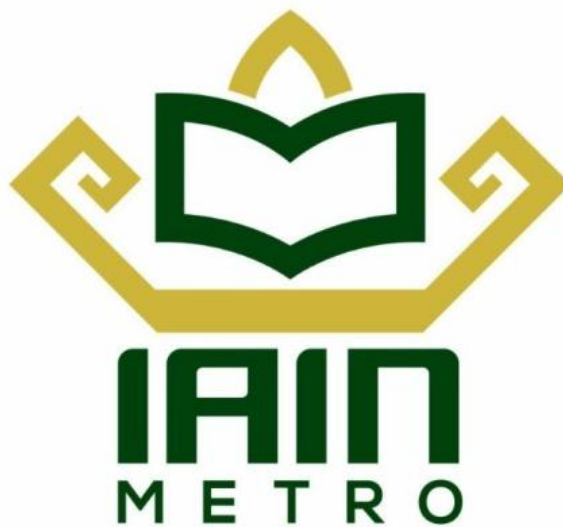**AN UNDERGRADUATE THESIS**

**THE USE OF INTERACTIVE LEARNING APPROACH
TO IMPROVE THE STUDENTS WRITING DESCRIPTIVE TEXT ABILITY
AT THE EIGHTH GRADE OF SMP N 10 METRO**

Written By:
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IAIN
METRO

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H/ 2018 M

THE USE OF INTERACTIVE LEARNING APPROACH
TO IMPROVE THE STUDENTS WRITING DESCRIPTIVE TEXT ABILITY
AT THE EIGHTH GRADE OF SMP N 10 METRO

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study Department

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THE USE OF INTERACTIVE LEARNING APPROACH TO IMPROVE THE STUDENTS WRITING DESCRIPTIVE TEXT ABILITY AT THE EIGHTH GRADE OF SMP N 10 METRO

ABSTRACT

By:

Rizky Putri Aninda

The aim of the research was to show that the use of interactive learning approach could improve the writing skill and learning activities at the eighth graders of SMP N 10 Metro. The problem which had been identified was that the approach that used in the learning process is boring and the students need the other approach in learning process to writing descriptive text.

The research was Classroom Action Research (CAR). In order to get the accuracy in data collecting, the researcher used data collecting technique such as test, observation, and documentation. This research used two cycles that consisted of four stages: planning, acting, observing and reflecting. This research was conducted on June 4th, 2018 until June 8th 2018 that involved the eighth graders which consisted of 28 students.

The finding of the research shows that the use of interactive learning approach improve the students' writing descriptive text ability and also students' learning activities. The improvement of the students' writing descriptive text ability proved by the result of the students writing score. In post test I, the average score of the students writing skill is 68.2 and in the post test II is 75.1. The improvement is 6,9 from post test I to post test II. Then, the improvement of the students' learning activity prove by the result of the students observation sheet.

Keywords *: (interactive learning approach, writing ability, classroom action research)*

**PENGGUNAAN PENDEKATAN PEMBELAJARAN INTERAKTIF
UNTUK MENINGKATKAN KEMAMPUAN SISWA
DALAM MENULIS TEKS DESKRIPTIP
DI KELAS DELAPAN SMP N 10 METRO**

ABSTRAK

Oleh:

Rizky Putri Aninda

Tujuan penelitian ini adalah untuk menunjukkan bahwa penggunaan pendekatan pembelajaran interaktif dapat meningkatkan kemampuan menulis teks deskriptif dan pembelajaran di kelas delapan SMP N 10 Metro. Masalah yang telah diidentifikasi adalah bahwa penggunaan pendekatan dalam proses pembelajaran sangat membosankan sehingga pelajar membutuhkan pendekatan lain dalam pembelajaran menulis teks deskriptif.

Penelitian ini merupakan penelitian tindakan kelas (PTK). Untuk mendapatkan keakuratan dalam pengumpulan data, peneliti menggunakan teknik pengumpulan data seperti uji, observasi, dan dokumentasi. Penelitian ini menggunakan dua siklus yang terdiri dari empat tahap yaitu perencanaan, akting, observasi dan refleksi. Penelitian ini dilakukan pada tanggal 4 Juni 2018 sampai 8 Juni 2018 yang melibatkan siswa kelas delapan yang terdiri dari 28 siswa.

Hasil temuan penelitian menunjukkan bahwa penggunaan pendekataan pembelajaran interaktif meningkatkan kemampuan menulis teks deskriptif siswa dan juga kegiatan belajar siswa. Peningkatan kemampuan menulis teks deskriptif siswa terbukti dengan hasil skor belajar siswa. Pada post test I, rata-rata skor keterampilan menulis siswa adalah 68,2 dan pada post test II adalah 75,1. Peningkatannya adalah 6,9 dari post test I ke post test II. Kemudian, peningkatan aktivitas belajar siswa dibuktikan dengan hasil lembar observasi siswa.

kata kunci : *(pendekataan kegiatan pembelajaran interaktif, kemampuan menulis, penelitian tindakan kelas)*

APPROVAL PAGE

Title : THE USE OF INTERACTIVE LEARNING APPROACH TO IMPROVE THE STUDENTS` WRITING DESCRIPTIVE TEXT ABILITY AT THE EIGHTH GRADE OF SMP N 10 METRO

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NOTA DINAS

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Saudara Rizky Putri Aninda

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
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di-
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Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Judul Skripsi : THE USE OF INTERACTIVE LEARNING APPROACH TO IMPROVE THE STUDENTS` WRITING DESCRIPTIVE TEXT ABILITY AT THE EIGHTH GRADE OF SMP N 10 METRO

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas

penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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To :
The Honorable of the Dean of Faculty of
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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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RATIFICATION PAGE

No. B-3525/In-28-1/D/PP-00-9/11/2018

An Undergraduate thesis entitled: THE USE OF INTERACTIVE LEARNING APPROACH TO IMPROVE THE STUDENTS' WRITING DESCRIPTIVE TEXT ABILITY AT THE EIGHTH GRADE OF SMP N 10 METRO, written by Rizky Putri nAninda, student number 14122097, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Tuesday, October 30th 2018 at 01.00-03.00 p.m.

BOARD OF EXAMINERS:

Chairperson   : Dr. Umi Yawisah, M.Hum   (...............................)

Examiner 1   : Dr. Dedi Irwansyah, M.Hum.   (...............................)

Examiner II   : Trisna Dinillah Harya, M.Pd.   (...............................)

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

      Name   : Rizky Putri Aninda

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States that this undergraduate thesis is originally result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mention.

Metro, 01 October 2018
The Writer

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St. Number: 1412207

ORISINALITAS PENELITIAN

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    Fakultas   : Fakultas Tarbiyah dan Ilmu Keguruan

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

Metro, 01 Oktober 2018
Yang Menyatakan

Rizky Putri Aninda
NPM: 14122097

MOTTO

قُل لَّوۡ كَانَ ٱلۡبَحۡرُ مِدَادًا لِّكَلِمَـٰتِ رَبِّى لَنَفِدَ ٱلۡبَحۡرُ قَبۡلَ أَن تَنفَدَ كَلِمَـٰتُ رَبِّى وَلَوۡ

جِئۡنَا بِمِثۡلِهِۦ مَدَدًا ۝

" Say (O Muhammad to mankind). "If the sea were ink for (writing) the Words
of My Lord, surely, the sea would be exhausted before the Words of My Lord
would be finished, even if we brought (another sea) like it for its aid."

(Q.S Al-Kahfi: 109)

"You'll feel full when you grateful"

(The Writer)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

My beloved parents
(Mr. Zaenudin and Mrs. Rita Haryunani D)

My beloved brothers and sisters
(Devi Anggung N and his Husband Ade, Aldy Ichwanuddin, Fadhil Muzaky
and Ghaida Aisyah Orlin)

My excellent counsellors
(Mrs. Dr. Umi Yawisah, M.Hum and Mrs. Trisna Dinillah Harya, M.Pd)

All of my beloved lectures of English Education Department
of IAIN Metro

All my beloved friends in TBI 2014 of English Education Department
of IAIN Metro

The Apple of My Eyes
Who always giving me support, spirits, suggests, pray and also his love
(Fakhrurrozi Pratama)

My Almamater

ACKNOWLEDGEMENT

Metro, July, 2018
The Researcher,

Rizky Putri Aninda
St.N. 14122097

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CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia English is very important. As an international language, English is used to by almost all of country in the world to communicate in speaking and also writing. So, in Indonesia English is called the first foreign language.

Improving English skill is the one way to prepare Indonesian people to face the global world. Therefore in our country it is taught in formally at schools from Elementary School up to University.

The students should know four skills if want to learn English very well. They are listening, speaking, reading and writing as a paramount importance. Listening and reading are receptive skills while speaking and writing are productive skills that very important for student to learn. Because if speaking and writing are frequently used to convey the ideas in communicating with other they will master the English subject well.

Writing is necessary in our life because it is a mean that is used to communicate someone expression, transmits the information, and connect to other people who read the writing. Writing involves some language components (spelling, grammar, vocabulary and punctuation).

Pincas states that writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express one 's self,

to provide information for one's reader, to persuade one's reader, and to create a literary work. [1] And Barli Bram defines that writing is producing or reproducing written message. It is an active process to organize and formulate the ideas on the paper. Therefore, before we write we need to determine what to writes should have something meaningful to convey. [2]

The writing skill is regarded as the most difficult and complex language skill because it requires extent of perception and involves thinking process extensively. Disabilities in writing convince by the most people caused by failure of teaching writing.

There are four kinds of writing that are narrative, descriptive, argumentation and exposition. Descriptive is the one of the subject that was taken in this research. Descriptive Text is a text which says what a person or thing is like. Its purpose is to describe and reveal a particular person, place or thing. To write the descriptive text is not easy or simple as the students has been known. Writing this text will be easy and quick to be received and understand for students if use the suitable approach.

In this reality, students in Indonesia have thought that writing is the most difficult skill because the students are not found in writing activity, and they difficult to make sentences grammatically and structurally correctly, and also the students difficult to express their idea on the paper. Because sometimes we have something or ideas what we are going to

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[1]Pincas, *Teaching English Writing : Essential Language teaching Series* (London: The Macmilan Publisher ,Ltd,1998)p.56

[2]Barly,Bram. *Write Well: Improving Writing Skills*.(Yogyakarta: Kanisius, 1995), p.23

express or write but we don't know why we get the difficulties to appear it in to the words.

