as follow:

3. Brainstorming technique can improve descriptive text writing Skill at The Eight Graders Of SMP TMI Roudlotul Qur'an Metro In Academic Year 2016/2017"

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[29] Douglas Brown, *Op.Cit.,* p.349
[30] Wehrli, G., Nyquist, J.G., https://www.google.com/, December, 1st 2016, p.1

4. Brainstorming Technique can improve the students' learning activities at The Eight Graders Of SMP TMI Roudlotul Qur'an Metro In Academic Year 2016/2017"

CHAPTER III

RESEARCH METHOD

A. Variable And The Definiton Operasional Variable

Variable of the research becomes the best important thing in investigation of the research. "Variable can be defined as an attribute or a person or of an object with "varies" from person to person or from object to object.[31]

There were two variables in this research; Independent variable and dependent variable, as follows:

1. Independent Variable

Independent variable is a variable that is not influenced by another variable. Independent variable is the major variable which is hoped to investigate. The independent variable (X) of this research is brainstorming technique. This independent variable will be measured by observation. The aim of observation to know whether the implementation of the brainstorming technique is as appropriate as the theory explained by the expert before.

The indicators of appropriate implimentation of brainstorming as follow:

    5) Prepare two sheets of paper with the following:
        c) What changes have occured in my field in the last twenty years?

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[31] Hatch and Farhady, *Research Design and Statistics For Applied Linguistics* (Massachusetts: Newbury House Publisher, 1982), p.12-15

Your field-today's date
- d) What changes do I expect to occur in my field in the next twenty years?
Your field-the date twenty years from now
6) As quickly as possible, think of as many ideas as you can to answer the question on sheet a.
- c) Take between five and ten minutes to list every idea that comes to your mind
- d) Do not evaluate your ideas. That will come later.
7) When you have written down everything you can think of, go over the list to evaluate what you have writte. Cross out the ideas that don't fit,
8) Repeat this process (steps 2 and 3) for sheet b.[32]

2. Dependent Variable

Dependent variable is a variable that influenced by another variable. Dependent variable is the variable which is hoped to investigate. The dependent variable (Y) of this research is writing descriptive text performance. This dependent variable will be measured by written test. The aim of written test to know whether there is improving students writing descriptive text performance after using the brainstorming technique in learning writing material.

The indicator of students descriptive text performance as follow:

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[32] Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy* (2nd Ed), Addison Wesly, (New York, 2001), p349

Table 2
The Criteria of Writing Performance

Writing Performance	Scores	Levels	Indicators
Content	27-30	Excellent	The students really understand the content of writing. Their writing is really wide, and complete. It is very suitable to the title.
	22-26	Good	The student can understand the content of writing. Their writing is wide, complete and suitable with the title but less detail.
	17-21	Fair	The student less understand the content. Their writing is less complete and less detail.
	10-16	Poor	The students do not understand the content of writing.
Organization	18-20	Excellent	Writing really organized and neat. It is really clear, much ideas and the sequence is very logic.
	14-17	Good	Writing is organized, neat, clear, much ideas and the sequence is very logic.
	10-13	Fair	Writing is less organized and neat, less ideas and the sequence is less logic.
	7-9	Poor	Writing is not organized, not clear and low idea. The sequence is not logic
Vocabulary	18-20	Excellent	The students have many vocabularies. They use the words very effective and appropriate.
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Mechanics	5	Excellent	The students master the mechanics in writing.
	4	Good	The students can master the mechanics in writing.
	3	Fair	The students less master the mechanics in writing.
	2	Poor	The students do not master the mechanics in writing and their writing are difficult to read.

B. Setting Of The Study

1. Location Setting

    This research conducted in SMP TMI Roudlotul Qur'an Metro, it is located in Metro. It is located in Jl. Jendral Sudirman 16B, Ganjar Agung, Metro.

2. Subject of the Study

    Subject of the study is the students of the eight grader at SMP TMI Roudlotul Qur'an Metro. The researcher chooses this class because the students have low in writing.

C. Subject Of Research

The subject of this study was the students of the eleventh graders of SMP TMI Roudlotul Qur'an Metro in academic year 2017/2018 and the subject was students' descriptive text on the eighth grade of SMP TMI Roudlotul Qur'an Metro. In conducting this research, the researcher chooses the eighth grade that consists of 30 students because the students in the class have lack score in writing descriptive text.

Table 3
The number of eight graders at SMP TMI Roudlotul Qur'an Metro

Class	Sex		Total
	Male	Female	
VIII	0	40	40

D. Procedure Of Research

The research used the classroom action research because the researcher was the teacher in the class. Therefore, the action research can be done exactly.

In this research the researcher used the CAR (Classroom Action Research) principles to collect the data. Action research was a process in which participants examine their own educational practice systematically and carefully, using the techniques of research[33].

The researcher used two cycles and each cycle consists of four elements. If the first cycle successes, so the researcher continued to the second cycle to get good score or to solve the students' problems in learning writing.

Classroom action researcher consists of four activities which were conducted in every cycle, they were planning, action, observation, reflecting.[34]

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[33] Eileen Ferrance, *Action Research,* (New York: LAB at Brown University, 2000), p.1.
[34] Valsa, Koshy, *Action research for improving practice,* (London: Paul Chapman Publisher, 2005), p.4

Here was step of classroom action research design:
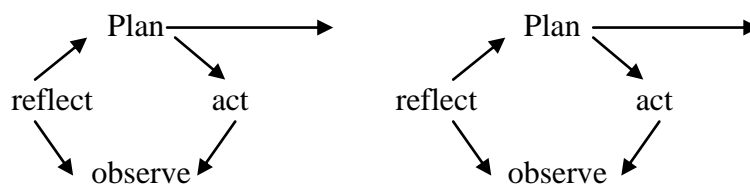
Picture 1 Spiral Classroom Action Research.[35]

Classroom Action Research (CAR) Cycles were:

1. **Cycle 1**

   a. Planning

   Planning is the first step of this classroom action research that prepare before I do the action. In this step, the researcher prepared the material that was relates to the teaching and learning process. Here were the steps that the researcher made in planning:

   1) The researcher made lesson plan.

   2) The researcher prepared the material and the teaching media that needed in teaching learning process, such as text book.

   3) The researcher prepared format to observe.

   4) The researcher prepared format to evaluate the students' activity after teaching learning process.

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[35] Jean, McNiff and Jack Whitehead, *Action Research: Principles and Practice,* (London: 2002), p,41.

b. Acting

   After finishing the planning, the learning process conducts in the eighth grader of Roudlotul Qur'an Metro, the researcher act as follow:

   The researcher applies the lesson plan.

   1) The teacher explainned brainstorming technique in teaching descriptive text writing skill.

   2) The teacher explained the strategy of leaning writing.

   3) The teacher guided the students in teaching learning process based on the lesson plan.

c. Observing

   In this step, the researcher observed the process of teaching by using format observation. The researcher observed the students' activity by using observation sheet. It was to write some indications, not only good indication but the best one also was written. Such as: students' good participants, students' error and the students' skill to answer the question. The important thing in teaching learning process was noted by researcher.

d. Reflecting

   Reflection is the last step in this process. The researcher analyzed and discussed the observation result during teaching process, like the weakness and strength from the action in this step;

the researcher uses the data from evaluation to make improvement for the second cycle. The researcher decides that the next cycle focus on the weakness in preview cycle.

2. Cycle 2

a. Planning

1) The researcher made lesson plan.

2) The researcher prepared the material and the teaching media that needed in teaching learning process, such as: text book.

3) The researcher prepared format to observe.

4) The researcher prepared format to evaluate the students' activity after teaching learning process.

5) The researcher guided the student to learn English based on the lesson plan.

b. Acting

The researcher applied the action plan II, did the treatment and giving the post-test 2.

c. Observing

In this step, researcher observed the process of teaching learning by using observation and field notes to collect the data action plan II.

d. Reflecting

In this step, the observed compares the score of pre-test and post-test. The researcher reviewed and reflected on students' activity

and teacher performance whether it was positive or negative, the second cycle enough or need for the next step.

E. Data Collecting Technique

The researcher will use data collection technique as follow:

1. Test

According to Douglas Brown test is a method of mesuaring a person's skill or knowledge in a given domain.[36] The researches will use test in form pre-test and post-test.

a. Pre-test

The researcher administrates pre test inn the first meeting of the research in order to find out the initial differences between the individual who have similar level. The pre-test uses in this research is in the form of descriptive paragraph writing skill test.

The researches uses essay question, for to know the student's descriptive text writing skill. It will be administrates in written form by the teacher. The total number of items are 1 items with the value of each score is 100.

b. Post-test

This step will be done after the treatment to know the increase of the technique whether it is able to improve the student's

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[36] H.Douglas Brown, *Op.Cit.*, P.384

descriptive text writing skill. It will be held after they get the treatment. Both of pre-test and post-test are different.

The researcher uses essay question, for to know the student's descriptive text writing performancel. It will be administrated orally by the teacher. The total number of items with the value of each score is 100.

2. Observation

In this research the researcher uses observation to see the condition in teaching learning process. In this research the researcher observes the students' activities in teaching and learning process to know how the process of teaching and learning was held. In doing the observation the researcher make the observation sheet that contains of students' activities.

3. Documentation

Documentation as the method which is used to get information from written language of document (for example: books, magazine, rule, note, and others). The researcher uses the documentation method to get detail information about history of the school, the sum of the teacher, employers, and students at eighth grader of SMP TMI Roudlotul Quran Metro Academic Year 2017/2018.

4. The Field Note

To collect the data more accurately, the researcher used the field note; it made the data analyzer simpler. In many professions, it is

a manner of good practice to make "field note" while actually engaged in profesional.[37]

F. Instrument Of Research

Suharsimi Arikunto defined the instrument as the tool of research which is used in each method.[38] In this research the researcher asked the students to make a descriptive text which consists of atleast twenty sentences. The students did it by the theme that decided by the researcher. The biggest score of writing descriptive text depends on some measurements and indicators.

There are some indicators to evaluate the good writing:

1. The students can write the title o the descriptive text.

2. The students can write the main idea of the descriptive text.

3. The students can write the supporting sentences of the descriptive text

4. The student can combine the main sentence and supporting sentence coherently.

5. The students can write the descriptive text by using correct mechanic.

Beside, the researcher has another category in evaluating a good descriptive text, as follows:

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[37] Michael J. Wallace, *Action Research for Language Teacher.* (Cambridge University Press, 1997) p.57

[38] Suharsimi Arikunto, *Op.Cit.,* p.193

Writing Performance	Scores	Levels	Indicators
Content	27-30	Excellent	The students really understand the content of writing. Their writing is really wide, and complete. It is very suitable to the title.
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Mechanics	5	Excellent	The students master the mechanics in writing.
	4	Good	The students can master the mechanics in writing.
	3	Fair	The students less master the mechanics in writing.
	2	Poor	The students do not master the mechanics in writing and their writing are difficult to read.

G. Data Analysis Technique

Data analysis had been conducted step by step the average score of the pre-test and post-test. Furthermore, to know the gain, the researcher compares between pre-test and post-test.

If there were some students that were not successful in cycle 1 it means that the researcher has to conduct the cycle 2. If in the cycle 2 there were some students that were not successful, the cycle 3 has to be conducted and so on. But if in the cycle 2 all of students were successful, the cycles were able to be stopped because in the classroom action research (CAR) the minimum cycle that must be conduct were two cycles. To get average score of pre-test and post—test the formula was:

Formula : $\bar{X} = \dfrac{\sum X}{N}$

Notes: $\bar{X}$ = Mean

$\sum X$ = The total number of students' score

N = Number of students[39]

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[39] Donald Ary, *Introductionto Research,* p,109.

In gaining the class percentage which pass the *Minimum Mastery Criteria* (KKM) 70, uses the formula:[40]

Formula: $P = \dfrac{F}{N} \text{ x } 100\%$

P   = The class percentage

F   = Total percentage score

N   = Number of the students

H. Indicator Of Success

1. From aspect of process

Learning process can be said to be successful if it has fulfilled the conditions of which are :

    a. Learning process going to effectively

    b. The students will be able to write many vocabularies

    c. The students will be able to make paragraph

    d. The stsudents will be able to comprehend meaning of the text

    e. The students will be able to explore more ideas

2. Indicator of Success.

The result is matched by the minimum standard of descriptive paragraph writing skill in this class at least 72. if the result score of the students has been fulfilled more than 72 and 75% of the students has been passed, so the researcher can stop the research. But if there are some student not sucessful, and it's about less than 75% of the total

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[40] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic,* (New Delhi: New Age International, 2006), p.278.

students, so the researcher must continue in cycle II. The minimum

cycle in Classroom Research Action is two cycles.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of the Research Location

The general description that assessed as the complementary data. It is subjectively concerned in condition of school namely history of school, geograpical of school, building condition of school, and structure of organization.

1. The History of Junior High School TMI Roudlotul Qur'an of Metro

Based on documentation data, Junior High School TMI Roudlotul Qur'an of Metro exists in 2004. It is located on Jl. Pratama Praja, Ganjar Asri Village, District of West Metro, Metro City that has wide about 3860m^2. It is one of the Islamic Boarding Schools in Metro. The amount of the teachers and the staff when the established at the first year was 16 teachers, a treasurer, an administration and 4 changeable teachers. Teaching and learning activities in Junior High School TMI Roudlotul Qur'an of Metro occurred from 07.00 am until 14.00 pm.

