

AN UNDERGRADUATE THESIS

**IMPROVING DESCRIPTIVE WRITING SKILL
THROUGH QUICK-WRITING METHOD
AMONG THE EIGHT GRADE STUDENTS
OF JUNIOR HIGH SCHOOL 5 METRO**

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**STATE INSTITUTE OF ISLAMIC STUDIES OF METRO
1438 H/2017 M**

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ABSTRACT

IMPROVING DESCRIPTIVE WRITING SKILL THROUGH QUICK-WRITING METHOD AMONG THE EIGHT GRADE STUDENTS OF JUNIOR HIGH SCHOOL 5 METRO

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This research intended to present that the descriptive writing skill can be improved through applying Quick Writing Method. The type of this research was Classroom Action Research (CAR) which involved 22 students in class VIII B and was conducted in two cycles. Cycle 1 consisted of three meetings and cycle 2 consisted of two meetings.

This research is Classroom Action Research (CAR). The data were taken from writing test to figure out the students' knowledge in writing descriptive text. Furthermore, the writer used the observation technique to get the data about student's comprehension in writing, students' activities while writing, and students' participation in the learning process. Their activities were noted by the collaborator. The researcher also used the documentation method to support and to obtain the information concerning on the learning English in general. Moreover, the researcher took field note to understand the classroom situation deeply, classroom management, classroom interactions between teacher and students or students with students.

The results of the research showed that, from two cycles, the average scores of students' descriptive text are (a) 55.23 in pre-test, and (b) 67.50 in post-test 1 as well as (c) 77.27 in post-test 2. It appeared to be increased 22.04 point. The students' activities remained the same way. The students' activities in cycle 1 can be reported that there were (a) 8 active students (36%) and 14 inactive students (64%) in the first meeting, (b) 14 active students (64%) and 8 inactive students (36%) in the second meeting, and (c) 14 active students (64%) and 8 students (36%) in the third meeting. In cycle 2, the students' activities consisted of 14 active students (64%) and 8 inactive students (36%) in the first meeting as well as 20 active students (91%) and 2 inactive students (9%) in the second meeting. This result also drew conclusions that Quick Writing Method was able to improve the students' descriptive writing skill.

Keywords: Descriptive writing, Quick Writing Method, Writing Skill.

ABSTRAK

MENINGKATKAN KEMAMPUAN MENULIS DESCRIPTIF MELALUI *QUICK WRITING METHOD* PADA SISWA KELAS DELAPAN DARI SMP N 5 METRO

Oleh:

KUKUH MULYADI

Penelitian ini bertujuan untuk menunjukkan bahwa tingkat kemampuan menulis deskriptif dapat ditingkatkan melalui penggunaan *Quick Writing Method*. Jenis penelitian ini adalah penelitian tindakan kelas (PTK) yang melibatkan 22 siswa kelas VIIB dan dilakukan dalam dua siklus. Siklus 1 terdiri dari tiga pertemuan dan siklus 2 terdiri dari dua pertemuan.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK). Data diambil dari tes menulis untuk mengetahui tingkat pemahaman siswa dalam menulis teks deskriptif. Penulis juga menggunakan teknik observasi untuk mendapatkan data mengenai data pemahaman menulis, aktivitas siswa selama menulis, serta partisipasi dalam proses belajar. Aktivitas-aktivitas mereka dicatat oleh seorang kolaborator. Peneliti juga menggunakan metode dokumentasi untuk mendukung dan memperoleh informasi terkait dengan pembelajaran Bahasa Inggris pada umumnya. Selain itu, peneliti juga membuat *field note* untuk memahami secara detail kondisi kelas, pengaturan kelas, interaksi selama di kelas antara guru dengan siswa atau antara siswa dengan siswa.

Hasil dari penelitian menunjukkan bahwa dari dua siklus nilai rata-rata siswa dalam menulis deskriptif adalah (a) 55.23 di pre-tes, dan (b) 67.50 di post-tes 1, serta (c) 77.27 di post-tes 2. Ini artinya ada peningkatan sejumlah 22,04. Hal yang sama terjadi pada aktivitas siswa. Aktivitas siswa di siklus 1 menjelaskan bahwa terdapat (a) 8 siswa aktif (36%) dan 14 siswa tak aktif (61%) di pertemuan pertama, (b) 14 siswa aktif (64%) dan 8 siswa tak aktif (36%) di pertemuan kedua, serta (c) 14 siswa aktif (64%) dan 8 siswa tak aktif (36%) di pertemuan ketiga. Pada siklus kedua, aktivitas siswa terdiri dari 14 siswa aktif (64%) dan 8 siswa tak aktif (36%) di pertemuan pertama serta 20 siswa aktif (91%) dan 2 siswa tak aktif (9%) di pertemuan kedua. Hasil ini menggambarkan bahwa *Quick Writing Method* dapat meningkatkan kemampuan siswa dalam menulis deskriptif.

Kata Kunci: Karangan Deskriptif, Metode Quick Writing, Keterampilan Menulis