This problem motivates a learner that should find out the suitable approach which able to help the students in English writing activity. Therefore, the teacher must creative to determine appropriate approach that will be applied in the classroom. The teacher should give students new technique in order to make them enjoyable, easy, and memorable about the material especially in writing skill and also that can help the students in develops their writing ability.

In order the students and teacher can master the material in teaching and learning English especially in writing a descriptive text. So, the interesting and better approach should to be use. That was Interactive Learning. Interactive Learning is both a lesson plan and a pre-writing approach that can help the students brainstorm before writing a descriptive text. It can also used to be active learning instructional strategies can be created and used to engage students in thinking critically or creatively, expressing idea through writing, exploring personal attitudes and values, giving and receiving feedback, and reflecting upon the learning process.[3]

The eighth grade students at SMP N 10 Metro have studied about descriptive text, but their ability in writing this text was still poor. These problems are the students have low motivation in writing, the students are

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[3]Jim Eison, *"Using Active Learning Instructional Strategies to Create Excitement and Enhance Learning: interactive learning".* Department of Adult, Career & Higher Education University of South Florida, March 2010, p.1

unable to build a sentence correctly, the students have lack of vocabulary, the students are uninterested in the writing materials, and the strategies which used in the learning process are boring. Furthermore, the data of survey on October 2017 at the eighth class students of SMP N 10 Metro illustrates the levels of descriptive text writing ability.

Table 1
Data of Descriptive Text Writing Ability
at the Eighth Class Students of SMP N 10 Metro

No.	Score	Frequency	Percentage (%)	Category
1	>75	3	8.4 %	Complete
2	<75	25	91.6%	Incomplete

Source: the teacher's archive, taken on October 2017

From the explanation above, it could be inferred that the students' descriptive writing ability was categorized into low category. The ability to write descriptive text was still poor because the average grade is 60 up to 74 the minimum exhaustiveness criteria (MEC or KKM) of the English subject Grade is 75. Based on the conditions, the researcher will introduce the technique for student of SMP N 10 Metro by conducting a research in the title "THE USE OF INTERACTIVE LEARNING APPPROACH TO IMPROVE THE STUDENTS WRITING DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF JHS 10 METRO".

B. Problem Identification

Referring to the background of study above, the problems can be identified as follows:

1. The students have low motivation in writing.

2. The students are unable to build a sentence correctly.

3. The students have lack of vocabulary.

4. The students are not interested in the writing materials.

5. The approach or technique are used in the learning process are boring.

C. Problem Limitation

Based on the problem identification above, the writer limits the problem only to the last problem, the approach or technique that used in the learning process is boring. So, the writers choose to conduct at the eighth grades the students of SMP N 10 Metro.

D. Problem Formulation

Based on the problem above, the writer formulated the problem in this research is "Can the use of Interactive Learning Approach improve the students' writing descriptive text ability at the eighth grade of SMP N 10 Metro?"

E. Objective and Benefit of the Study

The objectives of the study is to know whether the interactive learning Approach can improve the students writing descriptive text.

The results of this research are expected to give the benefits as follows:

1. For the students

   a. The students will get easy approach to write something by using Interactive Learning approach.

   b. Students' writing ability in descriptive text will be improved.

   c. To help students in order to be able to write descriptive text easily.

2. For the Teacher

   a. To provide the information of the students' writing ability in descriptive text.

   b. To encourage English teacher to seek of the students' difficulties in writing descriptive text.

3. For the Researcher

   The researcher will know about the students' writing ability especially by using Interactive Learning Approach and the research can carry out the technique to the next teaching and learning in the classroom.

CHAPTER II

REVIEW OF THE RELATED THEOIES

A. Theoretical Review

1. Concept of Writing

a. Definition of Writing

Writing is one of language skills and productive skill that will be learnt by students in Junior High School, Senior High School and University. Students will be able to express their ideas and feeling by English writing. Learning as a foreign language is not easy as learning native language; they will meet all of learning problems dealing vocabulary, sound system, and grammar or structure. Writing is very important as part of man's culture, and speech sounds. Because it can be used to maintain thoughts, ideas, and speech sounds. There are two main types of writing: first, writing in which each character is picture of an object or idea called picture writing or ideographic writing such as the hieroglyphs of the ancient Egyptians; second, writing in which each character represents speech sounds called alphabetic writing.

Writing is a psychological activity of the language user to put information in the written text. Brown says writing is a process

to and up thinking you can not to start our thinking.[4] Writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers.[5] Based on the Harmelly on his book, writing is putting down on the paper what we can say and would say in the presence of a listener.[6] It simply means that writing is an idea in our brain that we write down on the paper in order to express it to others.

Thus, it is be stated that writing is one of language skills which combine to process and productive skill that can be used to preserve thoughts, ideas, and speech sounds. Writing really started in long ago, it has remained for of most its history a minority occupation because although most all human being grow up speaking their first language and sometimes their second or third as a matter of course, writing has to be taught. Spoken language, for a child, is acquired naturally because of being exposed to it, whereas the ability to write has to be consciously learned.[7]

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[4] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, *second edition*, (Addison Wesley: Longman, 2001), p.337

[5] Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (NY: Mc Graw Hill, 2006), p. 98

[6] Hector Harmelly, *Synthesis in language an Introduction to Linguistics*, (Simon Fraser University, 1986), p. 506

[7] Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), p. 3

b. Types of Writing

Naturally, the type of writing system (alphabet, picture) which exist in the native language is an important factor in determining to easy of speech with which students learn to write. There are two types of writing: First is practical or Factual Writing: This type of writing deals with facts. Factual writing includes advertisements, internet web sites, current affairs shows, debates, recipes, reports, and instructions. They present information or ideas and aim to show, tell or persuade the audience. Second, creative of Imaginary Writing, this type of writing usually exists in literature including aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes and soap. They are constructed to appeal to our emotions. Literary writing can make us laugh or cry, think about our own life or consider our beliefs. There are three main text types in this category: narrative, poetic and dramatic. The examples of imaginary writing are novel, romance, fantasy, science fiction adventure, etc.[8]

The type of writing which are given to the students to do will depend on their age, interest and level. For example, we can ask beginners to write a simple poem. When we set a task for elementary students, we will make sure that the students will get enough words to do it and also for intermediate and advance

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[8] Mary Finnochiaro, English as a Second Language: from Theory to Practice, (New York: Regents Publishing Company, Inc., 1974), p. 85

students. There is no limit to the kinds of text we can ask students to write. Our decision will be based on how much language the students know, what their interests are, and what we think will not only be useful for them, but also motivate them as well.

c. Writing Process

Writing process is the stages a writer produces something in its final written form. This process, of course, be affected by the content (subject matter) of the writing, the type of the writing (shopping lists, letter, essays, reports, or novels), and the medium it is written in (pen and paper, computer word files, live chat, etc). Process writing as a classroom activity incorporates the four basic stages. In the firstly is planning (pre-writing). In planning stage, writes have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language. Thirdly, writers have to consider the content structure of the piece, that is, how best to sequence the fact, ideals, or arguments which they have decided to include.[9]

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[9] Harmer, *How to Teach Writing*, p. 4.

Prewriting is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started about the topic before writing of first draft. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. Prewriting becomes a way of warming up writers' brain before they write.[10]

The second is drafting (writing). At the drafting stage, the writers focus on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. Writer can refer to the first version of a piece of writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.[11]

Third stage is revising, the revising occurs when a writer looks for feedback from a teacher or another student. The teacher does not need to be the only person to give students feedback. Besides learning to revise on their own, their classmate, caregivers, or classroom aides can help students revise. When students revise, they review their texts of the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors. It is done to

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[10] Jack C. Richard and Willy A. *Renandya, Methodology in Language Teaching: An Anthology of Current Teaching,* (Cambridge: University Press), p. 316.

[11] Richard and Renandya, *Methodology*, p. 316.

improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.[12]

The last stage is editing. At this stage, students re engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like. Formal editing is deferred till this phase in order that its application not disrupts the free flow of ides during the drafting and revising stages.[13]

Correcting students` errors and find and correct their own error presents a real dilemma for teacher. On one hand, the teacher does not want to dampen their enthusiasm for writing. On the other hand, they need to know how to write using standard conventions of spelling, grammar, and punctuation.

2. **Concept of Descriptive Text**

a. The Definition of Descriptive Text

A piece of text is created when the words are put together to communicate a meaning, or when someone speaks or writes to communicate a message. There are two main categories of text: literary and factual. Within these are various text types. Each text

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[12] Richard and Renandya, *Methodology*, p. 317.
[13] Richard and Renandya, *Methodology*, p. 319.

type has a common way of using language. Each genre is characterized by a distinctive schematic structure, that is, by a distinctive beginning, middle and end structure through which the social function. It is a term used to classify types of spoken or written discourse. These are normally classified by content, language, purpose, and form.

Learners analyze an example of a formal letter of complaint, looking at structure, set phrases, formality, and purpose. They identify the key elements of this genre then produce their own examples based on this data. Written genres that learners deal with in class include reports, recount, description, and so on.[14] Descriptive text is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text stretch out many information about certain people, things, and place clearly and detail.[15]

b. The Generic Structure of Descriptive Text

Students should master the generic structure of descriptive text before they write a descriptive text. Genre is a tool for understanding and teaching the kinds of writing required of nonnative English speakers in academic and professional contexts. The structure of descriptive text follows some particular stages, the beginning, middle, and last part of the text. Each text has its own

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[14] Jenny Hammond, et.al., *English for Social Purposes*, (Sydney: Macquarie University, 1992), p.2

[15] Bachtiar Bima M and Cicik Kurniawan, *Let`s Talk*, (Bandung: Pakar Raya, 2005), p. 15

generic structure. The generic structure of descriptive text is shown in the following table:[16]

Table 2
The Generic Structure of Descriptive Text

Generic Structure	Function
Identification	• It is a statement or a short paragraph that identifies the object that is going to be described. • It is usually interesting and able to provoke the readers to be eager to red the text.
Description	• It may consist of one of several paragraphs. This part is used to give sufficient description about the object as mentioned in the identification part. • The description of the object can be done according to different angles, such as size, length, strength, color, height, condition of the location, weather, qualities, shape, etc

c. Significant Lexicogrammatical Features of Descriptive Text

Besides having social function and generic structure, descriptive text also uses significant lexicogrammatical features that support the form of a descriptive text the including focus on specific noun, using kinds of adjective, use of relational process, use of figurative language, and use of simple present tense.[17]

As stated before, the purpose of descriptive text is to describe particular person, thing, or place. Good description is to use details that help the reader imagine the person the students are

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[16] Pardiyono, the Art, p. 44

[17] Otong Setyawan Jauhari, Genre, (Bandung: CV. Yrama Widya, 2007), p. 24-25. 19

describing. The subject that is going to be described is not general, but more specific. Those, we cannot describe people in general. However, we can describe particular person, for example: my school, my father, my house, Mr. Subhan, etc.