2. School Condition

a. Infrastructure

Junior High School TMI Roudlotul Qur'an of Metro has 15 room classses, 1 library, 2 rooms for laboratorium and practice room, 4 toilets, and 1 bath room, 1 Mosque and 1 canteen school. There

are some skill aspects are Tahfidz and usual classes. To more complete with the table:

Table 4. Building Condition

No	Type	exsitency		size (M^2)	Function	
		Yes	No		Yes	No
1	Teacher Room	√		80	√	
2	Staff Room	√		32	√	
3	BK Room	√		16	√	
4	Living Room	√		16	√	
5	UKS Room	√		12	√	
6	OSIS Room	√		32	√	
7	Class Room	√		12	√	
8	Mosque	√		80	√	
9	School Yard	√		600	√	

b. Existence Teachers and staff

Junior High School TMI Roudlotul Qur'an of Metro has 32 Teachers, 4 DPK (PNS), 32 institute immoveable teachers. As regards to completely explined with table :

Table 5. Existence Teachers and staff

No	Name	Status	Note
1	M. Iqbal Beny Saputra, M.Pd	GTY	Headmaster
2	Laila Rismadiati, M.Pd.	PNS	Deputy of Curiculum
3	Winda Pratiwi, S.Pd	GTY	Treasurer
4	Dra. Nurhayati.	GTY	Deputy of Student
5	Dra. Irmi Hasni	PNS	Teacher
6	Drs. Sukirno	GTY	Teacher
7	Juariyah, S.Kom	GTY	Teacher

8	Samadi, S.Pd	GTY	Teacher
9	Rahmad Hidayat S.Kom	GTY	Teacher
10	Sutarno, S.Pd	GTY	Teacher
11	Heny Lidiyanti, S.Pd.	GTY	Teacher
12	Lena Hendiana,S.Pd.	GTY	Teacher
13	Dra. PF. Ellany	GTY	Teacher
14	Deni Endri Saputra.S.Pd.	GTY	Teacher
15	Milatun Yuniati, S.Ag	GTY	Teacher
16	Auliarti Rahmawati,S.S.	GTY	Teacher
17	Siti Jubaidah,S.PdI.	GTY	Teacher
18	Ahmad Surahman, S.PdI	GTY	Teacher
19	Feri Anggi Irawan, S.Pd.	GTY	Teacher
20	Leny Wydyastuti, S.PdI.	GTY	Teacher
21	Edy Prayitno, S.Pd.	PNS	Teacher
22	Mubayyin, S.PdI	GTY	Teacher
23	Aji Mubaroq	GTY	Teacher
24	Dra. Indi Rahayu	PNS	Teacher
25	Ujang Kartolo, MM	GTY	Teacher
26	Sudarmi, S.Pd	GTY	Teacher
27	Purwanti, S.Pd	GTY	Teacher
28	Willy Perdana Putri, S.Pd	GTY	Teacher
29	Eka Oktaviana Sari, S.Pd	GTY	Teacher
30	Samsuri, S.Pd	GTY	Teacher
31	Siti Anjarwati, S.Pd	GTY	Teacher
32	Nur Fadilah, S.PdI	GTY	Teacher

Figure 2. Structure of School

Headmaster M. Iqbal Beny Saputra		**School Commitee** Karino,A.Ma.

Leader Staff Juariyah

Curriculum Deputy Laila Rismadiati, M.Pd.

Student Deputy Nurhayati, S.Pd.

Study Program Accountancy Dra. Ari Retnani

Study Program Secretary Sri Widayati, S.Pd

Study Program Marketing Drs. Sukirno

Creator Ekskul Suyanto, S.Ag

Teacher
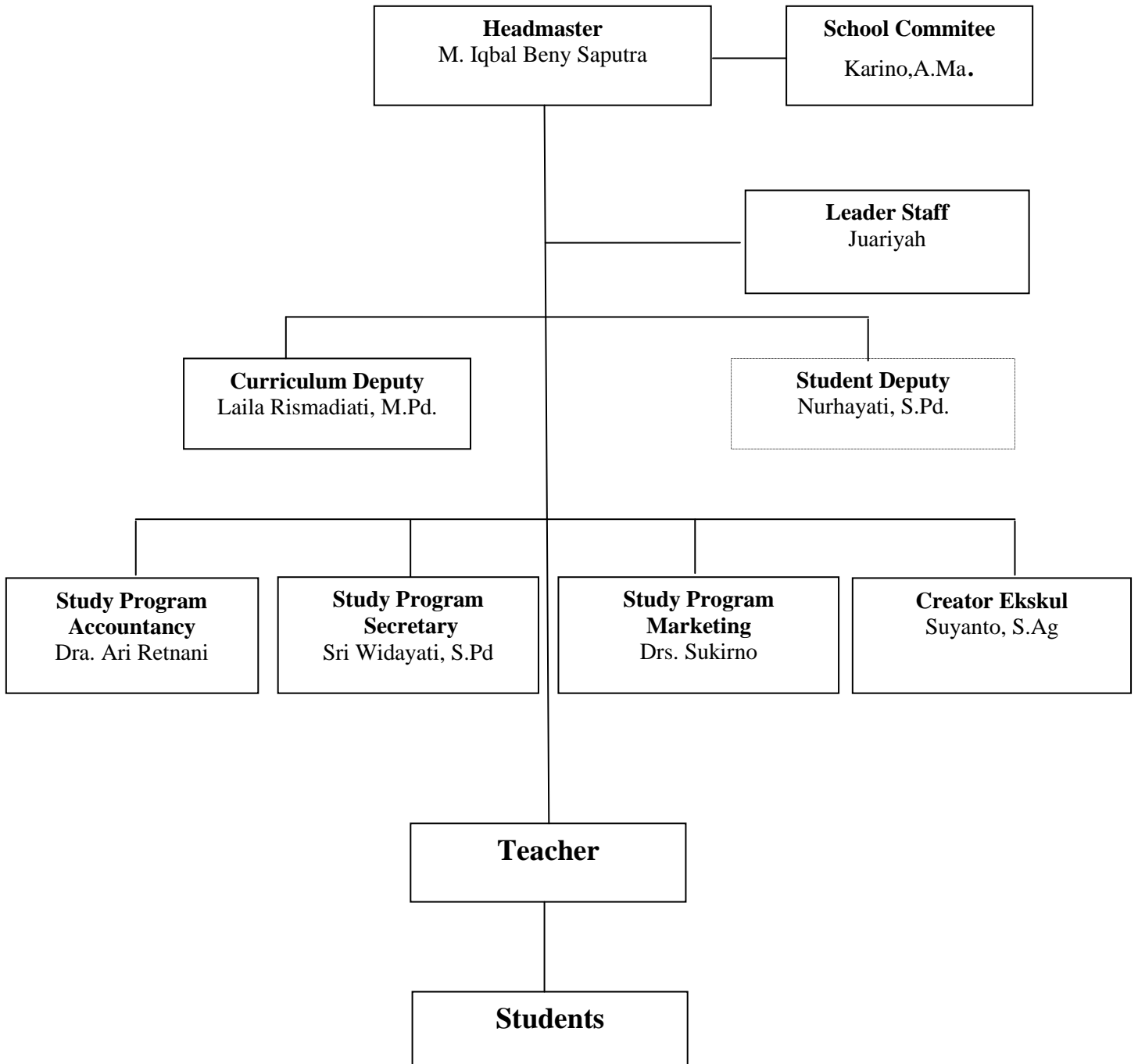
Students

3. **Students Condition**

Junior High School TMI Roudlotul Qur'an Metro has 498 students. It devided some classes that could identify as follow:

Table 1

The amounts of Junior High School TMI Roudlotul Qur'an

Metro in academic year of 2017/2018

No	Classs	Sex		Amount
		Male	Female	
1	VII(Seven)	104	142	246
2	VIII(Eight)	65	102	167
3	IX(Nine)	69	81	150
Amount				496

Source: Junior High School TMI Roudlotul Qur'an Metro in academic year 2017/2018

4. **The Vision and Mission of Junior High School TMI Roudlotul Qur'an Metro**

   a. **Vision**

   " Having performance of both academic and non academic aspects on the basis of religion ".

   The vision achievement indicated by Junior High School TMI Roudlotul Qur'an Metro:

   1) Realizing the curriculum development

   2) Realizing the creative and pleasing learning strategy

   3) Realizing the human resource in having capacity and competence to study for the institutions

   4) Realizing the competitive and educated graduate

5) Realizing the good infrastructure

6) Realizing the authentically assesment system both academic and non academic

7) Realizing an appropriate budget management

b. Mission

Accomplishing the formulated vision by doing the mission of Junior High School TMI Roudlotul Qur'an Metro namely eight educational standards as follow:

1) Standard of the core curriculum

2) Standard of process

3) Standard of education

4) Standard of school management

5) Standard of passing competence

6) Standard of infrastucture

7) Standard of assesment

8) Standard of budgeting

B. Description of Findings

This research was done in three cycles, as the research indicators had been reached at the third cycle. Starting from the first cycle was done on September 14 2017, than the second cycle on September 30 2017, and the third cycle on October 20 2017. Each cycle consisted of planning, action, observation, interpretation, and reflection of the research.

1. **Action and Learning at Pre-Test**

   a. Pre- test activity

   The learning was conducted 6 September 2017 within two hours. All the students had already prepared when the teaching time came. The researcher greeted the students and the students answered the greeting together. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of narrative text writing before doing the action of the classroom action research. The pre-test was administred to the students to be finished individually. The kind of the test was essay that the students make deascriptive text. In around 20 minutes the researcher gave a little explanation about the material and that would be discussed in the next meeting.

   b. The Students' Pre Test Result

Table 6 : Students` Score at Pre-test

No	Students` score	Frequency	Percentage
1	30	8	20 %
2	35	7	17,7 %
3	40	8	20 %
4	50	6	15 %
5	60	6	15 %
6	70	3	7,5 %
7	80	2	5 %
	Total	**40s**	**100%**

The table above is the result of pre-test, it can be seen that the score of the students` reading comprehension were various. Therefore, there were 8 students gained 30, 7 students gained score 35, 8 students gained score 40, 6

students gained score 50, 6 students gained score 60,   3 students gained 70 and 2 students gained 80.

Based on the above result, it can be inferred that 35 students (86.33%) were not successful and 5 other students (12.67%) were successful. The successful students were those who got the minimum standard at Junior High Shool TMI Roudlotul Qur'an Metro at least 70. The successful students were fewer than those unsuccessful students. From the pre test result, the researcher got the average of 52.67. So, the result was unsatisfactory. Therefore, the researcher used the Brainstorming Strategy to improve the students` descriptive text writing ability.

Figure 1.
Students` Score at Pre-test
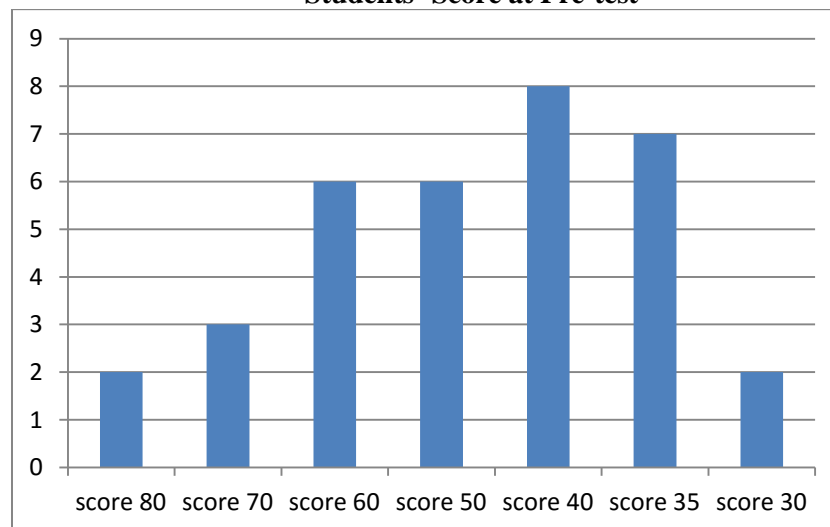
2. Action and the Learning Product at Cycle I

a. Planning

The teacher had identified the problem faced in the classroom. Then, though the problem which was in the class, she made a lesson plan. The material was writing descriptive text about "*My Friend*". As it was told, the teacher explained the principles of brainstorming technique in the lesson plan to the examiner. It was to help the examiner in understanding the process of teaching descriptive text writing through brainstorming technique. Next, she prepared teacher's observation sheet in order to see teacher performance. Meanwhile, in order to see the students' participation during teaching learning process, the teacher gave questionnaires to the students after the teaching learning process. While in order to see the students' abilities in writing descriptive text, the teacher asked to the students to write a descriptive text about "My Friend" at the end of teaching learning process.

b. Action

The aim of this research was to find out the teacher's performance, student's participation, and student's descriptive text writing ability. The implementation of action of cycle I as asserted below.

Action activities:

<u>Pre-writing</u>

1) The teachers greeted, do the prayer, and checked attendance list at the beginning of the teaching learning process.

2) The teacher started the lesson by asking questions about the students' daily activities. Next, she asked them about descriptive, e.g. "Do you know descriptive?" what is it?", have you ever write a descriptive text?" etc. it functioned to activate their background knowledge of descriptive text.

<u>Drafted Writing</u>.

3) Once in while, the teacher asked a question to the students, for example, she asked,"Do you have friend?" the teacher write on whiteboard"Yes, I have friend" there were different answers from the students, some students said that I have friend. The situation of the class in this session was very alive. All of the students gave their answers. Than the teacher asked one of the students to describe about my friend. She gave some guidance question to help her e.g. "Who is your friend's name?, Is she beautiful?" etc. She was very enthusiastic in giving her answers because they had correlation to her experience. After that, the teacher wrote all her answers on the whiteboard, she arranged sentence by sentence become good organization based on the genre structure and lexicogrammatical features of descriptive text. The

arrangement could be seen as follows. How many friends do you have?, Who is your friend's name?, Is she beautiful? .

by giving text organization such example, the students would understand the material about descriptive text faster.

4) Next, the teacher explained about the generic structure, lexicogrammatical features, and social function of descriptive text. She explained them based on the example written on the whiteboard.

Furthermore, she explained about the tense commonly used in descriptive text and the use of appropriate graphic convention. In this session, all students paid attention to the explanation given by the teacher.

5) After explaining descriptive text, the teacher gave the students a chance to ask question about the material. She asked" Well, do you understand about descriptive text now?", " is there any question about descriptive text?". At the first, no one answered.