Another feature of descriptive text is using kinds of adjective. The adjective has characteristic: describing, numbering, and classifying, for example: three tall buildings, sharp white fang. Relation process means using verbs that describe situation or condition of participant or signal preposition, for example: my car has four doors, my father is really handsome. Figurative language mean descriptive text often use figurative language such as smile or metaphor as a way to give illustration of comparison, for example, my throat is as a dessert; her skin is white as cloud and smooth as water. Descriptive text usually uses simple present tense. For example, I have a toy. It is a doll.

d. The Example of Descriptive Text

My Doll

I have a doll. It is Barbie, and I called it Selena. Selena is my favorite doll. It is a blonde. My mother brings it as a present for my tenth birthday last year. The Barbie is beautiful, have a long hair, blonde and really cute. It has a white color skin. I always play with it. Almost everyday it companies me. Sometimes I play it wit my little sister. I really like my Barbie.

Analyzing the text:

1) Generic structure analysis

    a. Identification :

    Identifying the phenomenon to be describe in general: Barbie

    b. Description:

    Describing the Barbie in shape, condition, and its characteristics

2) Language features analysis

    a. Using adjective and classifies :

    Blond, beautiful and cute

    b. Using a simple present tense

    I have a doll, it's a Barbie, I call it Selena and etc.

3. Interactive Learning Approach

a. Definition of Interactive Learning Approach

According to H. Douglas Brown, interaction is the collaborate exchange of though, feelings, or idea between two or more people, resulting in a reciprocal effect on each other. Theories communicate competence emphasize the importance of interaction of human beings use language in various contexts to

"negotiate" meaning, or simply stated, to get an idea out of one person's head and into the head of another person and vice versa.[18]

Jack C. Richards describes interaction as the use of utterances that make appropriate account of the speaker's and the hearer's roles implies that conversation is often just as much a form of social encounter as is it a way of communicating meanings or idea.[19]

Interaction in teaching the target language means that teaching the students to use the target language and mastering the grammatical structure is necessary to facilitated communication. When the learners engaged in the conversation, the grammatical structure of the language is displayed more clearly and made more accessible. And the interaction involves not just expression of one's own idea but the comprehension of those of others. One listens to others; one responds, other listen and respond.

The interactive approach frees the instructor as well as the student. The instructor's role is to act as a coach who organize, encourages, and guides student interaction; teacher need to be flexible while keeping interaction central-interaction between teacher and students, student and teacher, student and student.

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[18] H. Douglass Brown, TEACHING by PRINCIPLE; *An Interactive Learning Approach to language pedagogy, second Edition,* (San Francisco: Addison Wesley Longman, inc, 20001), p.165

[19] Jack C. Richards, *the context of language teaching,* New York: Cambridge University Press, 1985), p.85

Meanwhile learning is showing or helping someone to learn how to do something, providing with knowledge, causing to know and understand, while teaching is guarding facilitating learning, enabling the learner to learn, setting the conditions for learning.[20]

Interactive Learning is a student centered learning model, where students are directly involved in various types of learning activities in the classroom. Interactive learning model makes students interact in doing and thinking (hands on and minds on) that generate feedback directly to the subject matter given (Hake, 1997: 65).

Faire and Cosgrove in Harlen suggested that the interactive learning is designed so that students ask questions and find their own answers (Suprayekti, 2008: 19).

According to Rosnelli (2009: 85), Interactive learning is a learning approach that allows interactive students with teachers, classmates and learning media. This learning model can handle individual student differences, because students can advance according to their ability without having to wait for their classmates. The learning process in the interactive learning model enables the students to exercise freedom for independent learning, without being distracted by others and taking the tests for each unit of learning that has been learned and continuing to advance in their

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[20] H. Dougles Brown, *Principles of language learning and teaching,* (New Jersey: prentice Hall, 1987) p.7

capacity with the help and direction of the teacher, or repeat the learning process on the same unit until achieve minimal mastery according to the target set. Interactive learning means that students are active participants in the learning process.

From the explanation above, the writer conclude that interactive learning is a process teaching learning activity that requires interaction, information sharing and negotiation of meaning among teacher-student and student-student, of course to exchange the ideas they use the language, so it can be conclude that the functional of language is for interaction and communication.

b. Interactive Learning Approach Principle

The principle of the theory of the interaction of the language classroom, consider the following selected relationship:

Automaticity: true human interaction is best accomplished when focal attention is on meanings and massage and not on grammar and other linguistic form. Learners are thus freed from keeping language in the controlled mood and can more easily proceed to automatic modes of processing.

Intrinsic motivation: as a student become engaged with each other in speech and acts of fulfillment and fact-actualization, their deepest drives are satisfied. And as they are fully appreciating

their own competence to use language, they can develop of the system of the self-reward.

Strategic instrument: interaction requires the use of strategies language competences both to make certain decision on how to say or write or interpret language, and to make repair when communication path ways are blocked. The spontaneity of interaction discourse requires the judicious use of numerous strategies for production and comprehension.

Risk-taking: interaction requires risk of failing the produce intended meaning, of falling to interpret intended meaning (on the part of someone else), of being laughed at, of being sunned or rejected. The rewards, of course, are great and worth the risk.

The language culture connection: the cultural loading of interactive speech as well as writing, requires that interlocutors be thoroughly versed in the cultural nuances of language.

Interlanguage: the complexity of interaction entails a long developmental process of acquisition. Numerous errors of production and comprehension will be a part of this development. And the role of teacher feedback is crucial to the developmental process.

Communicative competence: all of the elements of the communicative competence (grammatical, discourse, sociolinguistic, pragmatic and strategies) are involving the human

interaction. All aspect must work together for successful communication to take place.[21]

c. Characteristics of Interactive Learning Approach

According to Wilga M. Rivers the Characteristics of interactive learning are:

1. The classroom turn into a providing ground where such challenges are feed and are overcome with the aid of the teacher and the cooperation with the other learners.

2. Interaction involves not only the expression of the one's own ideas but also the comprehension of those of others.

3. Interaction always is understood in context, physical or experimental, with nonverbal ones adding aspects of meaning beyond the verbal.[22]

d. Procedure of Interactive learning Approach

There are the procedures of interactive learning approach by Faire & Cosgrove in Harlen, W., 1996.[23]

1. Preparation

The teacher and the students choose the main topic or definition of the material.

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[21] H. Douglass Brown, TEACHING by PRINCIPLE; *An Interactive Learning Approach to language pedagogy, (*New York: Longman Group Ltd, 2001), second edition, p. 166
[22] Wilga M. Rivers, *Interactive language teaching, (*London: Cambridge University Press, 1987). P.4-11
[23]Harlen, W. (1996). Teaching and Learning Primary Science. London: Paul Chapman Publishing Ltd

2. Before Views

    The teacher asks about the things that the students already know about the topic. The students give the topic.

3. Exploratory Activity

    This is to simulate thinking and simulate the students to ask question. In this stage there is a small discussion (group) between students and students as well students and teacher.

4. Children Question's

    The teacher collects the questions from the students.

5. Investigation

    The teacher and the students choose the question to investigate it. The question will be investigated by each student in group.

6. After Views

    The student will compare the answer each group with the first opinion.

7. Reflecting

    This procedure is really important because students are simulated to be able to argue critically and actively on what has been done or has not done.

e. Advantage and Disadvantages

    Interactive Learning approach in a classroom is to maintain a teaching style, like the Socratic Method, that encourages healthy

debate between students and the teacher. Here are the advantages the Interactive Learning as follows:

1. Classroom Collaboration

   This allows the students to share information easily and also work together as an integral part of the learning process. They are provided with the opportunity to partake in lessons, while it is possible for a simple cam or laptop plus an Internet connection to link the learners with their teachers on the web while sitting in their own classroom. In most cases, the social tools contribute significantly to the learning process while providing the teachers with a proper platform to connect with the students. Furthermore, the students are able to develop their communication as well as collaborative expertise by working on shared projects or documents and this will help them significantly afterward when they mature into working individuals.

2. Inspiring Freedom

   Students are able to take control of their own learning process and also figure out their preferred resources with the help of interactive technology. In this way, they can choose the method to present projects and also develop important research skills for the upcoming days.

3. Elasticity and Adaptability

Interactive learning has a major role to play in differentiation and they are extremely useful to classes of various abilities.

The disadvantages of Interactive Learning are:

1. Complicated

Interactive learning can prove to be a bit complicated while helping the learners in comprehending and retaining the knowledge which they are receiving by the process.

2. Must Be Updated

It is very important to be aware of the latest trends in interactive learning prior to entering it.[24]

B. Action Hypothesis

The use of Interactive Learning Approach can improve the students writing descriptive text ability at the eighth grade of SMP N 10 Metro.

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[24]https://www.eztalks.com/elearning/benefits-of-interactive-learning.html

CHAPTER III

RESEARCH METHOD

A. Operational Definition of Variables

1. Independent Variable (X)

   The independent variable in this research is simulation technique. Independent variable is the major variable which is hoped to investigate. It is the variable which selected, manipulated, and measured by the writer. Independent variable of this research is using interactive learning as a technique which can be defined as tool to help students' easier to write the writing descriptive. Moreover, indicator of this variable is the students of SMP N 10 Metro can perform their writing spontaneously and structured.