Nevertheless, few second later, some students said that they were still confused about descriptive text. Therefore, the teacher gave more example about descriptive text. She than asked other student about their brother / sister and wrote the answers on the whiteboard. She did activities such on the activities c-d.

6) Because the student already understood about descriptive text, the teacher asked the students to make a descriptive text individually with

the now topic "My Friend". The teacher helped them by giving "Who is your friend's name?, Is she/he beautiful/handsome?" etc.

7) The teacher moves among the students to control their activities.

Revised Writing

8) Next step is asking the students to rewrite or revise their descriptive text writing in order to get better result. Finally, the teacher asked all the students to submit their assignments.

9) The teacher asked the students what they had studied that day. It functioned as reflection. It would help the students remember the material they had studied easily. Furthermore, she asked them to write on their book what they had studied that day.

10) The teacher closed the class.

c. **Result of Observation, Interpretation, And Analysis**

Right after teaching learning process, the teacher and the examiner discussed everything that happened in the teaching learning process. The students' participation, teacher's performance, and the result of students' work were include in the process teaching learning. They can be explanation as follows.

Table 7: Score distribution of cycle I

No	Interval	Frequency	Percentage	Note
1	85 – 100	2	5%	Pass
2	75 – 84	9	22,5%	Pass
3	65 – 74	14	35%	Pass
4	40 – 64	15	37,5%	Failed
5	0 – 39	-	-	-
Total		**40**	**100%**	

Table 7 can be interpreted as follows:

- 2 students (5%) scored 85-100 these score were achieved since the students were able to construct content, organization, vocabulary, grammar, and mechanic well.

- 9 students (22,5%) scored 75-84 these score were achieved since the students were able to construct content, organization, vocabulary, grammar, and mechanic well

- 14 students (55%) got score 65-74 since there still had weaknesses to construct content organization, vocabulary, grammar, and mechanic well

- 15 students (37, 5%) got score 40-64 since there still had weaknesses to construct content organization, vocabulary, grammar, and mechanic well.

- No one student (0%) gained score 0-39.

Figure 2.
Students` Score at Cycle 1
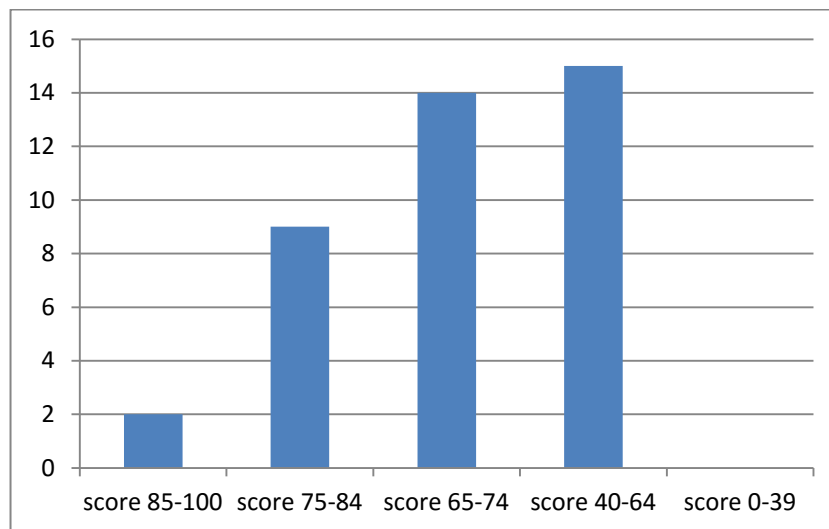
In reference to the data at cycle I above, there were only 25 students who scored 65 or more. It meant that the result in the first cycle had not fulfilled the indicator yet, that was 65% of the students score 65 or more. Therefore, the teacher should apply the second cycle.

Table 8: students' score in each component of writing at cycle I

Criteria	Content	Organization	Vocabulary	Grammar	Mechanic
Very good to excellent	7 (17,5%)	16 (40%)	5 (12,5%)	-	7(17,5%)
Average to good	14 (35%)	11 (27,5%)	15 (37,5%)	6 (15%)	20 (50%)
Poor to fair	14 (35%)	10 (25%)	17 (42,5%)	18 (45%)	13 (32,5%)
Very poor	5 (12,5%)	3 (7,5%)	3 (7,5%)	16 (40%)	-
Total	40	40	40	40	40

In the end of the cycle 1, it showed the result that the students'
activities increase from the first meeting until next meeting. It can be seen
in this table below:

Table 9

The Result of Students' Learning Activities in Cycle 1

No	Students Activities	Cycle 1		Increasing
		Meeting 1	**Meeting 2**	
1	Giving attention to the teacher's explanation	60%	67%	7%
2	Giving respond to the teacher's explanation-question	50%	60%	10%
3	Answering the task from the teacher	63%	67%	4%
4	Making note from the material	57%	60%	3%
5	Doing the assignment	60%	63%	3%
Total		290%	317%	27%
Average		58%	63,4%	5,4%

In cycle I, the learning process could achieve the target since most
of the students were active during teaching learning process and the
teacher could achieve more than 70% on the application of brainstroming
technique from the observation sheet. Nevertheless, the students scored
(learning product) had not achieved the indicator of the research yet, since
there were only 25 students who gained cored 65 or more. It meat that the
research needed to apply the next cycle (cycle II).

d.   **Reflection**

Based on the result, it could be concluded that brainstorming technique has positive effect to the students in teaching learning process. It could be seen from the result at the first cycle. Eventhough, the students who got score more than 65 only a few, there was increase in it.

Thought there was increasing of the result from the first cycle, but the teaching learning process by using brainstroming technique had achieved minimal competence standard of the research yet. This failure could be seen that students who got score more than 65 less than 30 students.

3. Action and the Learning Product at Cycle II

a. Planning

Analyzed on the problem faced on the first cycle, the researcher made a lesson plane, the material that focused on the use of present tense and pronoun. The material was in the form of writing text the topic "*My House*" moreover, to see the teacher performance the researcher prepared the observation sheet.

b. Action

The depiction of the teaching learning in cycle II was not different from the previous cycle. In every stage, the teacher tried to make the class alive. She tried to make the students enjoy the class. Sometimes she gave joke to them. The depiction of the result in cycle II could be interpreted as follows:

Action activities:

Pre-writing

1) The teachers greeted, do the prayer, and checked attendance at the beginning of the teaching learning process.

2) The teacher started with some question to the students related to the material they had learned in the previous meeting. For instance, the teacher said, " Do you still remember about the material we have learned in the previous meeting?, "what is descriptive text?", what is the social function/ generic structure of descriptive text?" etc. The students answered every question enthusiastically.

3) Then, the teacher showed some sentence that the students had learned in the previous meeting as the examples of bad sentence. The teacher wrote them on the whiteboard, for instance, 'I has new house, I no like the house before" etc. the teacher asked to the students correct the sentence become well and correct sentences.

4) The teacher gives feedback to the students. She explained briefly about the formula, use, and function of present tense. She explained it by giving some examples on the whiteboard. Subsequently, she asked some students to make other examples.

Drafted Writing.

5) After asking the question to the student, the teacher "for example, she asked, "How many rooms in your house?" , the teacher write on   whiteboard "There are six rooms" there were different answers from   the students, some students said that they know

about "There are", While the other said they didn't know about "six rooms".

The condition of the class in this session was very alive. All of the students gave their answers. Additionaly, the teacher asked one of the student to describe his house. She gave some guidance question to help her e.g. "How many rooms in your house?", "Do you have grage in your house?", etc. She was very enthusiastic in giving her answers because they had correlation to her experience. After that, the teacher wrote all her answers on the whiteboard, she arranged sentence by sentence become good organization based on the genre structure and lexicogrammatical features of descriptive text. The arrangement could be seen as follows.

How many room in your house? Do you have garage in your house? Is your garage always clean? How many bedroom do you have?, etc.

by giving text organization such example, the students would understand the material about descriptive text faster.

6) Later on, the teacher explained about the generic structure, lexicogrammatical features, and social function of descriptive text. She explained them based on the example written on the whiteboard. Furthermore, she explained about the tense commonly used in descriptive text and the use of appropriate graphic

convention. In this session, all students paid attention to the explanation given by the teacher.

7) After the teacher explained the material about descriptive text, she Gave the students a chance to ask question about the material. She asked" Well, do you understand about descriptive text now?", "is there any question about descriptive text?"

8) Since the student already understood about descriptive text, the teacher asked the students to make a descriptive text individually with the now topic"My House". The teacher helped them by giving the cluster about the topic, such as "Is your house big or small?", "How many rooms in your house?" etc.

9) The teacher moves among the students to control their activities.

Revised Writing

10) Next, the teacher asked the students to rewrite or revise their descriptive text writing in order to get better result. Finally, the teacher asked all the students to submit their assignments.

11) The teacher asked the students what they had studied that day. It functioned as reflection. It would help the students remember the material they had studied easily. Moreover, she asked them to write on their book what they had studied that day.

12) The teacher closed the class

c. Result of Observation, Interpretation, And Analysis

After the teaching learning process, the teacher and the rater discussed everything that happened in the teaching learning process. The students' participation, teacher's performance, and the result of students' work were include in the process teaching learning. They can be explanation as follows.

Table 11: score distribution of cycle II

No	Interval	Frequency	Percentage	Note
1	85 – 100	6	15%	Pass
2	75 – 84	15	37,5%	Pass
3	65 – 74	10	25%	Pass
4	40 – 64	9	22,5%	Failed
5	0 – 39	-	-	-
	Total	**40**	**100%**	

Table 11 can be interpreted as follows:

- 6 students (15%) scored 85-100 these score were achieved since the students were able to construct content, organization, vocabulary, grammar, and mechanic well.

- 15 students (37,5%) scored 75-84 these score were achieved since the students were able to construct content, organization, vocabulary, grammar, and mechanic well

- 10 students (25%) got score 65-74 since there still had weaknesses to construct content organization, vocabulary, grammar, and mechanic well

- 9 students (22,5%) got score 40-64 since there still had weaknesses to construct content organization, vocabulary, grammar, and mechanic well.

- No one student (0%) gained score 0-39.

Figure 3.
Students` Score at Cycle 2
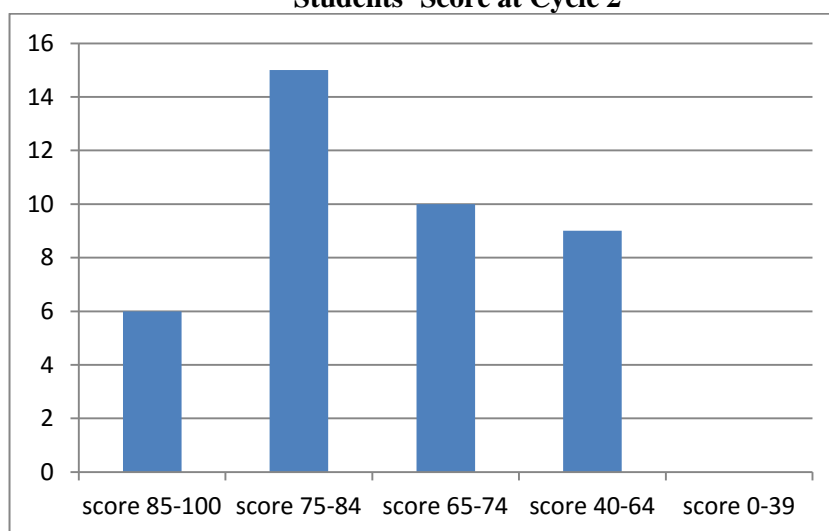
In line the data, it could be seen that the indicator of the research in cycle II had been achieved since there were 28 students (70%) who gained score 65 or more. This happened because in cycle II, the teacher focused only on the students weaknesses on cycle I (the use of present tense), but we could see from the result on the table 8 that the students could not achieve the target (85% students could not gain 65).It meant that the result in the first cycle had not fulfilled the indicator yet, that was 65% of the students score 65 or more. Therefore, the teacher should apply the third cycle.

The students' result in each component also had been improved. It can seen on the table 11

Table 12: students' score in each component of writing at cycle II

Criteria	Content	Organization	Vocabulary	Grammar	Mechanic
Very good to excellent	11 (27,5%)	7 (17,5%)	3 (7,5%)	1 (2,5%)	10 (25%)
Average to good	16 (40%)	18 (45%)	16 (40%)	13 (32,5%)	23 (57,5%)
Poor to fair	9 (22,5%)	12 (30%)	15 (37,5%)	14 (35%)	7 (17,5%)
Very poor	4 (10%)	3 (7,5%)	4 (10%)	12 (30%)	-
Total	40	40	40	40	40

The observing is done by the researcher that is presented about two meetings in cycle 2. In this stage, the students more enthusiastic in following instructional and doing the task. It can be seen in this table below:

Table 10

The Result of Students' Learning Activities in Cycle 2

No	Students Activities	Cycle 2		Increasing
		Meeting 1	**Meeting 2**	
1	Giving attention to the teacher's explanation	80%	90%	10%
2	Giving respond to the teacher's explanation-question	80%	83%	3%
3	Answering the task from the teacher	77%	87%	10%
4	Making note from the material	70%	80%	10%
5	Doing the assignment	80%	90%	10%

Total	387%	430%	43%
Average	77.4%	86%	8.6%

From the table above, it showed that the average of whole percentage of student's activities was higher than the cycle 1.

d. Reflection

After analyzing the result of learning product, the researcher did reflection on the research. She and the teacher discussed each activity that happened during teaching learning process to know the weakness on this cycle. The weaknesses that happened in the learning process and learning product were as follows

Learning Process

➢ Students' participation

In reference the result of questionnaires, it could be notice that most of the students were active during teaching learning process although they felt that the explanation given by the teacher was still not clear. They did not get experience from the technique used by the teacher still could not make them easier to make descriptive text.