2. Dependent Variable (Y)

   Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Writing descriptive as the dependent variable defined as built from the writing ability of someone that has develop or practiced on a classroom.

   Therefore, the writer use several ways to measure the categories of descriptive writing based on the score of test.

Table 3
Categories of descriptive writing

Number	Letter	Categories
75-100	A	Excellent
66-74	B	Good
56-65	C	Fair
40-55	D	Poor
30-39	E	Failed

B. Research Setting

This research used the Classroom Action Research (CAR), and the researcher is going to conduct at SMP N 10 Metro that located on Jl. Wolter Monginsidi Hadimulyo Timur Metro Pusat Kota Metro. Classroom Action Research was one of the effort to improve the teaching program quality in all educational level intend junior high school. Action research could be done the researcher or teacher as manager of teaching program. Classroom action research is mean that the teacher can know what do and dissolve the problem in their class. Here, the writer held collaboration with the other English teacher. We worked together to plan and design classroom action research process.

C. Research Subject

The subjects of this research are the students of the eight grade of SMP N 10 Metro. This class consists of 28 students. She will take one of her classes in which the students had lower average score.

Based on the teacher's experience during teaching and learning process and the students' result test in descriptive text writing, the teacher found problems such as incapability of the students in creating descriptive text well. After finishing the problems, she examined the problem solution. The problem solution was teaching descriptive text writing through Interactive Learning technique.

D. Research Procedure

1. Classroom Action Research

The research is aimed to improve students' writing descriptive text by using Interactive Learning Technique, so the writer using classroom action research. According to Tomal, action research is a systematic process of solving educational problems and making improvements.[25] Action research is different from quantitative and qualitative research, but has characteristics of both.

According to Thomas A Angelo, classroom action research is the patient, systematic study of students learning by disciplinary faculty in their classrooms. It is aimed at the producing insights and understanding that can improve teaching and learning.[26]

Depend on David Hopkins, classroom action research is a kind of research in which teacher look critically at their own classroom

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[1] Daniel RTomal , *Action Research For Educator*, (United States of America: Scarecrow Press, Inc, 2003), p. 5

[2] Suratinah, dkk, *Research in ELT*,UT, Jakarta,2007,p.3.2

primary for the purpose of improving their teaching and quality of education in their school[27].

From the definition above, the writer concludes that classroom action research is a research in teaching and learning in the class which the aim is to increase the students' ability and to solve problem in the learning process.

In the Classroom Action Research, the researcher would like to hold the research in two cycles. There is a relationship between one and the other, they are:

1. Planning

2. Acting

3. Observing

4. Reflecting

Here is the Classroom Action Research (CAR) design proposed by McNiff Jean, and Whitehead Jack:[28]

Figure 1
Spiral Classroom Action Research
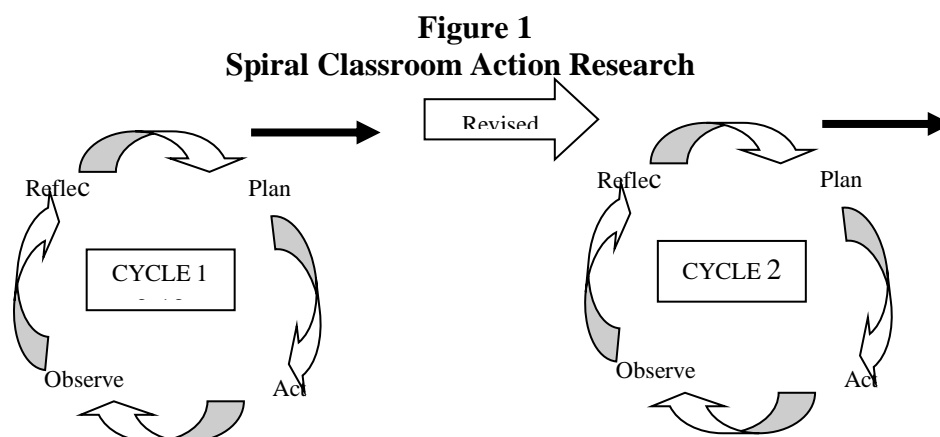
[27] Ibid.,

[4]McNiff Jean, and Whitehead Jack, *Action Research: Principles and Practice Second Edition,* (New York: RoutledgeFalmer Taylor & Francis Group, 2002), p.41.

2. Action Plan

Based on McNiff Jean, and Whitehead Jack research design, the steps of the research cover four phases in each cycle. They are the following:

a. Cycle 1

There are four activities in each meeting of cycle 1 such as planning, acting, observing, and reflecting.

1) Planning

Planning is the first steps in each activity. Without planning the activity that the writer does will not be focus. The planning will be reference in doing action.

Here are steps that the researcher can make in planning:

a) Identify the problem and find the problem solving.

b) Prepare the material and technique of teaching.

c) Prepare the source of learning.

d) Prepare the observation sheet.

e) Prepare the evaluation form to evaluate the students' activities after teaching learning process.

2) Acting

Acting is the second step in this activity. It is the realization from the planning which has made by the writer. Without the action, the planning is just imagination that never

be real. There are some steps that the researcher does in the action:

a) The researcher applies the lesson plan.

b) The researcher teaches by using interactive learning technique.

c) The researcher guides the students to solve the problems in writing descriptive based on the lesson plan.

3) Observing

The observing is the activity of write and action. In this research the observing will do in a learning process related as the schedule. The observing in teaching learning process is recorded by using note. The writer will ask the English teacher become observed. The collaborator observes the student activities, in this research the writer acted as a teacher who implemented the Interactive Learning Technique in this treatment. This is to know how far the students Writing Descriptive using the Interactive Learning Technique. In this step, the writer observes the process of teaching learning by using observation sheet.

4) Reflecting

The reflecting is the fourth step that will be done. Reflection is an activity to analyze and make conclusions based on test result and observations. The researcher will

know the strength and weakness from action by reflecting. Reflection is used to analyze the results of observation and tests that are used as the basis for the next cycle of improvement.

b. Cycle 2

Based on cycle 1 evaluation of the weakness that felt, and then the second cycle of action is developed and so on. The cycle will be successful if the indicators of success have been achieved. If from cycle I, there are some students not successful, so the writer must conduct cycle 2. The result in cycle 1 is for evaluation material and for reflection to the second research. The minimum cycle in Classroom Action Research is two cycle. If from cycle 2 all of the students were successful, the cycle able to be stopped until cycle 2 only.

E. Data Collecting Method

In this research is intended to know Interactive Learning Technique can be used to improve the students' Writing Descriptive. The writer will minister test, observation, documentation, and field notes in data collection technique.

To collect the data, the researcher will use the data collection method as follows:

1. **Test**

   In the research, the writer will give the students two test, that is pre test and post test. The tests will give to know the students achievement before and after the learning process. The writing test was taken from the exercise.The test was divided into two parts as follows:

   a. Pre test

      After observing the subject's activities, the writer will give pre test to know how far the students' ability to write descriptive paragraph before giving treatments.

      It was done to determine the readiness for instructional program and to diagnose individuals specific strengths and weakness in ability to write descriptive paragraph.

   b. Post test

      After treatments the writer wil give them post test. It was done to know the students' result in learning to write descriptive paragraph by using picture after giving twice treatment.

2. **Observation**

   Is a monitoring and recording systematically to the phenomenon that is Investigate.[29] Moreover, the research will use activities given and whether they get bored or not with that

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[5]Edi Kusnadi, *MetodologiPenelitian,* (Bandar Lampung: GunungPesagi, 2008), p. 103

activities given. These students and the teacher's activities are observed and noticed by the observer.

3. Documentation

Documentation is method that is used to get information from written sources or documents like books, magazines, regulation, notes of meeting and daily report.[30]

The researcher uses this method to get the data about the history of the school, the sum of teachers, official employed and students at SMP N 10 Metro.

4. Field Note

To collect the data more accurately, the writer will use field note to make easy when analyze the data. This is to know students activities during teaching process. It is done after finishing teaching and learning process.

F. Research Instrument

The research instrument in this research held test which has explained as follows:

1. Instrument Blueprint

To earn the data related to the research problems, the researcher was designed with indicators which have been decided. Moreover, the researcher uses Pre-test and Post-test instrument for the

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[6]Ibid., p. 102

experimental class. So, the research instrument which is useing in present research is in the form of writing test or composing descriptive writing.

2. Instrument Calibration

Instrument calibration is screening or examination of items of instrument that made by the researcher.[31] In other word, it can be inferred that instruments calibration is scale of measurement which has used to screening or examination of items instrument.

G. Data Analysis Method

Data analysis is an effort which is done by teacher and researcher to embrace the data accurately. In this research that related to the title, the writer focused on the writing descriptive text, so he more focused on the students' result of their writing.

Furthermore to know the gain, the writer would compare between pre test and post test. Then, the result will be matched by the minimum standard in this school at least 75. If from cycle 1 there were some student not successful, so we would conducted cycle 2. The minimum cycle in CAR (Classroom Action Research) were two cycle, if from cycle 2 all of the students were successful, the cycle able to be stopped until cycle 2 only.

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[31]*Pedoman penulisan kary ailmiah*, (Metro: STAIN JuraiSiwo, 2010), p. 33

Tabulating the result of the test, and finding the mean of the pre-test and the post test. The mean was calculated by applying the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Notes:

$\bar{X}$: Mean $\qquad$ X : Raw score

$\sum$: Sum of $\qquad$ N : The total number of subject[32]

Furthermore, to know the result the writer will compare the average score between pre-test and post-test for each cycle, and then to know the percentage of increasing score in students learning activities, the writer will use the percentage formula as follow:

$$P = \frac{\sum X}{N} \times 100\%$$

Notes:

P $\;$ = Percentage $\qquad\qquad$ N $\;$ = Total of Students.

$\sum$x = Total Score of the Students

H. Indicator of Success

To know the gain the data will be conducted in each test by taking the average score of pre-test and post-test. After the result is suitable by the minimum standard of writing descriptive in this class at least 75. This

[7]Ary Donald, et all, *Intoduction to Research in Education,* (Canada: Wadsworth Cengange Learning, 2010), p. 108-109

research will be success or finish if 70% of students got minimum score 75, and there is significant improvement in the students learning activity which occur until the last cycle.