Those problems happened because they did not like learning English. Based on the informal interview with some students outside of class, many students thought that English was difficult. Therefore, the teacher had to provide or create situation that made them have curiosity. She should encourage

them to make question related to the lesson since there were some students who still felt shy to ask question to their friends/ teacher when they did not know about something.

➢ Teacher's performance

In line with the result of teacher's assessment observation sheet. It could be seen that many students were reluctant to ask question related to the teacher explanation. Therefore, the teacher should create situation that could make them have curiosity.

4. Action and the Learning Product at Cycle III

a. Planning

Based on the problem faced on the first and second cycle, the researcher made a lesson plane. The material was in the form of writing text the topic "*My School*". Meanwhile, in learning process, the researcher focused on the application of questioning. Questionnaire also was used to know the students participation. Moreover, to see the teacher performance, the researcher prepared the observation sheet.

b. Action

The description of the teaching learning in cycle III was not different from the previous cycle. In every stage, the teacher tried to make the class alive. She tried to make the students enjoy the class. Sometimes she gave joke to them. The description of the result in cycle III could be interpreted as follows:

Action activities:

Pre-writing

1) The teacher greeted the students. At the same time, the observed sat on the back of the classroom to observe the teaching learning process.

2) The teacher checked the attendance list.

3) The teacher started with some question to the students related to the material they had learned in the previous meeting. For instance, the teacher said, "Do you still remember about the material we have learned in the previous meeting?, "what is descriptive text?", what is the definition of present tense?", " what the form of present tense?"who can make the sentence from present tense?" etc. The students answered every question enthusiastically.

Drafting Writing.

4) After that, the teacher asked a question to the students, for example, she asked, "what is your favorite pet?" , the teacher write on whiteboard " *my pet* ", there were different answers from the students, some students said that cat is their favorite pet, While the other said that rabbit is their favorite pet.

The situation of the class in this session was very alive. All of the students gave their answers. Than the teacher asked one of the students to describe her favorite pet. She gave some guidance question to help her e.g. "What the name of your pet?", "what does

it look like?" what is its favorite food?", "what is its habit?", etc. She was very enthusiastic in giving her answers because they had correlation to her experience. After that, the teacher wrote all her answers on the whiteboard, she arranged sentence by sentence become good organization based on the genre structure and lexicogrammatical features of descriptive text. The arrangement could be seen as follows.
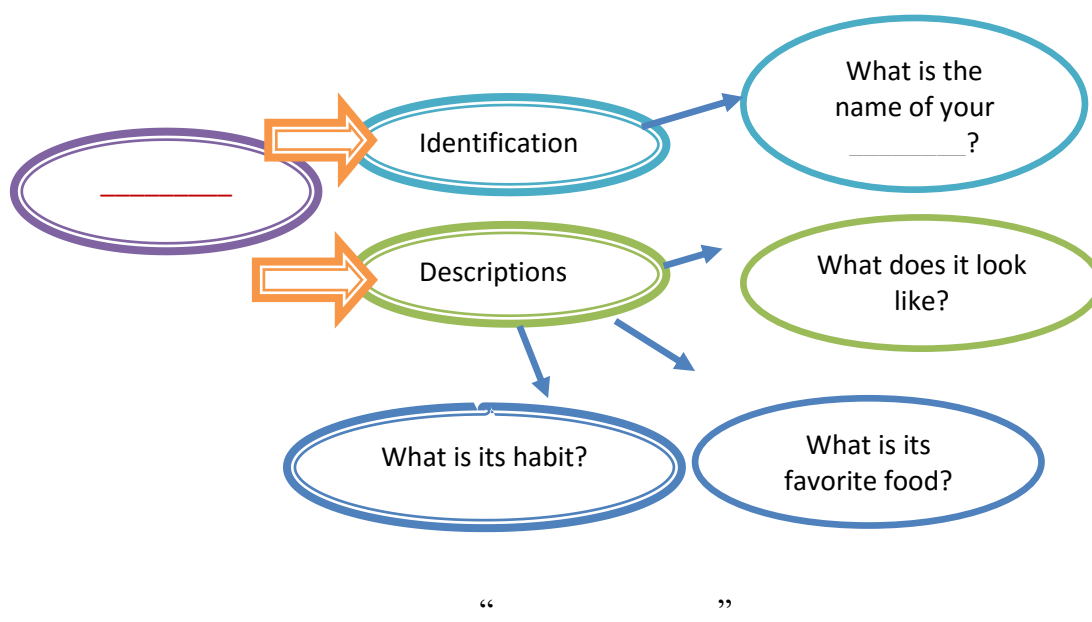
Identification: _____.
Descriptions:

_____
_____.

 by giving text organization such example, the students would understand the material about descriptive text faster.

5) Next, the teacher explained about the generic structure, lexicogrammatical features, and social function of descriptive text.

She explained them based on the example written on the whiteboard. Furthermore, she explained about the tense commonly used in descriptive text and the use of appropriate graphic convention. In this session, all students paid attention to the explanation given by the teacher.

6) Next the teacher explained the material about descriptive text, she Gave the students a chance to ask question about the material. She asked" Well, do you understand about descriptive text now?", "is there any question about descriptive text?" At the first, no one answered.

Although, few second later, some students said that they were still confused about descriptive text. Therefore, the teacher gave more example about descriptive text. She than asked other student about their favorite pat and wrote the answers on the whiteboard. She did activities such on the activities c-d.

7) Because the student already understood about descriptive text, the teacher asked the students to make a descriptive text individually with the new topic "My School". The teacher helped them by giving the cluster about the topic, such as "How about the condition of your school?, How many building on your school?" etc.

8) The teacher moves among the students to control their activities.

Revised Writing

9) After the students had finished their writing, the teacher asked them to check their descriptive text writing in order to get better result.

10) Finally, the teacher asked all the students to submit their assignments.

11) Then, the teacher gave a chance for the students to ask question. In this session, nobody asked question. They said, "Its clear miss".

12) The teacher asked the students what they had studied that day. It functioned as reflection. It would help the students remember the material they had studied easily. Moreover, she asked them to write on their book what they had studied that day.

13) The teacher closed the class

c. **Result Of Observation, Interpretation, And Analysis**

After the teaching learning process, the teacher and the rater discussed everything that happened in the teaching learning process. The students' participation, teacher's performance, and the result of students' work were include in the process teaching learning. They can be explanation as follows.

.

Table 13: score distribution of cycle III

No	Interval	Frequency	Percentage	Note
1	85 – 100	15	37,5%	Pass
2	75 – 84	11	27,5%	Pass
3	65 – 74	10	25%	Pass
4	40 – 64	4	10%	Failed
5	0 – 39	-	-	-
Total		**40**	**100%**	

Table 13 can be interpreted as follows:

- 13 students (37,5%) scored 85-100 these score were achieved since the students were able to construct content, organization, vocabulary, grammar, and mechanic well.

- 11 students (27,5%) scored 75-84 these score were achieved since the students were able to construct content, organization, vocabulary, grammar, and mechanic well

- 10 students (25%) got score 65-74 since there still had weaknesses to construct content organization, vocabulary, grammar, and mechanic well

- 4 students (10%) got score 40-64 since there still had weaknesses to construct content organization, vocabulary, grammar, and mechanic well.

- No one student (0%) gained score 0-39.

Figure 4.
Students` Score at Cycle III
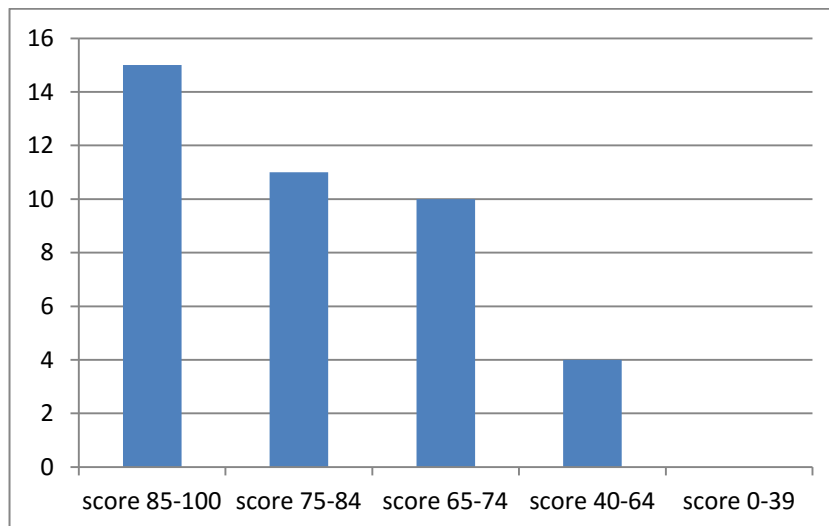
In line the data, it could be seen that the indicator of the research in cycle III had been achieved since there were 36 students (90%) who gained score 65 or more. This happened because in cycle III, the teacher focused only on the students weaknesses on cycle I and cycle II. Therefore, the researcher stopped her classroom action research at cycle III since the indicator of the research had been fulfilled.

The students' result in each component also had been improved. It can seen on the table 14

Table 14: students' score in each component of writing at cycle III

Criteria	Content	Organization	Vocabulary	Grammar	Mechanic
Very good to excellent	16 (40%)	15(37,5%)	11 (27,5 %)	4 (10%)	15 (37,5%)
Average to good	12 (30%)	15 (37,5%)	21 (52,5%)	12 (30%)	24 (60%)
Poor to	10 (25%)	8 (20%)	7 (17,5%)	19	1(2,5%)

fair				(47,5%)	
Very poor	2(5%)	2 (5 %)	1 (2,5 %)	5(12,5 %)	-
Total	40	40	40	40	40

The observing is done by the researcher that is presented about two meetings in cycle 3. In this stage, the students more enthusiastic in following instructional and doing the task. It can be seen in this table below:

Table 10

The Result of Students' Learning Activities in Cycle III

No	Students Activities	Cycle III		Increasing
		Meeting 1	**Meeting 2**	
1	Giving attention to the teacher's explanation	82%	96%	10%
2	Giving respond to the teacher's explanation-question	84%	88%	3%
3	Answering the task from the teacher	79%	87%	10%
4	Making note from the material	75%	80%	12%
5	Doing the assignment	80%	90%	10%
	Total	387%	451%	45%
	Average	77.4%	86%	8.8%

From the table above, it showed that the average of whole percentage of student's activities was higher than the cycle 2.

4) Reflection

1) Learning Process

➤ Students' participation

Most of the students were active during teaching learning process. They had been more excited in learning English since the teacher could motivated them. They followed the lesson in learning seriously and asked question or give comments to the teacher if they found something outlandish.

➤ Teacher's performance

In reference to the result of teacher's assessment observation sheet in cycle II, it could be seen that the teacher had been already able to use brainstorming technique during teaching learning.

C. Discussion of The Research

1. Interpretations Action and Learning Result at Cycle I

Table 15: The Students Scores at Cycle I

No	Name	Co	Or	Vo	Gr	M	Total
1	A E M	22	18	14	19	3	76
2	A T	22	13	20	10	5	70
3	A E W	13	16	12	5	4	50
4	A N S	23	13	14	11	4	65
5	A R	18	15	14	6	4	57
6	A L A	25	13	18	11	4	71
7	A F	28	18	14	11	5	76
8	A A	17	8	12	5	3	45
9	B	26	19	14	10	4	73
10	D D A	20	20	11	11	3	65

11	D L A	28	19	15	12	5	79
12	D N L Z	21	18	13	13	5	70
13	D F	27	18	19	18	3	85
14	D T F	28	18	14	11	5	76
15	D S W	17	14	11	12	4	58
16	E J I	26	19	17	18	4	84
17	E Y B	17	18	11	5	3	54
18	F N	26	13	17	14	4	75
19	H U N	21	12	7	16	4	60
20	H Z	22	16	8	9	4	59
21	H M	26	19	10	12	4	71
22	H K	27	18	19	18	3	85
23	I S N	21	15	15	10	4	65
24	I N A	23	14	16	10	4	67
25	J N A	17	7	11	11	3	49
26	K A	22	16	14	8	5	65
27	K Z N	27	18	18	13	4	80
28	L R R	17	14	11	13	4	59
29	L N	26	17	10	9	3	65
30	M	15	15	11	11	3	55
31	N M S	20	14	13	18	4	69
32	N K	18	13	11	10	4	56
33	N K	27	18	14	11	5	75
34	P P	12	13	9	10	3	47
35	P A M	25	18	14	18	3	78
36	P K W	18	15	14	6	4	57
37	R T S	21	18	10	14	4	67
38	R A	26	17	10	9	3	65
39	R P L	15	15	11	11	3	55
40	R D M	16	9	11	10	4	50
Total							**2630**
Average							**65,75**
The highest score							**85**
The lowest							**45**
The number students who get 65 or more							**25**

Note: Co: Content, Or: Organization, Vo: Vocabulary, Gr: Grammar, Mc: Mechanics.

In this research post test had done individually. It is aimed to know the ability of the students before and having a treatment. From the result of post test I, we

know that there was an increasing from the students result score. It can be seen from the average 58, 67 become 65, 75.

From the post test cycle I score, it can be seen that there was in creasing because I had to discover what the students understood and what they did not understood about the material (descriptive text writing) and I should apply appropriate media, and brainstroming technique in teaching descriptive text writing.

They should make descriptive text about "My Friend" that text consists of 10-20 sentences; they should make the circle about the topic before they begin to write.

2. Interpretations Action and Learning Result at Cycle II

Table 16: The Students Scores at Cycle II

No	Name	Co	Or	Vo	Gr	M	Total
1	A E M	27	14	15	19	4	79
2	A T	26	15	17	18	4	80
3	A E W	13	13	13	10	4	55
4	A N S	26	15	13	11	5	70
5	A R	22	17	9	9	3	60
6	A L A	22	16	14	19	4	75
7	A F	26	18	14	16	5	79
8	A A	18	17	8	10	3	56
9	B	23	15	14	19	4	75
10	D D A	20	14	19	17	5	75
11	D L A	28	16	14	18	4	80
12	D N L Z	24	17	13	12	4	70
13	D F	27	17	18	21	5	88
14	D T F	27	20	15	18	5	85
15	D S W	18	14	10	16	3	61
16	E J I	28	16	18	19	5	86
17	E Y B	22	8	11	20	4	65
18	F N	30	17	13	10	5	75
19	H U N	21	17	16	12	4	70

20	H Z	26	17	12	6	4	65
21	H M	26	18	14	16	5	79
22	H K	27	18	19	22	3	89
23	I S N	20	17	16	13	4	70
24	I N A	23	17	14	13	4	71
25	J N A	20	13	9	10	4	59
26	K A	26	13	17	10	4	70
27	K Z N	29	29	15	17	5	85
28	L R R	22	12	13	18	4	69
29	L N	23	15	14	19	4	75
30	M	18	14	10	16	3	61
31	N M S	27	13	13	18	4	75
32	N K	18	17	8	10	3	56
33	N K	25	17	14	18	5	79
34	P P	16	9	11	10	4	50
35	P A M	27	19	20	15	4	85
36	P K W	18	14	10	16	3	61
37	R T S	22	18	14	12	5	71
38	R A	28	16	10	12	4	70
39	R P L	15	13	13	10	4	55
40	R D M	16	9	11	10	4	50
Total		**2829**					
Average		**70,72**					
The highest score		**89**					
The lowest		**50**					
The number students who get 65 or more		**30**					

Note: Co: Content, Or: Organization, Vo: Vocabulary, Gr: Grammar, Mc: Mechanics.

In this research post test II had done individually. It is aimed to know the ability of the students before and having a treatment. From the result of post test II, we know that there was an increasing from the students result score. It can be seen from the average 65, 75 become 70, 62.

They should make descriptive text about "My House" that text consists of 10-20 sentences; they should make the circle about the topic before they begin to write.

3. Interpretations Action and Learning Result at Cycle III

Table 17: The Students Scores at Cycle III

No	Name	Co	Or	Vo	Gr	M	Total
1	A E M	27	18	17	17	4	83
2	A T	26	18	18	17	4	83
3	A E W	21	17	10	13	4	65
4	A N S	27	13	13	18	4	75
5	A R	19	14	16	12	4	65
6	A L A	27	20	15	18	4	85
7	A F	29	19	14	17	4	83
8	A A	19	9	16	16	4	65
9	B	26	20	14	22	4	86
10	D D A	29	19	14	17	5	83
11	D L A	30	20	20	10	5	85
12	D N L Z	30	17	13	10	5	75
13	D F	30	20	20	20	5	95
14	D T F	27	17	18	22	5	89
15	D S W	20	17	16	13	4	70
16	E J I	27	17	20	22	5	91
17	E Y B	24	16	15	18	4	77
18	F N	28	16	14	18	4	80
19	H U N	20	19	14	17	4	74
20	H Z	24	16	15	18	4	77
21	H M	29	19	15	17	5	85
22	H K	28	19	18	24	5	94
23	I S N	24	17	15	18	4	78
24	I N A	24	20	18	18	5	85
25	J N A	17	15	12	16	5	65
26	K A	20	16	15	20	4	75
27	K Z N	28	10	20	20	5	92
28	L R R	22	17	15	16	4	74
29	L N	27	18	19	18	3	85
30	M	20	15	12	14	4	65
31	N M S	27	20	19	15	4	80
32	N K	22	10	15	14	4	65
33	N K	26	20	17	17	5	85
34	P P	15	9	18	10	4	55
35	P A M	26	20	17	17	5	85
36	P K W	24	14	12	16	4	70
37	R T S	24	17	15	18	4	77
38	R A	20	17	17	17	4	75
39	R P L	16	15	12	16	4	63

40	R D M	17	17	15	6	5	60
Total		**3105**					
Average		**77,62**					
The highest score		**95**					
The lowest		**55**					
The number students who get 65 or more		**36**					

Note: Co: Content, Or: Organization, Vo: Vocabulary, Gr: Grammar, Mc: Mechanics.

In this research post test III had done individually. It is aimed to know the ability of the students before and having a treatment. From the result of post test III, we know that there was an increasing from the students result score. It can be seen from the average 70, 62 become 77, 62

They should make descriptive text about "My School" that text consists of 10-20 sentences; they should make the circle about the topic before they begin to write.

4. Interpretations Action and Learning Result at Cycle I, II, III

Table 18: The Increasing of Students Scores at Cycle I, II, III

No	Name	Post-test I score	Post-test II score	Post-test III score	Explanation
1	A E M	76	79	83	Improved
2	A T	70	80	83	Improved
3	A E W	50	55	65	Improved
4	A N S	65	70	75	Improved
5	A R	57	60	65	Improved
6	A L A	71	75	85	Improved
7	A F	76	79	83	Improved
8	A A	45	56	65	Improved
9	B	73	75	86	Improved
10	D D A	65	75	83	Improved
11	D L A	79	80	85	Improved
12	D N L Z	70	70	75	Improved
13	D F	85	88	95	Improved
14	D T F	76	85	89	Improved
15	D S W	58	61	70	Improved
16	E J I	84	86	91	Improved
17	E Y B	54	65	77	Improved
18	F N	75	75	80	Improved
19	H U N	60	70	74	Improved
20	H Z	59	65	77	Improved
21	H M	71	79	85	Improved
22	H K	85	89	94	Improved
23	I S N	65	70	78	Improved
24	I N A	67	71	85	Improved
25	J N A	49	59	65	Improved
26	K A	65	70	75	Improved
27	K Z N	80	85	92	Improved
28	L R R	59	69	74	Improved
29	L N	65	75	85	Improved
30	M	55	61	65	Improved
31	N M S	69	75	80	Improved
32	N K	56	56	65	Improved
33	N K	75	79	85	Improved
34	P P	47	50	55	Improved
35	P A M	78	85	85	Improved
36	P K W	57	61	70	Improved
37	R T S	67	71	77	Improved
38	R A	65	70	75	Improved
39	R P L	55	55	63	Improved

40	R D M	50	50	60	Improved
Total		2630	2829	3105	
Average		65,75	70,72	77,62	
Highest		85	89	95	
Lowest		45	50	55	

From the increasing each cycle, it can be seen know that the use of brainstroming technique can increase the students' ability in writing descriptive text, because the students had understood about making a descriptive text, they could improve their writing ability. It can be seen from their score 58, 67 from the data become 77, 1 in the cycle III. It means that the students could achieve the target, the target is 80% students gained score 65.

Furthermore the increasing score in each cycle can be seen in the graph below.
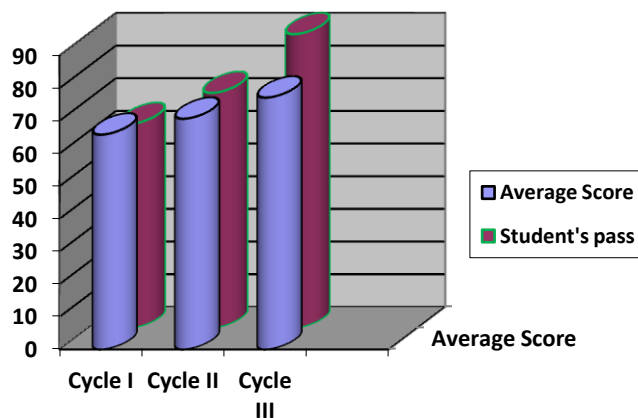
5. Interpretations Action and Learning Result at Cycle I, II, II

Table 19: The Increasing of Students Scores at Cycle I, II, III

No	Name	Pre-test sore	Post-test I score	Post-test II score	Post-test III score
1	A E M	65	76	79	83
2	A T	65	70	80	83
3	A E W	50	50	55	65
4	A N S	65	65	70	75
5	A R	50	57	60	65
6	A L A	66	71	75	85
7	A F	55	76	79	83
8	A A	45	45	56	65
9	B	65	73	75	86
10	D D A	58	65	75	83
11	D L A	55	79	80	85
12	D N L Z	65	70	70	75
13	D F	80	85	88	95
14	D T F	66	76	85	89
15	D S W	44	58	61	70
16	E J I	72	84	86	91
17	E Y B	40	54	65	77
18	F N	65	75	75	80
19	H U N	53	60	70	74
20	H Z	50	59	65	77
21	H M	65	71	79	85
22	H K	80	85	89	94
23	I S N	58	65	70	78
24	I N A	60	67	71	85
25	J N A	45	49	59	65
26	K A	63	65	70	75
27	K Z N	75	80	85	92
28	L R R	50	59	69	74
29	L N	65	65	75	85
30	M	50	55	61	65
31	N M S	60	69	75	80
32	N K	56	56	56	65
33	N K	65	75	79	85
34	P P	44	47	50	55
35	P A M	65	78	85	85
36	P K W	57	57	61	70
37	R T S	55	67	71	77
38	R A	65	65	70	75
39	R P L	48	55	55	63

40	R D M	47	50	50	60
	Total	**2347**	**2630**	**2829**	**3105**
	Average	**58,67**	**65,75**	**70,72**	**77,62**
	Highest	**80**	**85**	**89**	**95**
	Lowest	**40**	**45**	**50**	**55**

Based on the data above, it shows that the students' average was improved significantly from pre-test to post-test 1 to post-test 2 to post-test 3. It was from 58.67 in pre-test to 65.75 post-test 1 or improved 7.08, while the increasing of post-test 1 to post-test 2 was from 65.75 to 70.72 or improved 4.97, while the increasing of post-test 2 to post-test 3 was from 70.72 to 77.62 or improved 6.90. It means that the increasing from pre-test to post-test 3 was 18,95. Hence, it can be inferred that the use of Brainstorming Technique can improve the students' descriptive writing skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In conclusion, the Brainstorming technique is appropriate technique in teaching writing. Applying the scaffolding in prewriting stage was suitable to help the students to improve their writing skill and to memorize. The applying of the scaffolding in writing text in subject writing not only improved the students' writing skill, but also brought students' positive attitude during the teaching and learning process, which at the end improved the students' writing performance in class..

Brainstorming technique can improve students' descriptive text writing ability. Brainstroming can create situation of the class alive. The students are involved in the teaching learning process since the material given has correlated to their daily activities. It makes them easier to understand the material. In other word, brainstroming technique can create situation of "learning by doing".

Brainstorming technique can improve teacher's performance. Brainstroming helps teacher develop aspects that are needed in the process of teaching such as pre writing, drafting writing, and revising writing.

In line with the conclusion above, Brainstorming technique can improve the students' reading score significantly. It can improve students' participation. Brainstroming technique applies learning community that makes students more active.

B. Suggestion

For the students

1. The students are suggested to increase their interesting in writing activity, so it can help for raising their performance in writing.

2. The students are suggested to add their vocabulary in order to help them in writing activity.

3. The students should be accustomed to improve their grammatical mastery in order to make their text coherence wel.

4. The students should be accustomed to for helping their activity in writing and to increase their performance in generating idea well.

For the teacher

1. The teacher is recommended to apply Brainstorming Technique for improving students' performance in writing the other text types, such as narrative, expository, descriptive, and argumentative.

2. The English teacher should always guide and assist the students in the learning process especially in writing skill.

For the school

1. The school should support the English learning process by preparing the facilitation and instrument completely.

2. The school should provide the good situation to support English learning process.

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APPENDICES

SILABUS

NAMA SEKOLAH : SMP TMI ROUDLOTUL QUR'AN METRO
MATA PELAJARAN : BAHASA INGGRIS
KELAS/PROGRAM : VIII
SEMESTER : GANJIL/GENAP
STANDAR KOMPETENSI : Communicate in English in the Novice Level
ALOKASI WAKTU : 126 x 45 minutes

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian kompetensi | Penilaian | | | Alokasi waktu | Sumber/ Bahan/ Alat | NILAI KARAKTER |
				Teknik	Bentuk Instrumen	Contoh Instrumen			
1.1 Comprehend the base expressions in social interaction for life	• Greetings and leave takings - Good morning. - How are you? - I'm fine, thanks - See you later. • Introducing - May I introduce myself. I am Budi. - Ani, this is Ida. - Nice to meet you. • Thanking − Thank you very much. − You are welcome. • Apologizing − I am sorry for ... − Please forgive me .. • Grammar Review - Personal Pronoun (Subject & possessive) ❖ I – my ❖ You –	• Listening - About greetings, introducing, thanking, leave takings, and apologizing - Listening for information - Dictation • Speaking - Saying greetings, introducing, thanking, leave takings, and apologizing - Role playing, dialogues, introducing, thanking, leave takings, and apologizing - Telling one's self • Reading for information - Short passages - Dialogues • Writing - Completing dialogues - Arranging	• Using greeting and leave takings correctly. • Introduce oneself and other people correctly. • Using expressing thanking and response correctly. • Using apologize expressing and response correctly.	Oral test Written test	Dialogue Complete the dialogue	• 1. Talita : That's Baskara ....? Renata : No, I haven't. Talita : Hi, Baska. How's everything? Baskara : ....? Talita : ...., thanks. Baska, ..., Renata. Baskara : Hi, ..., Renata. Renata : .... 2. Rafael : Excuse me, ... My name is Rafael Romero. Talita : How do you do, Mr. Romero? .... Rafael : ...., Ms.Yuwono? .... Talita : Me, too. Are	4 x 45'	Maria Regina Dyah Pramesti, et all. 2008. Jakarta : Pusat Perbukuan Departemen pendidikan Nasional.	• Creative • communicative • cooperative • responsible • religious

	your - Simple Present Tense : to be & Verb 1	jumbled dialogues - Composing dialogues				you a new employee here? Rafael : Yes, I am. I've just moved from the main office. Talita : ...., then.			