CHAPTER IV

RESULT OF THE RESEACH AND DISCUSSION

A. **Result of the Research**

  1. **Description of the Research Location**

  a. **Brief History about the Establishment of SMP N 10 Metro**

SMP N 10 Metro is established since 2006 when it joined with SD N 7 Metro Pusat. The students studied in the afternoon, after the Elementary School students finish. In 2007, on the initiative and good cooperation between the government and people from Hadimulyo Barat (Mr. Sukadi), Karang Rejo (Mr. Drs. Sudarsono), Yosomulyo (Mr. Dasim S.H) so that the Junior High School established.

  b. **The Condition of Teachers and Staff in SMP N 10 Metro**

The condition of teachers in SMP N 10 Metro can be identified as follows:

Figure 2
The Data of Teachers and Staff in SMP N 10 Metro
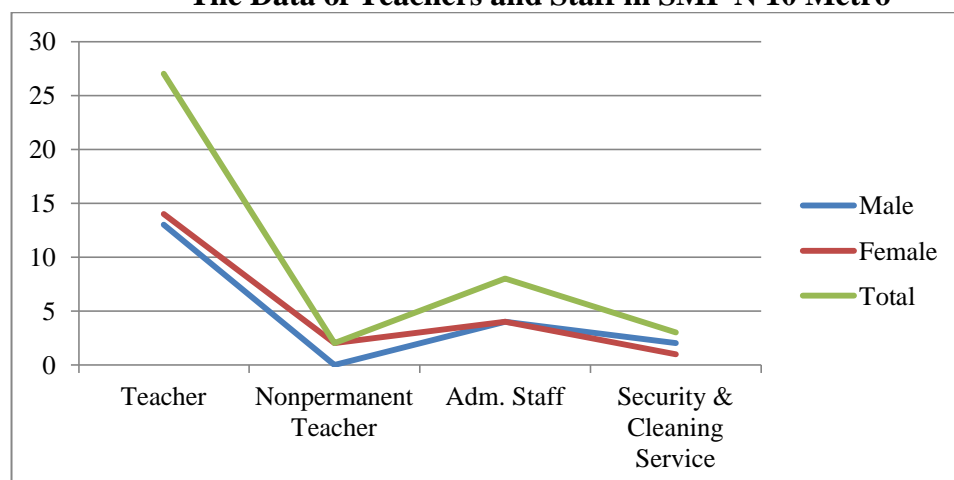
Source: The documentation result of teachers' condition in SMP N 10 Metro

c. **Quantity Students of Junior High School 10 Metro**

The quantities of the students SMP N 10 Metro can be identified as follow:

Figure 3
The Quantity of the Students at SMP N 10 Metro
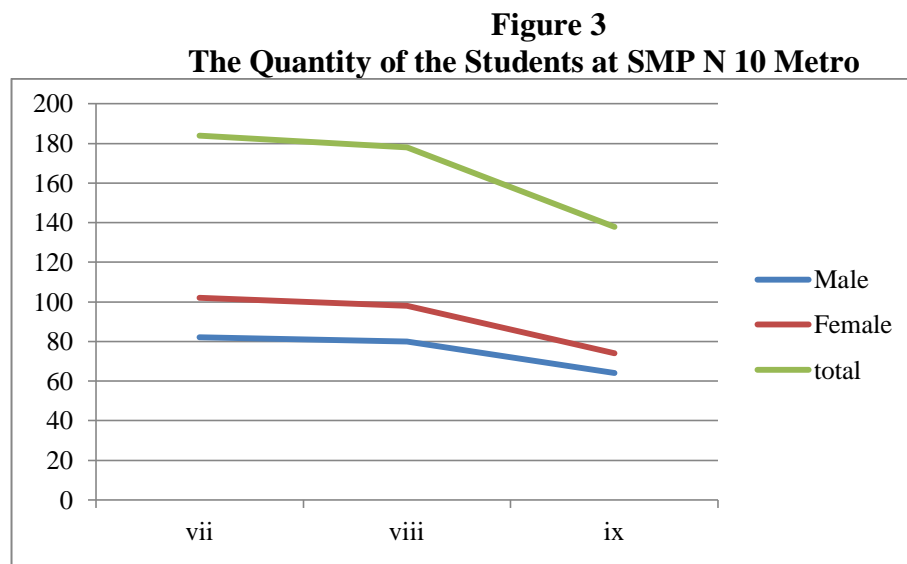
Source: The documentation result of students' quantity in SMP N 10 Metro

2. **Description of the Research Data**

This research used classroom action research. The purpose of this research was to improve the students' Writing ability and the students learning activity at the eighth graders of SMP N 10 Metro. The research was conducted in two cycles where the researcher did pre test before the treatment. The researcher used the use of Interactive Learning Technique to improve the students' writing ability. The research result was gotten from test that conducted in the end of each cycles while the data of students' activity was gotten from the observation during the learning process.

a. **First Condition**

The researcher conducted the pre-test on Monday, June 4th 2018to know the first condition of the research subject. It was about how the students writing ability. The researcher gave an instrument test that is observation sheet where the students made a descriptive text. The result of the pre-test can be seen as follow:

Table 4
The Table of Students' Writing Score Pre-Test

No	Name	Score	Category
1	AT	75	Completed
2	AE	65	Completed
3	AA	50	Incompleted
4	A	80	Incompleted
5	AN	65	Incompleted
6	MP	80	Completed
7	NT	65	Incompleted
8	NA	65	Incompleted
9	P	75	Completed
10	PN	55	Incompleted
11	PR	55	Incompleted
12	RS	50	Incompleted
13	RA	80	Completed
14	RP	65	Incompleted
15	RR	75	Completed
16	RD	70	Incompleted
17	S	55	Incompleted
18	SD	55	Incompleted
19	SP	65	Incompleted
20	SD	60	Incompleted
21	S	55	Incompleted
22	TN	55	Incompleted
23	TT	55	Incompleted
24	TO	50	Incompleted
25	VK	50	Incompleted

26	R	50	Incompleted
27	W	40	Incompleted
28	ZA	45	Incompleted
Total		1705	1705
Average		60.893	60.893
Highest Score		80	80
Lowest Score		40	40

Table 5
The Frequency of the Students' Score in Pre-Test

No	Students' Score	Percentage	Frequency	Explanation
1	≥75	21.4%	6	Complete
2	<75	78.6%	22	Incomplete
Total		**100%**	**28**	

Based on the Result of Pre-test, there were only 6 students (21.4%) who got score 75 or more, and 22 students (78.6%) who got score under 75. The highest score in pre-test was 80 and the lowest score was 40. It could be concluded that the students were low in writing skill. Furthermore, this condition was appropriate with the background problem and the students needed other activity to improve their writing skill.

b. Cycle 1

The first meeting was conducted on Tuesday, June 5th 2018 for 2x45 minutes. The steps of learning activity at the first meeting as follows:

1) Planning

In this step, the researcher prepared the lesson plan, material and method that would be used in teaching learning process. The material was Descriptive text. The material

included definition , description and the example of descriptive text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

2) Acting

Acting is the second step in this research. The researcher conducted this cycle in two meetings. In the first meeting was conducted on Tuesday, June 5th 2018 for 2 x 40 minutes. In this meeting, the researcher did the treatment for the students as follow:

(1) Starting the class by greeting the students, praying together and checking the students' attendance list.

(2) Giving explanation about the topic, the topic was descriptive text that explains about the detail of subject.

(3) Asking the students to make groups consist of 4 people.

(4) Giving explanation of the procedures of interactive learning technique.

(5) Giving the students an observation sheet to write in group by using interactive learning technique.

(6) Monitoring the students' activities in their group.

(7) Giving the students chance to ask anything they do not understand.

(8) Giving respond to students question

(9) Closing the teaching and learning process

The second meeting was conducted on Wednesday, 6th June this meeting used as the post-test 1 for 2x40 minutes, after the students were given the action. The test was an observation sheet to make a descriptive text based on the everything around them. The result of the students' score in post-test 1 can be seen in the following table.

Table 6
The Table of Students' Writing Score (Post Test 1)

No	Name	Score	Category
1	AT	80	Completed
2	AE	75	Completed
3	AA	60	Incompleted
4	A	85	Completed
5	AN	70	Incompleted
6	MP	90	Completed
7	NT	75	Completed
8	NA	75	Completed
9	P	80	Completed
10	PN	60	Incompleted
11	PR	70	Incompleted
12	RS	60	Incompleted
13	RA	85	Completed
14	RP	75	Completed
15	RR	80	Completed
16	RD	75	Completed
17	S	75	Completed
18	SD	75	Completed

19	SP	75	Completed
20	SD	65	Incompleted
21	S	60	Incompleted
22	TN	75	Completed
23	TT	75	Completed
24	TO	55	Incompleted
25	VK	55	Incompleted
26	R	60	Incompleted
27	W	55	Incompleted
28	ZA	60	Incompleted
Total		1980	
Average		70.714	
Highest Score		90	
Lowest Score		55	

Table 7
The Frequency of the Students' Score in Post Test I

No	Students' Score	Percentage	Frequency	Explanation
1	≥75	57.1%	16	Complete
2	<75	42.8%	12	Incomplete
Total		**100%**	**28**	

Based on the table above, there were 16 students (57.1%) who got score 75 or above, and 12 students (42.8%) who got score under 75. The numbers of students who passed still far from the indicator of success where 80% of students should get score ≥75.

3) **Observing**

The observation was conducted both in the first and the second meeting in cycle I. The observation was done when the

learning process happened by using the observation sheet for students activities in class.

The data of the students' activity in the cycle I can be seen in the following table:

Table 8
The Result of the Students Activities in Cycle I

No	Aspect of The Research	Frequency	Percentage
1	Pay attention of the teacher's explanation	21	75%
2	Ask/answer the question from the teacher	7	25%
3	Active in Group	14	50%
4	The students able do the task	28	100%
Total			250%
Average			62.5%

From table above, it was revealed that there were 21 students (75%) who paid attention to the teacher explanation, 7 students (25%) ask/answer question from the teacher, 14 students (50%) were active in group, and 28 students doing the task, the average from the cycle 1 was 62.5%.

According to the result of observation above, it can be concluded that the learning process was sufficient. The weaknesses in the implementation of the learning process in

cycle I were the some student made noisy and still confuse with the material was given.

4) **Reflecting**

From the result of cycle I, it showed that there was an improving of the result at pre-test and post-test 1. The students was interested enough in learning process, but the research should be continued to the next cycle because the condition of learning process still uncontrolled, some students still did not focus on the material and made the class noisy and the students' average have not achieved the standard minimum criteria yet.

After the researcher held a pre test and post test 1 researcher get the students who have not met the indicator. Therefore the researcher will continue to cycle 2.

c. **Cycle II**

The actions in the cycle 2 consist of 2 meetings, one meeting for the action, and one meeting for the test 2 as follows:

1) **Planning**

In the planning of cycle 2, the researcher and collaborator discussed about some of problems that found in cycle 1. Therefore, in this step the researcher would to prepare the lesson plan, material and method that would be used in teaching learning process. The material was descriptive text.

The material included identification, description and the example of descriptive text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

2) Acting

The first meeting was conducted on Thursday, June7[th] 2018. The time allocation was 2x40 minutes. The teaching and learning process for treatment as follow:

(1) Starting the class by praying and checking the students' attendance list.

(2) Giving explanation about the topic, the topic was asking and stating about current event.

(3) Asking the students to make groups consist of 4 people.

(4) Giving explanation of the procedures of interactive learning technique.

(5) Giving the students an exercise done in group by using interactive learning technique.

(6) Monitoring the students' activities in their group.

(7) Giving the students chance to ask anything they do not understand.

(8) Giving respond to the students question

(9) Closing the teaching and learning process.

The second meeting was conducted on Friday, June 8th 2018 The time allocation was 2x40 minutes. The teaching and learning process was for Post Test II. The test was an observation sheet about the something that make them interested. The result of the students' writing score could be seen in the following table:

Table 9
The Result of the Students' writing Score (Post Test II)

No	Name	Score	Category
1	AT	85	Completed
2	AE	85	Completed
3	AA	65	Incompleted
4	A	85	Completed
5	AN	75	Completed
6	MP	95	Completed
7	NT	80	Completed
8	NA	80	Completed
9	P	85	Completed
10	PN	70	Incompleted
11	PR	80	Completed
12	RS	80	Completed
13	RA	90	Completed
14	RP	80	Completed
15	RR	85	Completed
16	RD	80	Completed
17	S	80	Completed
18	SD	80	Completed
19	SP	80	Completed
20	SD	75	Completed
21	S	75	Completed
22	TN	80	Completed
23	TT	80	Completed
24	TO	70	Incompleted
25	VK	65	Incompleted

26	R	75	Completed
27	W	65	Incompleted
28	ZA	75	Completed
Total		2200	
Average		78.571	
Highest Score		95	
Lowest Score		65	

Table 10
The Frequency of the Students' Score in Post Test II

No	Students' Score	Percentage	Frequency	Explanation
1	≥75	82.1%	23	Complete
2	<75	17.9%	5	Incomplete
Total		**100%**	**28**	

Based on the table above, there were 23 students (82.1%) who got score 75 or above, and 5 students (17.9%) who got score under 75. The indicator of success where 80% the students could get the score ≥ 75 was achieved. It meant that the use of interactive learning technique was success to improve the students' writing skill.

3) **Observing**

In this stage, the observation was done by the researcher. There were some observations that had been done such as; observation on the students activities, and observation on the result of the evaluation.

The observing was done by the researcher that is presented in meeting II in cycle 2. After doing the treatment and

observation, the researcher got the result of the students'
learning activities from the collaborator as follows:

Table 11
The Result of Students Activity in Cycle II

No	Aspect of The Research	Frequency	Percentage
1	Pay attention of the teacher's explanation	23	82.15%
2	Ask/answer the question from the teacher	10	39.28%
3	Active in Group	20	71.42%
4	The students able do the task	28	100%
Total			292.9%
Average			73.2%

From table above, it was revealed that there were 23
students (82.15%) who paid attention to the teacher
explanation, 10 students (39.28%) ask/answer question from
the teacher, 20 students (71.42%) were active in group, and
28 students doing the task, the average from the cycle II was
292.9% doing the task. Based on table above, it can be seen
that the activity of the students is better than before and there
was increase from the cycle 1 and cycle 2. It is from the
average of the cycle 1 about 60% to be 73.2%, it could be
concluded that the learning process was succesfull. It can be
inferred that the learning process has done well and the
students were active in the class than cycle I.

4) Reflecting

The result of cycle II is better than cycle I, it can be seen that the most of the students have not difficulty to describes thema of the text. It happened because the student was easy to think aloud in their mind. The students have serious in doing the assignment. In this meeting, most of the students got good score. It happened caused the teacher and the researcher has revised and improved the teaching and learning process in cycle I.In the cycle II, the students were also active to do the assignment and test than before.

The percentage of the students writing score in the Post Test I was 53.6% while in the Post Test II was 82.1%. Then, the percentage of students' activity in the Cycle I was 72% while in the Cycle II was 95%. The indicator of success has achieved.

Finally, the researcher concluded that the problem had been solved by using Interactiv Learning Technique. The teacher help student to comprehend the text by think and act more interactive aloud in their main, so they was easy to understand about the text. And their writing descriptive text were improving.

Because the students already meet the indicators of cycle I and cycle II then the researcher. So researcher did not proceed to Cycle III.

B. Discussion

1. Interpretation the Result in Cycle I and Cycle II

a. The Result of the Students' writing Score in Cycle I

The use of interactive learning technique makes the students writing score better than the pre-test. The comparison of the students writing score could be seen in the following table:
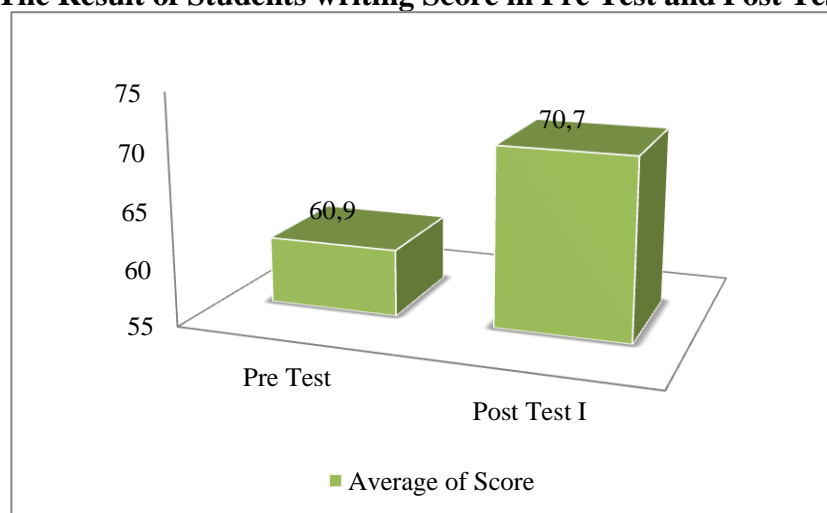
Table 12
The Result of Students writing Score in Pre Test and Post Test I

No	Name	Pre-Test Score	Post-Test I Score	Improving	Improving Percentage	Explanation
1	AT	75	80	5	7%	Improved
2	AE	65	75	10	15%	Improved
3	AA	50	60	10	20%	Improved
4	A	80	85	5	6%	Improved
5	AN	65	70	5	8%	Improved
6	MP	80	90	10	13%	Improved
7	NT	65	75	10	15%	Improved
8	NA	65	75	10	15%	Improved
9	P	75	80	5	7%	Improved
10	PN	55	60	5	9%	Improved
11	PR	55	70	15	27%	Improved
12	RS	50	60	10	20%	Improved
13	RA	80	85	5	6%	Improved
14	RP	65	75	10	15%	Improved
15	RR	75	80	5	7%	Improved
16	RD	70	75	5	7%	Improved
17	S	55	75	20	36%	Improved
18	SD	55	75	20	36%	Improved
19	SP	65	75	10	15%	Improved
20	SD	60	65	5	8%	Improved

21	S	55	60	5	9%	Improved
22	TN	55	75	20	36%	Improved
23	TT	55	75	20	36%	Improved
24	TO	50	55	5	10%	Improved
25	VK	50	55	5	10%	Improved
26	R	50	60	10	20%	Improved
27	W	40	55	15	38%	Improved
28	ZA	45	60	15	33%	Improved
Total		**1705**	**1980**	**275**	**487%**	
Average		**60.8929**	**70.71429**	**9.821429**	**17%**	

Furthermore, the figure of the comparison of the students writing score in the pre-test and post test I is presented below:

Figure 4
The Result of Students writing Score in Pre Test and Post Test I

From the explanation above, it could be concluded that there was an improvement in the students' writing score from pre-test to post test I. In the pre test the average was 56.8 and in the post test I was 68.2. The improvement was 11.4 from pre test to post test I.