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian kompetensi	Penilaian			Alokasi waktu	Sumber/ Bahan/ Alat	NILAI KARAKTER
				Teknik	Bentuk Instrumen	Contoh Instrumen			
1.2 Mention things, peoples, characteristics, time, day, month, and year.	• Adjectives showing colours, quality, size, shape, age, origin, material - *green, good, big, old, Indonesian, wooden,* dsb. • Profession, nationality • Adjectives showing physical (appearance), non-physical (characteristic) - *beautiful, humorous etc* • Nouns showing time, day, date, month, year - *six o'clock, Sunday, 1st of May, July, 2006* • Grammar review: - Singular – plural nouns.	• Listening - Matching pictures with words - Dictation - Listening for information • Speaking: - Naming objects, quality of objects and persons, professions, nationalities, and time of the day. • Reading: - Reading for information • Writing: - Completing passages with suitable words	• Name things and describe the things based on colour, shape, origin, size, material, quantity, and quality correctly. • Using words to describe peoples based on profession, nationality, physic characteristics, quality, and their activity correctly. • Mention time of the day, names of day or date, month, and year correction.	Oral test Written test	Describe picture orally • Complete the sentence • Multiple choices • Labeled the picture • Answer the story question	1. Today is Sunday. Tomorrow will be . . . . 2. Today is Friday. Yesterday was . . . . 3. Thursday is the day after . . . . 4. Monday is the day before . . . . 5. Tuesday is the day between . . . . and . . . . 6. Tomorrow will be Sunday. Today is . . . . 7. Tomorrow will be Wednesday. Yesterday was . . . . 8. Yesterday was Monday. Tomorrow will be	4 x 45'	Maria Regina Dyah Pramesti, et all. 2008. Jakarta : Pusat Perbukuan Departemen pendidikan Nasional.	• Creative • communicative • cooperative • responsible • religious

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian kompetensi	Penilaian			Alokasi waktu	Sumber/ Bahan/ Alat	NILAI KARAKTER
				Teknik	Bentuk Instrumen	Contoh Instrumen			
	(*book – books box - boxes child – children fish – fish*)					9. Friday is the day . . . Saturday. 10. Monday is the day . . . Sunday. 11. Wednesday is the day . . . Tuesday and Thursday. 12. Yesterday was Thursday. Today is			
1.3 Describe things, peoples, characteristics, time, day, month, and year	• Cardinal and ordinal numbers - ten, twenty, first, fifth, dsb • Adjectives of quality: good, beautiful, dsb • Adjectives of size: big, small, dsb.	• Listening: - Matching pictures with words. - Dictation - Listening for information	• Using cardinal/ordinal correctly in context. • Arrange words correctly to describe things based on colour, shape, origin, quantity, material, and quality.			The girl is . . . . The boy is . . . . Her body is so . . . The younger brother 's body is	4 x 45'	Maria Regina Dyah Pramesti, et all. 2008. Jakarta : Pusat Perbukuan Departemen pendidikan Nas	• Creative • communicative • cooperative • responsible • religious

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian kompetensi	Penilaian			Alokasi waktu	Sumber/ Bahan/ Alat	NILAI KARAKTER
				Teknik	Bentuk Instrumen	Contoh Instrumen			
	• Adjectives of shape: round, straight, dsb. • Adjectives of age: old, new, dsb. • Adjectives of colour: blue, red, dsb. • Nationality, profession - John is an American. - He is a very busy chef • Adjective in series: A	• Speaking: - Describing things, people, profession, and nationalities - Telling numbers, responding to questions about numbers. - Discussing things based on physical appearance. - Role playing dialogues	• Arrange words correctly to describe peoples based on profession, nationality, physic characteristics, quality, and their activity. • Arrange words correctly to describe an event based on time of day, day/date, month, and year.	Oral test Written test	• Describe picture • Mention time of day and number • Tell a story correctly • Multiple choices • Match the picture • Arrange the simple	Write the numbers. a. thirty-first b. forty-sixth c. ninety-second d. fifth e. twenty-seventh f. eight hundred and third g. four thousand and three hundredth h. five hundred thousand and sixty-fourth i. seventy-ninth j. fourteenth		.	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian kompetensi	Penilaian			Alokasi waktu	Sumber/ Bahan/ Alat	NILAI KARAKTER
				Teknik	Bentuk Instrumen	Contoh Instrumen			
	• beautiful big U-shaped wooden house. • Description of something: - Building - Situation - Abstract point • Description of events: - The accident happened at nine PM on Monday, the 26th of July 2006. - Antonym / synonym	• Reading: - Understanding and discussing passages. • Writing: - Describing things - Matching numbers and the way they are said. - Arranging jumbled paragraphs. - Composing dialogues involving the use of numbers in various contexts - Writing paragraphs based on pictures. - Writing paragraph based on topics.					paragraph		
1.4 Produce the simple expression to base functions	• Words and expressions used to show regrets and apologies: - I'm sorry that … • Words and expressions used to express sympathy: - I'm sorry to hear that ..	• Listening: - Dictation - Listening for information - Completing passages • Speaking: - Pronunciation practice	•				4 x 45'	Maria Regina Dyah Pramesti, et all. 2008. Jakarta : Pusat Perbukuan Departemen pendidikan Nasional.	• Creative • communicative • cooperative • responsible • religious

• Adjectives for expressing feelings: - happy, terrible, sad, etc • Adjectives ' – ing' vs '-ed' - boring ›‹ bored • Adjective set expressions - get bored; turn bad, etc • Subject – verb agreement: - John is very happy to see you • Words and expressions used in asking for and giving permission: - May I use the phone? - You can leave now. • Grammar: Modals + Auxiliary • Expressions and verb forms used in commands and requests: - Can you lend me a pen, please? - Come here!; Stand up! • Responses to commands: - Yes, I will. - Certainly. • Expressions used for offering things and	- Dialogue practice - In pairs, creating and practising dialogues dealing with regret and apoligies, simpathy, asking for and giving information, offering things and services. - Expressing feelings about certain events • Reading: Reading for information: - Dialogues - Stories which stimulate readers' emotion • Writing: - Completeing Dialogues - Rearranging jumbled dialogues - Composing short stories (good or bad experiences)	• Using regrets and apologize expressions and response correctly • Using sympathy expression and response correctly • Using feeling expressions correctly • Using asking and giving permission expressions correctly • Using asking and giving command correctly. - Using offering thing and service expression correctly	Oral test Written test	• Dialogue • Question response • Complete the sentence • Make sentence based on picture • Arrange the story	1. At work. Bagus : You look _____ today, what's the good news? Melly : I've got back all my money and ID cards. Bagus : Do you mean that you lost your wallet before? Melly : Yes, I lost it yesterday. I was _____ and couldn't sleep all night last night. Fortunately, a taxi driver returned my wallet this morning. How _____ I am!		Maria Regina Dyah Pramesti, et all. 2008. Jakarta : Pusat Perbukuan Departemen pendidikan Nasional.	• Creative • communicative • cooperative • responsible • religious • communicative • cooperative • responsible • religious

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian kompetensi	Penilaian			Alokasi waktu	Sumber/ Bahan/ Alat	NILAI KARAKTER
				Teknik	Bentuk Instrumen	Contoh Instrumen			
	- Would you like to have some tea? - Would you like to taste this food?	-	•		•				•
1.5 Explain the happening events	• Words and expressions used in the context of telling or describing events. - The students are cleaning the foor. - When you arrive, the guests will be travelling around the city. • Grammar: Present continuous, future continuous. • Sentences using 'there + be' • Prepositions: in, on, at, under, etc. - There is a napkin on the table • Questions about events: - How/When did it happen? • Expessions of feelings / opinions concerning an	• Listening: - Matching pictures and sentences. - Completing passages • Speaking: - Pronunciation practice - Dialogue practice telling what's happening in pictures. - Giving responses to the events shown in pictures, films, or dramas. - Dialogue practice using "there" • Writing: - Writing short paragraphs based on pictures.	• Tell the happening events correctly based on time and place. • Showing expressions that use "there is/are" correctly based on time and place. • Showing the happening events correctly. • Showing expression of feelings/opinion correctly.	Oral test Written test	• Tell the picture • Dialogue • Complete the sentence • Answer the story question • Make sentence based on picture	1. Rusbad is having a shower in the . . . . 2. The students are doing the practice lesson in the . . . . 3. The scientists are doing the experiment in the . . . . 4. The doctors are examining their patients in the . . . . 5. Joko and Budi are watching *Harry Potter* in the . . . . 6. Rini and Riska are having a swim in the	4 x 45'	Maria Regina Dyah Pramesti, et all. 2008. Jakarta : Pusat Perbukuan Departemen pendidikan Nasional.	• Creative • communicative • cooperative • responsible • religious

	event - I was very shocked to learn about the number of the victims.								

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian kompetensi	Penilaian			Alokasi waktu	Sumber/ Bahan/ Alat	NILAI KARAKTER
				Teknik	Bentuk Instrumen	Contoh Instrumen			
1.6 Understand memo and simple menu, trip schedule, and traffic light	• Samples of memo • Sample of menu • Words and expressions to explain signs and symbols: - That "P" sign means that you can park here. - The symbol "Lady" means that the toilet is for women. - "No smoking" means that you are not allowed to smoke in that area. • Samples of time table and schedule • Degrees of comparison: Bus is fast. - Train is faster than the bus. - Plane is the fastest of all. - Travelling by plane is more convenient than travelling by bus.	• Listening - Dictation - Completing memos and menus - Matching pictures based on signs, symbols, time tables and schedules given. • Speaking - Pronunciation practice - Dialogue practice involving memos, menus, signs, symbols, time tables and schedules - Making sentences using degrees of comparison, pronouns and reported speech. • Writing - Completing time tables and schedules - Writing sentences using comparative	• Written messages in memo correctly. • Explain memo correctly. • Explain and written menu correctly. • Explain traffic light correctly. • Make and explain time table correctly. • Using adjective and adverb to compare something correctly.	Oral test Written test	• Answer the question correctly • Explain trip schedule, traffic light, symbols, and signs. • Make memo • Make menu • Written schedule • Answer the question about menu, schedule, memo, and traffic light.	• Kinds of Memo and Menu A : Can't you **work** a bit **faster** than that? B : No, I can't. I'm working as **fast** as I can. 1. drive / fast 6. speak / clearly 2. work / quickly 7. play / well 3. dance / beautifully 8. write / neatly 4. walk / quietly 9. stay up / late 5. type / carefully 10. get up / early	4 x 45'	Maria Regina Dyah Pramesti, et all. 2008. Jakarta : Pusat Perbukuan Departemen pendidikan Nasional	• Creative • communicative • cooperative • responsible • religious

concert tonight?

(was able to) climb that tree. • Words and expressing used in asking for and giving direction (location): - Could you tell me the way to the Zoo, please? - Go straight on as far as the junction, then turn left. The Zoo is on your left … - Prepositions of place: in front of, behind, beside, dsb.	- Reading and finding a location on the map • Writing - Writing sentences expressing preferences and capabilities, directions or locations. - Writing sentences using conditional type 1. - Composing dialogues involving preferences and capabilities and giving directions.			• I'm sorry, it's very noisy. …………… (you/speak) more clearly, please? • My hobby is swimming. ……….. (I/swim) well. • I like English but I don't like Japanese. ……… (I/speak) Japanese. • I like hunt. When I was 15 years old, ……….. (I/shoot) well.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian kompetensi	Penilaian			Alokasi waktu	Sumber/ Bahan/ Alat	NILAI KARAKTER
				Teknik	Bentuk Instrumen	Contoh Instrumen			
1.8 Make simple invitation	• Grammar review: "will", "could", "would" and prepositions: in, on at. • Samples of invitation (personal invitation). • Parts of personal invitations. • Contents, style,	• Listening - Completing invitations - Listening for information • Speaking - Pronunciation practice - Dialogue practice - Responding to questions	• Arranging words into invitation sentences • Arranging sentences into invitation correctly • Written simple invitations correctly	Oral test Written test	• Invite orally • Dialogue • Make invitation	Adi : I'm having a little party at my home on Saturday. Can you come? Husni : … , what time is it a. I see b. Thank you c. No, I can't d. Yes, I'd love to. 2. Santi : There is a	4 x 45'	Maria Regina Dyah Pramesti, et all. 2008. Jakarta : Pusat Perbukuan Departemen pendidikan Nasional	• Creative • communicative • cooperative • responsible • religious

		spelling and punctuation.	dealing with invitations using "yes-no" and "wh-" questions.
			 - Telling about invitations,
			 - Creating dialogues in pairs
			 • Reading
			 - Reading for information: invitations
			 • Writing
			 - Rearranging jumbled sentences to create invitation
			 - Writing personal invitations.
							bazaar at the city hall today. ….?
							    Yuyun : Yes, I'd like to.
							 a. I'm glad you like it
							 b. I'd like to go
							 c. Could you come to my house
							 d. Would you go there with me
							
							 3. Anton : I really like the computer exhibition. Would
							 you like … with me?
							 Budi : I'm sorry I can't.
							 a. coming along
							 b. come along
							 c. to come along
							   d. came along
							
							 4. X : Could you come to my home tonight?
							    Y : ……, but I must do my assignments.
							 a. No way
							 b. I can't
							 c. I'd like to
							 d. Why not			

THE LESSON PLAN

The Name of Institute: SMP TMI Roudlotul Qur'an Metro
Subject   : English
Class / semester : VIII D / I
The meeting   : 1-2
Genre   : Descriptive Text
Time allocation : 2 x 45 minutes

A. Standard Competence

Making an outline and expressing meaning in written functional text and simple essay in the form of narration, description, exposition, and persuasion /argumentation in everyday life context.

B. Basic Competences

Making an outline and expressing meaning in the form of narration, description, exposition, and persuasion /argumentation in written functional both formal and informal accurately, fluently and acceptably using written language in the manner of everyday life context.

C. Indicators

1. Writing the main idea of the descriptive text.
2. Using supporting details of the main idea.
3. Using appropriate vocabularies and phrases in expressing main idea.
4. Using the simple present in making a descriptive texts.
5. Writing logical organization of the content (coherence) and the correct generic structure of text.
6. Using of the mechanics of language.