### b. The Result of the Students' writing Score in Cycle II

The result of the writing score in Cycle II as follow:

Table 13
The Result of Students writing Score in Post Test I and Post Test II

No	Name	Post-Test I Score	Post-Test II Score	Improving	Improving Percentage	Explanation
1	AT	80	85	5	6%	Improved
2	AE	75	85	10	13%	Constant
3	AA	60	65	5	8%	Improved
4	A	85	85	0	0%	Improved
5	AN	70	75	5	7%	Improved
6	MP	90	95	5	6%	Improved
7	NT	75	80	5	7%	Improved
8	NA	75	80	5	7%	Improved
9	P	80	85	5	6%	Improved
10	PN	60	70	10	17%	Improved
11	PR	70	80	10	14%	Improved
12	RS	60	80	20	33%	Improved
13	RA	85	90	5	6%	Improved
14	RP	75	80	5	7%	Improved
15	RR	80	85	5	6%	Improved
16	RD	75	80	5	7%	Improved
17	S	75	80	5	7%	Improved
18	SD	75	80	5	7%	Improved
19	SP	75	80	5	7%	Improved
20	SD	65	75	10	15%	Improved
21	S	60	75	15	25%	Improved
22	TN	75	80	5	7%	Improved
23	TT	75	80	5	7%	Improved
24	TO	55	70	15	27%	Improved
25	VK	55	65	10	18%	Improved
26	R	60	75	15	25%	Improved
27	W	55	65	10	18%	Improved
28	ZA	60	75	15	25%	Improved
Total		**1980**	**2200**	**220**	**337%**	
Average		**70.7142**	**78.5714**	**7.857**	**12%**	

Furthermore, the figure of the comparison of the students writing score in the post test 1 and post test 2 is presented below:

Figure 5
The Result of Students writing Score in Post Test I and Post Test II
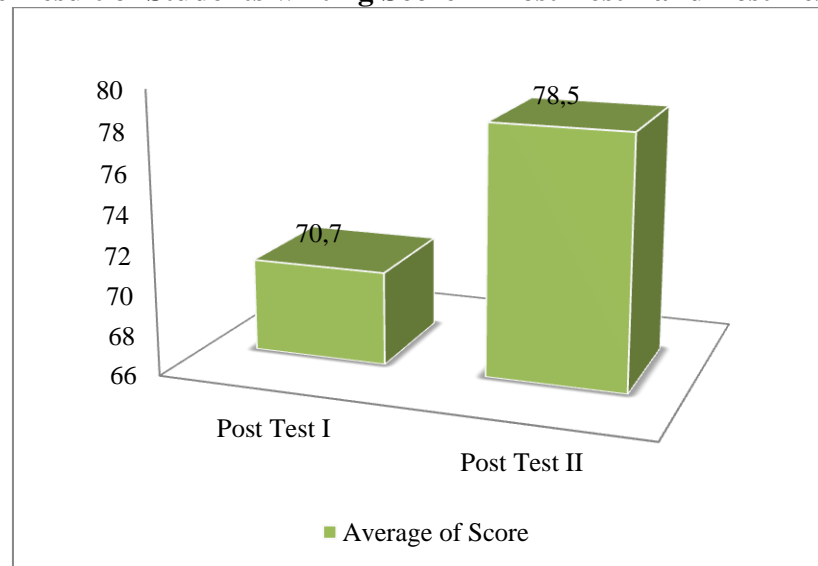
From the explanation above, it can be concluded that there was an improvement in the students' writing score from post test I to post test II. In post test I, the average was 68.2 and in the post test II was 75.1. The improvement was 6.9 from post test I to post test II.

c. **The Result of the Research**

The recapitulation of the students' improvement in the writing score from pre test, post test I, post test II could be seen in the following table :

Table 14
The Recapitulation of Students' Improvement in Writing Skill Score

No	Name	Pre-Test Score	Post Test I Score	Post-Test II Score	Explanation
1	AT	75	80	85	Improved
2	AE	65	75	85	Improved
3	AA	50	60	65	Improved
4	A	80	85	85	Improved
5	AN	65	70	75	Improved
6	MP	80	90	95	Improved
7	NT	65	75	80	Improved
8	NA	65	75	80	Improved
9	P	75	80	85	Improved
10	PN	55	60	70	Improved
11	PR	55	70	80	Improved
12	RS	50	60	80	Improved
13	RA	80	85	90	Improved
14	RP	65	75	80	Improved
15	RR	75	80	85	Improved
16	RD	70	75	80	Improved
17	S	55	75	80	Improved
18	SD	55	75	80	Improved
19	SP	65	75	80	Improved
20	SD	60	65	75	Improved
21	S	55	60	75	Improved
22	TN	55	75	80	Improved
23	TT	55	75	80	Improved
24	TO	50	55	70	Improved
25	VK	50	55	65	Improved
26	R	50	60	75	Improved
27	W	40	55	65	Improved
28	ZA	45	60	75	Improved
Total		**1705**	**1980**	**2200**	
Average		**60.892**	**70.714**	**78.571**	

Furthermore, the figure of the comparison of the students writing score in the pre-test and post test I is presented below:

Figure 6
The Result of Students writing Score in Writing Score
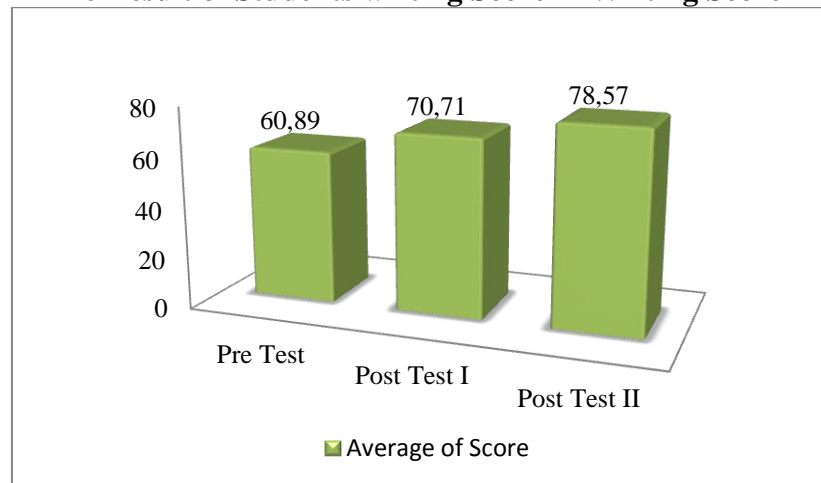
From the explanation above, there was an improvement in the students' writing score from Pre Test to post test I to post test II. In pre test, the average was 56.8 in post test I, the average was 68.2 and in the post test II was 75.1. The improvement was 11,4 from pre test to post test I then the improvement was 6.9 from post test I to post test II. In conclusion, the use of interactive learning technique can improve the students writing skill.

2. Interpretation the Result of Students' Activity in Cycle I and Cycle II

a. The Result of the Observation on Students' Activity

This observation result got when the learning process happened. The comparison of the students' activity in Cycle I and Cycle II could be seen in the following table:

Table 15
The Result of The Students' Activity in Cycle I & II

No	Name	Cycle 1	Cycle II
1	AT	2	2
2	AE	4	4
3	AA	3	4
4	A	1	1
5	AN	3	3
6	MP	2	3
7	NT	2	2
8	NA	3	4
9	P	3	1
10	PN	1	3
11	PR	4	4
12	RS	3	2
13	RA	4	4
14	RP	1	2
15	RR	4	4
16	RD	2	3
17	S	1	2
18	SD	2	3
19	SP	4	4
20	SD	2	2
21	S	1	3
22	TN	4	4
23	TT	3	2
24	TO	2	3
25	VK	4	4
26	R	1	1
27	W	1	1
28	ZA	3	4
Total		70	109

Average	2.5	3.9

Table 16
Percentage studnts' Activity in cycle I & II

Score	Cycle 1	Cycle 2	Implementation
4	7	10	Complete
<4	21	18	Incomlete

Figure 7
The Comparison of Percentage Students' Activity in Cycle I and Cycle II
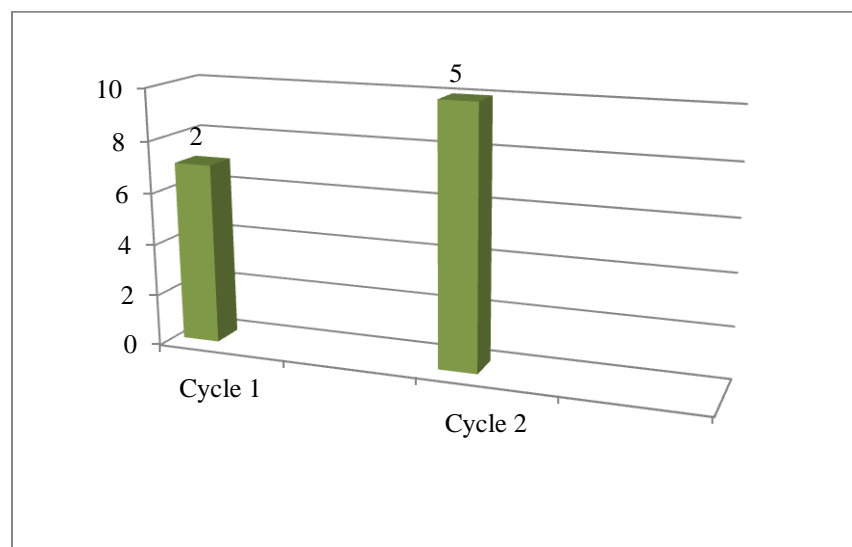
Source the result of the Students' Activity in Cycle I & II

Based on the table and graphic above, it could be concluded that there was an improving of students' activities during the learning process of cycle I and cycle II through using the technique. It means that Interactive Learning Technique had positive effect to improve the teaching learning process. So, it can be said that this research was finish and didn't need to be continued to the next cycle.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSSION

Based on the research result, it concluded that the use of Interactive Learning Approach could improve the students writing skill at the eighth graders of SMP N 10 Metro. It was supported by the improvement of the students writing result who got score 75 or more from 6 students (21.4%) at pre test, 16 students (57.1%) at cycle I, and 23 students (82.1%) at cycle II. It meant that the result of the cycle II reached the indicator that is 80% of the students got score 75 or more.

Furthermore, the use of interactive learning Approach could improve students' learning activities in the writing descriptive text. In improving the students' writing descriptive text, the researcher used an interactive learning approach as a approach or technique to train the students' writing descriptive text and make them more understand about the text in writing also interested in learning english writing.

In conclusion, the use of interactive learning approach could be an alternative activity technique in teaching writing skill. Next, the students were more interest in studying English, especially in writing.

B. SUGGESTION

Referring to the result of the research and the conclusion stated previously, the researcher proposed some suggestion as follow:

a. For the Students

This research could be used as an inspiration to motivate the students in order to improve their English writing skill and as an information to make the students comfort in learning activities.

b. For the English Teacher

This research could be used as contributive information to facilitate the learning process especially in writing subject and as an alternative activity technique in teaching writing to make the students comfort and enjoy the learning process.

c. For the Headmaster

As intake and feedback how to use of interactive learning technique in English subject to improve writing descriptive skill, so it can improve active, interact, creative and fun learning to the students.

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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rizky Putri Aninda   Jurusan : TBI
NPM : 14122097   Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4	Rabu 21/3-18.		✓	Acc Ch-II continue to. ch-III.	
5.	Rabu 4/4-18		✓	Please revise the research setting! research setting is the place will you do the research!	