D. The Purpose of Learning

1. Students are able to write the main idea of the descriptive text.
2. Students are able to use supporting details of the main idea.
3. Students are able to use appropriate vocabularies and phrases in expressing main idea.
4. Students are able to use the simple present in making a descriptive texts.
5. Students are able to write logical organization of the content (coherence) and the correct generic structure of text.
6. Students are able to use the mechanics of language.

E. The Material

The example of Descriptive Text and it's explanation.

F. Teaching Strategy

Brainstorming Technique

G. The Procedures of Learning

1. Pre-Teaching (10 Minutes)
   a. Teacher gives greeting to students
   b. Praying
   c. Teacher calls roll of the students
   d. Teacher gives warming up to students about the last topic

1. While-Teaching (70 Minutes)

Steps	Teacher Activities	Students Activities
1. Forming the pairs or groups and generating the idea.	1. Teacher gives the topic for students. 2. Teacher gives direction for the students to make graphic organizer in the first step as brainstorming. 3. Teacher asks the students to do that in a pairs or groups. 4. Teacher will supervise the students who have a problem.	1. Students in groups noted the topic given by the teacher. 2. Students begin to create their idea in groups. 3. Students discuss with each other to make an idea. 4. After the students have finished preparing their idea, students continue to make the title.
2. Organizing the idea and crating an outline	1. Teacher asks the students to organize the idea and make outline. 2. When making an outline, teacher asks the student to focus on communication in pairs or groups.	1. Students began to construct a sentence in pairs. 2. Students engage in a discussion with a friend of the group.
3. Dividing the outline	1. Teacher asks the students to divide the outline	1. Students share their drafts in a group and began to write on group draft.
4. Writing paragraph that consist of some sentences	1. Teachers instruct each pair to make sentence that related to the idea	1. Students will make the sentences 2. Students will arrange their sentence into the paragraph

	2. Teachers asks the students to arrange their sentence into a good paragraph	doing in a group
5. Arranging the paragraphs into the text	1. Teacher asks the students to arrange their paragraph into single document or text.	1. Students will arrange their paragraph into single document or text.
6. Revising and editing their work, checking for content and clarity as well as grammar, spelling, and punctuation	1. Teacher asks students to improve the content of the text that are less precise. 2. Teachers will instruct students to restore the draft is less precise.	1. Students improve the content of the text that that are less precise. 2. Students will reconstruct the lacking parts of the draft right.
7. Submit their papers	1. Teacher asks students to report on their work. 2. Teachers will motivate students to feel confident in his writings to show the results.	1. The students will report on their work. 2. Students will feel confident in his writing to shows the result after getting the motivation of teachers.

3. Post-Teaching (10 Minutes)
   a. Teachers will provide the conclusions of the material have been learned.
   b. Teacher reflection.
   c. Teachers assign tasks (homework) to students.
   d. Teachers give closing greeting.

H. Media in Learning Activities
   1. LCD projector, screen, and laptop.
   2. White board.
   3. English books.
   4. English dictionary

J. Scoring

nent	Indicators	Score
Content	1. The competence to make thesis statement 2. The competence to make the related idea 3. The competence to make the procedure	0-25
Organization	1. The competence in effectiveness of introduction 2. The competence in logical sequence of ideas 3. The competence to make conclussion	0-15
e	1. The competence in making goal 2. The competence in making material 3. The competence in making steps	0-15
ry	1. The competence in chhosing vocabularies	0-15
s	1. The competence in spelling 2. The competence in punctuation	0-15
Grammar	1. The competence in using appropriate grammar	0-15
		100

Metro, September 21, 2017

The English Lecturer of
SMP TMI Roudlotul Qur'an Metro

The Researcher,

Feri Anggi Irawan, S.Pd

Rodesta Anggia Palupi
NPM. 13108297

PRE- TEST

Name   :

NIS   :

Class   :

Direction   : Write a descriptive text with the title My Family. At least
                   two paragraphs.

_____

_____

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Write an essay in form of descriptive text consisting of three paragraphs about "**My Friend**". Work on it based upon the steps you have learned and practiced from prewriting to publishing. Your essay will be evaluated based on five elements of writing, they are: Idea/content, organization, vocabulary, grammar, and mechanic.

Name :_____

NIS :_____

Class :_____

							Content:	Organization:	Vocabulary:	Grammar:	Mechanics:	Total:

Complete Story: Story Plot: Sentence Structure:

D: Diction   I: Idiom   T: Tense   A: Agreements (articles, pronouns, preposition, etc.)   W: word order   S: Spelling   P: Punctuation

Write an essay in form of descriptive text consisting of three paragraphs about "**My School**". Work on it based upon the steps you have learned and practiced from prewriting to publishing. Your essay will be evaluated based on five elements of writing, they are: Idea/content, organization, vocabulary, grammar, and mechanic.

Name :_____

NIS   :_____

Class :_____

							Content:	Organization:	Vocabulary:	Grammar:	Mechanics:	Total:

Complete Story: Story Plot: Sentence Structure:

D: Diction   I: Idiom   T: Tense   A: Agreements (articles, pronouns, preposition, etc.)   W: word order   S: Spelling   P: Punctuation

Write an essay in form of descriptive text consisting of three paragraphs about "**My House**". Work on it based upon the steps you have learned and practiced from prewriting to publishing. Your essay will be evaluated based on five elements of writing, they are: Idea/content, organization, vocabulary, grammar, and mechanic.

Name :_____

NIS :_____

Class :_____

								Content:	Organization:	Vocabulary:	Grammar:	Mechanics:	Total:

Complete Story: Story Plot: Sentence Structure:

D: Diction   I: Idiom   T: Tense   A: Agreements (articles, pronouns, preposition, etc.)   W: word order   S: Spelling   P: Punctuation

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507 Faksimili (0725) 47296 Website www.tarbiyah.metrouniv.ac.id e-mail tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: 0258/In.28/D.1/TL.01/08/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro menugaskan kepada saudara:

Nama	:	RODESTA ANGGIA PALUPI
NPM	:	13108297
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di SMP TMI ROUDLATUL QUR'AN METRO guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' DESCRIPTIVE TEXT WRITING SKILL BY USING BRAINSTORMING TECHNIQUE AT THE EIGHT GRADE IN SMP TMI ROUDLATUL QURAN METRO ACADEMIC YEAR 2017/2018"

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih

Dikeluarkan di   Metro
Pada Tanggal   23 Agustus 2017

Mengetahui,
Pejabat Setempat

Drs. SUPARDI

Wakil Dekan I

Dra. Isti Fatonah MA
NIP. 70531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1168/In.28/S/OT.01/11/2017

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : RODESTA ANGGIA PALUPI
NPM : 13108297
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13108297.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 21 Nopember 2017
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195803311981031001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507. Faksimili (0725) 47296. Website www.tarbiyah.metrouniv.ac.id. e-mail: tarbiyah.iain@metro.ac.id

Nomor : 0259/In.28/D.1/TL.00/08/2017
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.
KEPALA SMP TMI ROUDLATUL
QUR'AN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: 0258/In.28/D.1/TL.01/08/2017. tanggal 23 Agustus 2017 atas nama saudara

Nama	: RODESTA ANGGIA PALUPI
NPM	: 13108297
Semester	: 9 (Sembilan)
Jurusan	: Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP TMI ROUDLATUL QUR'AN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' DESCRIPTIVE TEXT WRITING SKILL BY USING BRAINSTORMING TECHNIQUE AT THE EIGHT GRADE IN SMP TMI ROUDLATUL QURAN METRO ACADEMIC YEAR 2017/2018".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih

Wassalamu'alaikum Wr. Wb.

Metro, 23 Agustus 2017
Wakil Dekan I

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

تربية المعلمين والمعلمات الإسلامية

معهد روضة القرآن الإسلامي

SMP TMI ROUDLATUL QUR'AN METRO

(PROGRAM SEKOLAH BERBASIS PONDOK PESANTREN)

NPSN: 10809699   NSS: 202126103024   **TERAKREDITASI A**

Jl. Mukti Praja 16 B Kel. Mulyojati Kec. Metro Barat Kota Metro ① (0725) 41442 Kode Pos.34125
email: smptmimetro@gmail.com website: www.smptmimetro.sch.id,www.pprq.or.id

Nomor   : 42/SMP-TMI RQ/VII/2016

Lampiran   : -

Prihal   : Telah Mengadakan Pre Survey

Yang bertanda tangan dibawah ini kepala SMP TMI Roudlatul Qur'an Metro

Menerangkan Bahwa :

Nama   : Rodesta Anggia Palupi

NPM   : 13108297

Prodi   : TBI (Tadris Bahasa Inggris)
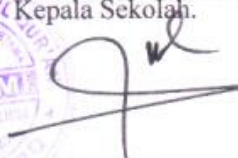
Telah mengadakan Pre Survey dalam rangka menyusun Proposal skripsi dengan judul "IMPROVING THE STUDENTS' DESCRIPTIVE TEXT WRITING SKILL BY USING BRAINSTORMING TECHNIQUE OF THE EIGHT GRADE OF SMP TMI ROUDLOTUL QUR'AN METRO IN ACADEMIC YEAR 2016 / 2017.

Yang telah dilakukan pada tanggal 06 Juni 2016 dikelas 8 (Delapan) SMP TMI Roudlatul Qur'an Metro.

Demikian surat ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 18 Juli 2016.

Kepala Sekolah.

Drs. SUPARDI

تربية المعلمين والمعلمات الإسلامية

معهد روضة القرآن الإسلامي

SMP TMI ROUDLATUL QUR'AN METRO
(PROGRAM SEKOLAH BERBASIS PONDOK PESANTREN)

Jl. Mukti Praja 16 B Kel. Mulyojati Kec. Metro Barat Kota Metro ① (0725) 41442
email: smptmimetro@gmail.com website: www.smptmimetro.sch.id

SURAT KETERANGAN IZIN RESEARCH

Nomor : 52/SMP-TMI RQ/VII/2017

Menindak lanjuti surat Institut Agama Islam Negeri (IAIN) Metro Nomor 0258/In.28/D.1/TL.01/08/ 2017, Tanggal 23 Agustus 2017, Perihal **Izin Research,**

Dengan ini kami tidak keberatan / bersedia memberikan izin kepada mahasiswa :

Nama : **Rodesta Anggia Palupi**

NPM : 13108297

Jurusan : Pendidikan Bahasa Inggris

Judul : Improving The Students' Descriptive Text Writing Skill By Using Brainstorming Technique At The Eight Grade In SMP TMI Roudlatul Qur'an Metro In Academic Year 2017/2018`

Untuk mengadakan Research di SMP TMI Roudlatul Qur'an Metro

Demikian surart keterangan ini diberikan, untuk dapat dipergunakan sebagaimana mestinya.

Metro, 24 Agustus 2017
Kepala,

M. Iqbal Beny Saputra, M.Pdl

تربية المعلمين والمعلمات الإسلامية

معهد روضة القرآن الإسلامي

SMP TMI ROUDLATUL QUR'AN METRO
(PROGRAM SEKOLAH BERBASIS PONDOK PESANTREN)

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email: smptmimetro@gmail.com website: www.smptmimetro.sch.id

SURAT KETERANGAN RESEARCH

Nomor : 54/SMP-TMI RQ/VII/2017

Menindak lanjuti surat Institut Agama Islam Negeri (IAIN) Metro Nomor 0258/In.28/D.1/TL.01/08/ 2017, Tanggal 23 Agustus 2017, Perihal **Izin Research,**

Dengan ini Kepala SMP TMI Roudlatul Qur'an Metro Menerangkan Bahwa :

Nama   : **Rodesta Anggia Palupi**

NPM   : 13108297

Jurusan   : Pendidikan Bahasa Inggris

Telah benar-benar selesai melaksanakan **Research** selama 6 (enam) hari pada tanggal 6 sampai 20 September 2017 di SMP TMI Roudlatul Qur'an Metro dengan Judul **"Improving The Students' Descriptive Text Writing Skill By Using Brainstorming Technique At The Eight Grade In SMP TMI Roudlatul Qur'an Metro In Academic Year 2017/2018** dengan hasil baik.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 20 September 2017
Kepala,

M. Iqbal Beny Saputra, M.Pdl

Write an essay in form of descriptive text consisting of three paragraphs about "**My Friend**". Work on it based upon the steps you have learned and practiced from prewriting to publishing. Your essay will be evaluated based on five elements of writing, they are: Idea/content, organization, vocabulary, grammar, and mechanic.

Name : Arum Laras Afrytras

NIS :

Class : VIII

Write your draft in this column.

(71)

Write your essay in this column.

Title: My Friend

I have a best friend, her name is Ayu. She is my classmate. She lives in Panumbangan. She has a happy family, her parents and a sister. She is the second daughter in her family.

Ayu is fourteen years old. She is beautiful. She has a long black hair. Her hair is straight. She has brown eyes. She has sharp nose and thin lips. Her height is 155 cm, she is taller than me. She is slim because her weight is only 40 kg.

More over, Ayu is a kind a person, because she always help me and all her friend to do homework. She is very smart, she is the first rank in the classroom.

	Content	Organization	Vocabulary	Grammar	Mechanics	Total
				Sentence Structure		
Complete Story:						

Write an essay in form of descriptive text consisting of three paragraphs about "**My House**". Work on it based upon the steps you have learned and practiced from prewriting to publishing. Your essay will be evaluated based on five elements of writing, they are: Idea/content, organization, vocabulary, grammar, and mechanic.

Name : Arum Laras Afrytras

NIS :

Class : VIII⁶

75

Write your draft in this column.

Write your essay in this column.

Title:

My house

My house is located in metro. The first room is the living room. Living room is used to approve the guests who come to my house. In which there is some furniture including sofas, desks, and framed photos on the wall and lavender flowers on the pot. My living room is colored green and it looks so calm when you see it for many times. I love this living room because the decoration is chosen by myself.