Mengetahui
Ketua Jurusan TBI
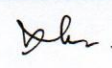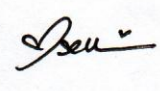
Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rizky Putri Aninda   Jurusan : TBI
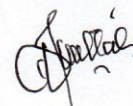NPM : 14122097   Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4	Rabu 21/3-18		V	Ace Ch-II Continue to ch-III.	
5	Rabu 4/4-18		V	Please revise the research setting! research setting is the place will you do the research!	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

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NIP. 19830511 200912 2 004

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
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IAIN METRO

Nama : Rizky Putri Aninda   Jurusan   : TBI
NPM   : 14122097   Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
6	Rabu 111-04 /2018		✓	- Revise Figure I. - Please write a good sentence based on the correct grammar	(ttd)
7	Rabu 18/4-18.		✓	- Please Revise the using of article "the" - Revise the using of Punctuation.	(ttd)
8	Jumat 20/4-18.		-	Revise grammar.	(ttd)

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
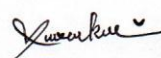NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
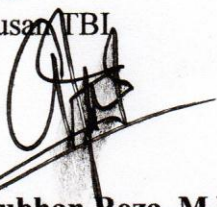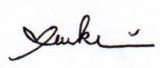**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
IAIN METRO

Nama : Rizky Putri Aninda   Jurusan : TBI
NPM : 14122097   Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
9.			✓	Acc ch. III continue to 1st Advisor	

Mengetahui
Ketua Jurusan TBI   Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd.   **Trisna Dinillah Harya, M.Pd.**
NIP. 19750610 200801 1 014   NIP. 19830511 200912 2 004

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rizky Putri Aninda   Jurusan : TBI

NPM : 14122097   Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	13/08/2018		✓	Revise Ch-IV.	
2	Senin 10/09-18		V	Revise Figure II Revise write about date.	
3	Senin 24/09-18		V	Revise misstyp " Grammer " Initial.	
4.	Senin 1/10-18		V	Acc ch-IV	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II
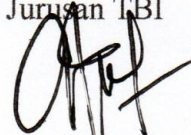
Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
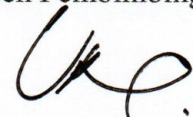## IAIN METRO

Nama : Rizky Putri Aninda   Jurusan : TBI
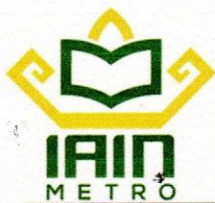NPM : 14122097   Semester : IX

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1.	5/10 -18	✓		- Revisi Grammar - " cover - add dedication page - add Motto - ganti photo	
2	15/10 -18	✓		acc for Munagosyah	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rizky Putri Aninda   Jurusan : TBI
NPM : 14122097   Semester : VII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	23 april 2018	✓		- gramar - add the advtg & disadvtg - spasi penulisan	
2.	Jum-at 27/4 -18	✓		all for seminar	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Nomor   : B-1987/In.28/D.1/TL.00/06/2018   Kepada Yth.,
Lampiran : -   KEPALA SMP N 10 METRO
Perihal : **IZIN RESEARCH**   di-
                                          Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1986/In.28/D.1/TL.01/06/2018, tanggal 08 Juni 2018 atas nama saudara:

    Nama   : **RIZKY PUTRI ANINDA**
    NPM   : 14122097
    Semester   : 8 (Delapan)
    Jurusan   : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 10 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF INTERACTIVE LEARNING TECHNIQUE TO IMPROVE THE STUDENTS WRITING DESCRIPTIVE TEXT ABILITY AT THE EIGHTH GRADE OF SMP N 10 METRO".

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

Wassalamu'alaikum Wr. Wb.

                                     Metro, 04 Juni 2018
                                     Wakil Dekan I,

                                     Dra. Isti Fatonah MA
                                     NIP 19670531 199303 2 003

Nomor : B-2319/In.28.1/J/TL.00/10/2017   30 Oktober 2017
Lamp : -
Hal : IZIN *PRA-SURVEY*

Kepada Yth.,
Kepala SMPN 10 Metro
Di –
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa kami :

Nama : Rizky Putri Aninda
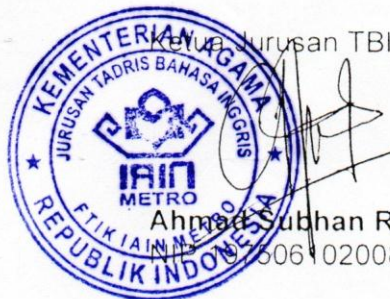NPM : 14122097
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul : The Use of Interactive Learning Technique to Improve Students' Descriptive Writing Ability at the Ninth Class Juniar High School 10 Metro in the Academic Year 2017/2018

Untuk melakukan *pra-survey* di SMPN 10 Metro

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 2008011014

Nomor : 1766 /In.28.1/J/PP.00.9/5/2018   22 Mei 2018
Lamp   : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Umi Yasiwah, M.Hum
2. Trisna Dinillah Harya, M.Pd
Dosen Pembimbing Skripsi
Di –
     Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama   :   Rizky Putri Aninda
NPM   :   14122097
Fakultas   :   Tarbiyah dan Ilmu keguruan
Jurusan   :   Tadris Bahasa Inggris
Judul   :   The Use of Interactive Learning Technique to Improve the Students' Writing Descriptive Text Ability at The Eighth Grade of SMP N 10 Metro

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan $\pm$ 1/6 bagian
   b. Isi $\pm$ 2/3 bagian
   c. Penutup $\pm$ 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014

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: B-1986/In.28/D.1/TL.01/06/2018

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

Nama	:	**RIZKY PUTRI ANINDA**
NPM	:	14122097
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di SMP N 10 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF INTERACTIVE LEARNING TECHNIQUE TO IMPROVE THE STUDENTS WRITING DESCRIPTIVE TEXT ABILITY AT THE EIGHTH GRADE OF SMP N 10 METRO".

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 : 04 Juni 2018

Mengetahui,
Pejabat Setempat

Dra. ANDIANI EKA. P
NIP. 19640430 2007012 008

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

SURAT KETERANGAN
Nomor : 188/I.12.3/SMP.10/I/2017

Berdasarkan surat dari Institut Agama Islam Negeri (IAIN) Metro   Nomor : B-2319/In.28.1/J/TL.00/10/2017 tanggal 30 Oktober 2017 tentang Ijin Pra-survey, Kepala SMP Negeri 10 Metro :

Nama   : Drs. SUPARDI

NIP   : 19640207 199512 1 003

Pangkat / Golongan : Pembina / IV.a

Memberi ijin kepada :

Nama   : Rizky Putri Aninda

NPM   : 14122097

Fakultas   : Tarbivah

Jurusan   : Tadris Bahasa Inggris

Judul   : The Use of Interactive Learning technique to Improve Students's Descriptive Writing Ability At The Ninth Class Junior High School 10 Metro In The Academic Year 2017/2018.

Untuk melakukan survey di SMP Negeri 10 Metro.

Demikian surat ijin observasi ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Metro, 9 November 2017
Kepala Sekolah
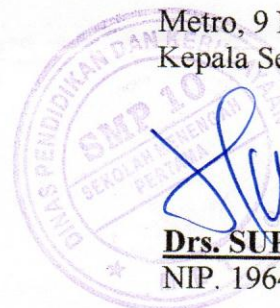
Drs. SUPARDI
NIP. 19640207 199512 1 003

SURAT IJIN PENELITIAN / RESEARCH
Nomor : 109/I.12.3/SMP.10/I/2018

Berdasarkan surat dari Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor : B-1987/In.28/D.1/TL.00/06/2018 tanggal 4 Juni 2018 tentang Ijin Research, Kepala SMP Negeri 10 Metro :

Nama   : SUYITNO, S.Pd.

NIP   : 19650111 198803 1 003

Pangkat / Golongan : Pembina / IV.a

Memberi ijin kepada :

Nama   : RIZKY PUTRI ANINDA

NPM   : 14122097

Semester   : VIII (Delapan)

Jurusan   : Pendidikan Bahasa Inggris

untuk melakukan penelitian/research di SMP Negeri 10 Metro.

Demikian surat ijin penelitian ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.
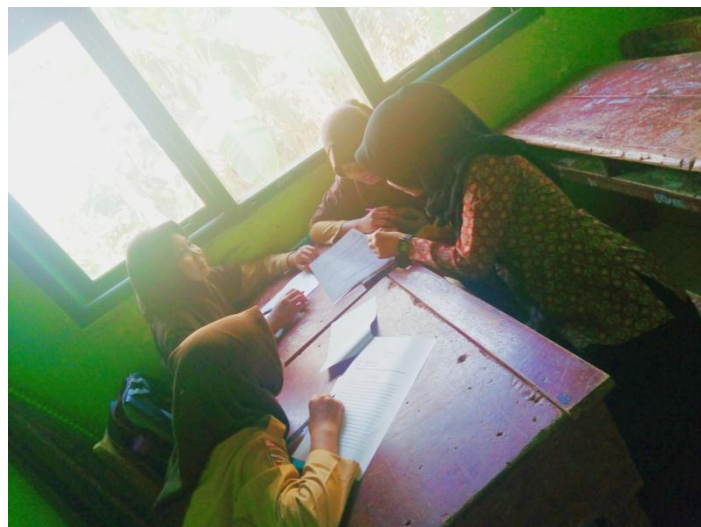
Metro, 25 Juli 2018
Kepala Sekolah

SUYITNO, S.Pd.
NIP 19650111 198803 1 003

Photograph Documentation

Curriculum Vitae

The writer was born at Metro, Januari 3th 1996. She is the third daughter of Mr. Zainnudin and Mrs. Rita Haryunani Dahniar. Being good teacher or educator and entrepreneur were the last thing she ever dreams of.

Enrolling in kindergarten Pertiwi Ganjar Agung in 2000-2002 made her ready to continue her study at Elementary School Number 6 West Metro. After graduated the writer continued in Junior High School Number 4 Metro, then she continued her study in Senior High School Number 2 Metro for three years. Nevertheless, State Institute for Islamic Studies (IAIN) Of Metro has become her next direction to go on her study in the academic year of 2014/2018. She has been in Tarbiyah and Teacher Training Faculty in English Education Department since the academic year of 2014 until now.

The writer really hopes that the knowledge that has been achieved during the study in IAIN metro can be useful for others.