The second room is a family room. Family room is the most spacious room in my house. We usually use the family room to gather while watching television. In the living room there are television, chairs, tables, and an aquarium. That is a big television, so when we sit together in front of it, we can see the movie clearly.

Write an essay in form of descriptive text consisting of three paragraphs about "My School". Work on it based upon the steps you have learned and practiced from prewriting to publishing. Your essay will be evaluated based on five elements of writing, they are: Idea/content, organization, vocabulary, grammar, and mechanic.

Name : Arum Laras Afrytras

NIS :

Class : VIII^E

Write your draft in this column.

85

Write your essay in this column.

Title:

My School

This is my school. I can find many rooms here such as library, classroom, laboratory, canteen, etc. My school colour is yellow and the window is blue. My school has many books in library. I always borrow book from there minimally two book in a month. I like my school because it is comfortable place to study.

My school is a green and beautiful. There are so many huge trees that make the air become so fresh. It is very large with an area around one hectare, bounded by high fences. My school library building is very large. Insiden the library, there are so many shelves of books neatly organized according to the type of the books. At the shelves, are saved hundreds or millions of books. In the front row of the book shelves, there are rows of chairs and desks used by visitors to read or work on their assignments.

	Content	Organization	Vocabulary	Grammar	Mechanics	Total
Complete Story:	Story Plot			Sentence Structure		

Write an essay in form of descriptive text consisting of three paragraphs about "My Friend". Work on it based upon the steps you have learned and practiced from prewriting to publishing. Your essay will be evaluated based on five elements of writing, they are: Idea/content, organization, vocabulary, grammar, and mechanic.

Name : Adelia Eka Margaritha

NIS :

Class : VIII^E

Write your draft in this column.

(76)

Write your essay in this column.

Title:

My Friend

Jacques has been my close friend for two years. I first met him on a school exchange trip to calais, France. I asked him the way to the library and we started talking. We've been friends ever since.

Jacques is quite good-looking He's tall and slim, with olive skin and curly dark hair. Like many French people, he has a great sense of style, so he always looks well — dressed even in casual clothes. Jacques is very out going. He is always friendly and loves to have fun. He's got a fantastic sense of humour and he always makes me laugh. However, he can be a bit immature at times. For example when he doesn't get what he wants, he acts childishly and stamps his feet. Jacques is very keen on water sports. He likes sailing and he spends a lot of time on his boat. He enjoys scuba diving, too, and loves exploring life under sea. All in all, I'm glad to have Jacques as my friends. It's a pleasure to be with him and I really enjoy his company I'm sure we'll always be close friends.

115

Write an essay in form of descriptive text consisting of three paragraphs about "**My House**". Work on it based upon the steps you have learned and practiced from prewriting to publishing. Your essay will be evaluated based on five elements of writing, they are: Idea/content, organization, vocabulary, grammar, and mechanic.

Name : Odelia Eka Margaritha

NIS :

Class : VIII^E

Write your draft in this column.

(79)

Write your essay in this column.

Title: My House

My house is not big, but very cozy. Model of my house is minimalist. The shape like box and square. that's very simple. My house has full colour, like green, white black, because I love colou. In my house, there is a terrace with some flowers and some plants, there is a living room, dining room, there are three bedroom, there is a bathroom, a kitchen, and a garage. And my favourite room is my bedroom, because I can do anything there. I can dialogue with my little sister and my family, watching TV, studying, doing my homework, playing, and sleeping. I like my bedroom so much eventhough it is not big but it is very comfortable to me. My house is inhibited by five person, my father, my mother, me, my little sister, and my brother, if he go hom from his university. I feel cool there because in front of

Write an essay in form of descriptive text consisting of three paragraphs about "**My School**". Work on it based upon the steps you have learned and practiced from prewriting to publishing. Your essay will be evaluated based on five elements of writing, they are: Idea/content, organization, vocabulary, grammar, and mechanic.

Name : Adelia Eka Margaritha

NIS :

Class : VIIᶠ

Write your draft in this column.

(83)

Write your essay in this column.

Title: **My School**

I am a student at junior high school student, I love reading very much, especially reading history and techonology books, I am so lucky because in my school, SMP TMI Roudlotul Qur'an Metro. there is a large library that has a collection of books which is very complete. In fact according to my teachers, my school library is the most complete library.

My school library building is very large. Inside the library, there are so many shelves of books neatly organized according to the type of the books. At the shelves, are saved hundreds or millions of books. In the front row of the book shelves, there are of chairs and desks used by visitors to read or work on their assigments. It is also equipped with air conditioning so that the visitors feel comfortable to spend their hours in this room. Moreover, there are also three computers which can be used to search for books, so the students can easily find it.

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
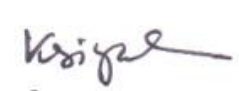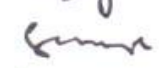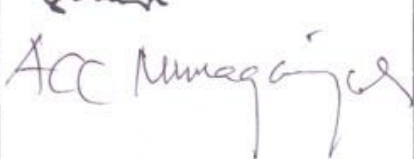**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id
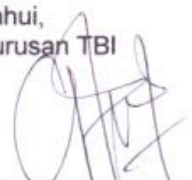
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
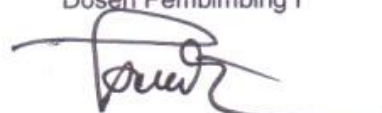**iAIN METRO**

Nama : Rodesta Anggia Palupi   Jurusan : TBI
NPM : 13108297   Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		i	ii		
1	30/11 2017	✓		- Sejarah Smp - Keadaan Guru & Karyawan - Keadaan Siswa - Struktur organisasi - Keadaan fasilitas Belajar - Denah lokasi	
		✓		Ksiga Emm	
2	7/12 2017	✓		ACC Munaqasyah	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
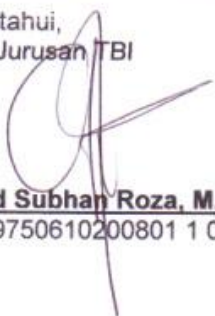Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
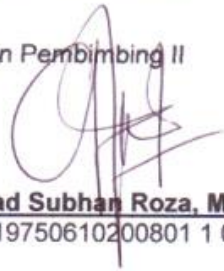**IAIN METRO**

Nama : Rodesta Anggia Palupi   Jurusan : TBI
NPM : 13108297   Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		i	ii		
1.	03/nov/2017				
2.	22/nov/2017				
3.	29/nov/2017				

Mengetahui,
Ketua Jurusan TBI
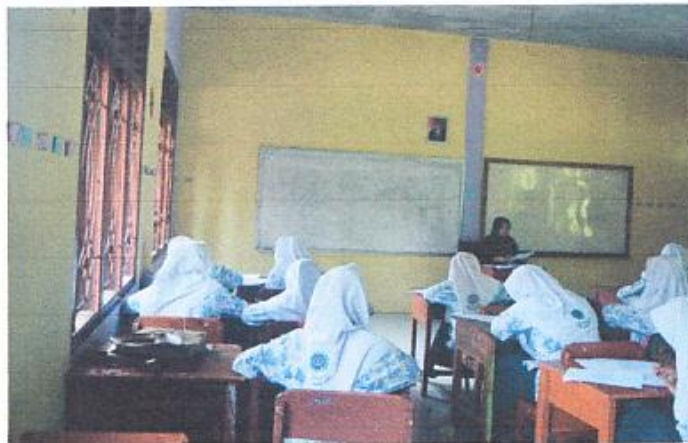
Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014
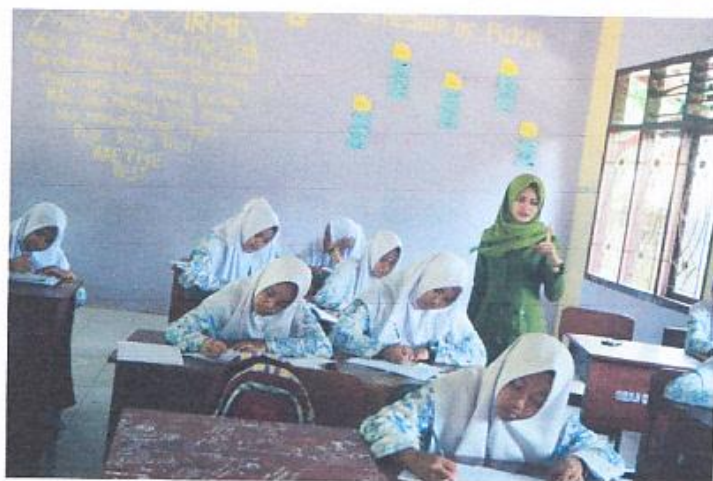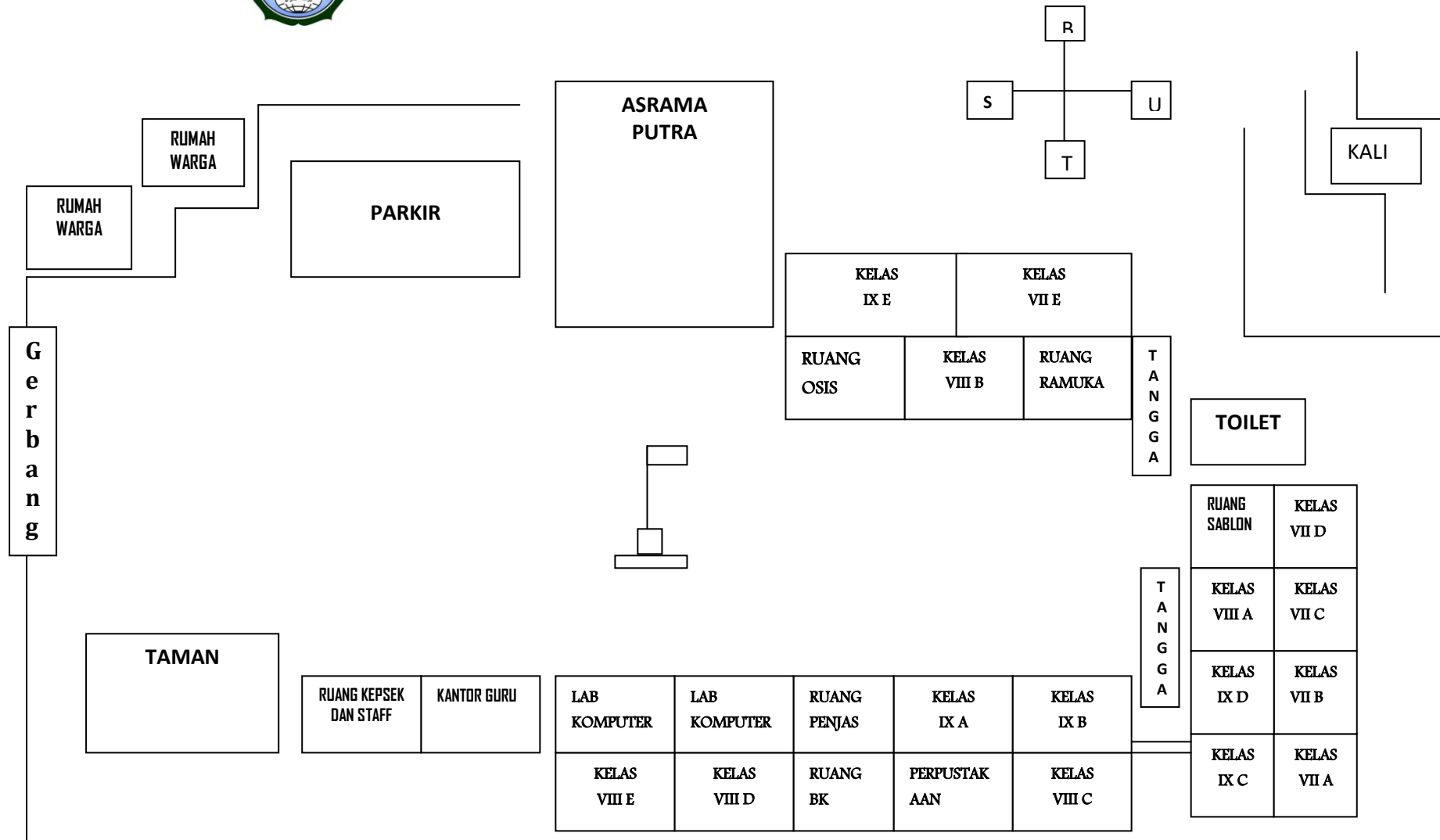
DOCUMENTATION
PRE TEST

TREATMENT

POST TEST I

POST TEST II

POST TEST III

DENAH LOKASI
SMP TMI ROUDLATUL QUR'AN METRO TP. 2017/2018

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S — U	
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KALI

ASRAMA PUTRA

RUMAH WARGA

RUMAH WARGA

PARKIR

KELAS IX E	KELAS VII E

RUANG OSIS	KELAS VIII B	RUANG RAMUKA	T A N G G A

Gerbang

TOILET

RUANG SABLON	KELAS VII D
KELAS VIII A	KELAS VII C
KELAS IX D	KELAS VII B
KELAS IX C	KELAS VII A

TAMAN

RUANG KEPSEK DAN STAFF	KANTOR GURU

LAB KOMPUTER	LAB KOMPUTER	RUANG PENJAS	KELAS IX A	KELAS IX B	T A N G G A
KELAS VIII E	KELAS VIII D	RUANG BK	PERPUSTAKAAN	KELAS VIII C	

CURRICULUM VITAE

Rodesta Anggia Palupi was born at small village Indolampung, Subdistric Gedung Meneng, Tulang Bawang, on August 2th 1995. She is the first daughter of happy family of Mr. Agus Riyanto and Mrs. Sumiyati.

She took her Elementary School at SD 02 Yapindo 2001-2007. Then, she made her ready to continue her study at Junior High School at SMP Yapindo in 2007-2010. Having graduated from junior high school, she continued her study at SMA Negeri 2 Metro in 2010-2013. After graduating from senior high school, she decided to have lecture in English Education Department in IAIN Metro. She hopes that one day she can continue her study to master of degree.