

AN UNDERGRADUATED THESIS

**INCREASING DESCRIPTIVE WRITING ABILITY BY USING
BRAINWRITING 6-3-5 TECHNIQUE AMONG THE SEVENTH GRADERS OF
SMP MUHAMMADIYAH 3 METRO IN THE ACADEMIC YEAR 2019/2020**

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English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H/2019 M

INCREASING DESCRIPTIVE WRITING ABILITY BY USING BRAINWRITING 6-
3-5 TECHNIQUE AMONG THE SEVENTH GRADERS OF SMP MUHAMMADIYAH
3 METRO IN THE ACADEMIC YEAR 2019/2020

Presented as Partial Fufillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Study Program

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STATE INSTITUTE OF ISLAMIC STUDIES OF METRO
1441H / 2019 M

ABSTRACT

INCREASING DESCRIPTIVE WRITING ABILITY BY USING BRAINWRITING 6-3-5 TECHNIQUE AMONG THE SEVENTH GRADERS AT SMP MUHAMMADIYAH 3 METRO IN THE ACADEMIC YEAR 2019/2020

By:

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This research aims to increase descriptive writing ability through applying of Brainwriting 6-3-5 Techniques at the seventh graders of SMP Muhammadiyah 3 Metro. This research is Classroom Action Research (CAR). The use of data collecting technique of this research are test, documentation, observation and field note.

The results showed that, of the two cycles, the average score of writing descriptive text of students was (a) 58,5 in the pre-test, and (b) 69,33 in post-test I and (c) 76,12 in post-test II. It seems to increase by 17,62 points. The results students activity can be concluded that there were 15 students (62,4%) who gave attention to the teacher's explanation increasing to 21 students (87,5%). 9 students (37,5%) that can learn individually increased to 19 students (79,16%). Increasing students write three ideas based on their chosen topic from 14 students (58,33%) to 21 students (87,5%) and students have no difficulty making notes about descriptive text using Brainwriting 6-3-5 technique out of 14 students (58,33%) to 21 students (87,5%). Based on the above results it can be concluded that Brainwriting 6-3-5 Technique can increase students descriptive writing ability at SMP Muhammadiyah 3 Metro.

Keywords: Desriptive writing, Brainwriting 6-3-5 Technique, Writing Ability.

ABSTRAK

MENINGKATKAN KEMAMPUAN MENULIS DESKRIPTIF MENGUNAKAN TEKNIK BRAINWRITING 6-3-5 KELAS TUJUH DI SMP MUHAMMADIYAH 3 METRO TAHUN AKADEMIK 2019/2020

By:

KHUSNUL KHOTIMAH

Penelitian ini bertujuan untuk meningkatkan kemampuan menulis deskriptif melalui penerapan teknik brainwriting 6-3-5 kelas tujuh di SMP Muhammadiyah 3 Metro. Penelitian ini adalah Penelitian Tindakan Kelas (PTK). Teknik penggunaan data dalam penelitian ini adalah tes, dokumentasi, observasi dan catatan lapangan.

Hasil penelitian menunjukkan bahwa, dari dua siklus, skor rata-rata menulis teks deskriptif siswa adalah (a) 58,5 pada pre-test, dan (b) 69,33 pada post-test I dan (c) 76,12 di post-test II. Tampaknya meningkat sebesar 17,62 poin. Hasil aktivitas siswa dapat disimpulkan bahwa ada 15 siswa (62,4%) yang memberikan perhatian pada penjelasan guru yang meningkat menjadi 21 siswa (87,5%). 9 siswa (37,5%) yang dapat belajar secara individu meningkat menjadi 19 siswa (79,16%). Peningkatan siswa menulis tiga ide berdasarkan topik yang mereka pilih dari 14 siswa (58,33%) menjadi 21 siswa (87,5%) dan siswa tidak mengalami kesulitan membuat catatan tentang teks deskriptif menggunakan teknik Brainwriting 6-3-5 dari 14 siswa. (58,33%) hingga 21 siswa (87,5%). Berdasarkan hasil di atas dapat disimpulkan bahwa Teknik Brainwriting 6-3-5 dapat meningkatkan kemampuan menulis deskriptif siswa di SMP Muhammadiyah 3 Metro.

Kata kunci: Menulis deskriptif, Teknik Brainwriting 6-3-5, Kemampuan Menulis.



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Title : INCREASING DESCRIPTIVE WRITING ABILITY BY USING
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di-
Tempat

Assalamu'alaikum Wr. Wb.

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

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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

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Matter : **In order to hold the munaqosyah
of Khusnul Khotimah**

To:
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Assalamu'alaikumWr.Wb.

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

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SEVENTH GRADERS AT SMP MUHAMMADIYAH 3
METRO IN THE ACADEMIC YEAR 2019/2020

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'alaikumWr.Wb.

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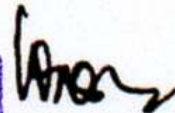
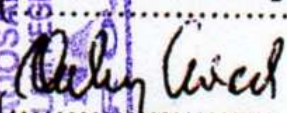

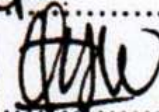
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RATIFICATION PAGE

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An Undergraduate thesis entitled: INCREASING DESCRIPTIVE WRITING ABILITY BY USING BRAINWRITING 6-3-5 TECHNIQUE AMONG THE SEVENTH GRADERS OF SMP MUHAMMADIYAH 3 METRO IN THE ACADEMIC YEAR 2019/2020, written by Khusnul Khotimah, Student Number 1501070068, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, December 19 2019 at 13:00 -15:00 WIB.

BOARD OF EXAMINERS:

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STATEMENT OF RESEARCH ORIGINALITY

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

Metro, November 15th 2019

The writer



KHUSNUL KHOTIMAH
Study Number. 1501070068

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

“Actually, After Difficulties There Is Ease”

QS. Al-Insyirah : 6

DEDICATION PAGE

I highly dedicated this undergraduate thesis to my gorgeous parents, to my truly understanding friends, to those who love me and those whom I love.

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Thanks to Allah SWT, the Most Gracious, the Most Merciful, who always teach human being what we didn't know before and has given us mercies and blessing especially to the writer so that she able to accomplish this undergraduate thesis. *Shalawat* and salaam be always given to our holy world leader Muhammad SAW, the man of true goodness of everything.

This undergraduate thesis is entitled "Increasing Descriptive Writing Ability by Using Brainwriting 6-3-5 Technique Among The Seventh Graders at SMP Muhammadiyah 3 Metro In The Academic Year 2019/2020.

The researcher cannot stay alone, there are many people who contribute their meaningful hands in accomplishing this an undergraduate thesis, so the researcher would like to express her gratitude thanks to :

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Metro, November 15th2019

The writer



KHUSNUL KHOTIMAH

Study Number. 1501070068

TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
ABSTRAK	iii
STATEMENT OF RESEARCH ORIGINALITY	iv
MOTTO	v
DEDICATION PAGE.....	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS.....	viii
LIST OF THE TABLE	xi
LIST OF THE FIGURES.....	xiii
CHAPTER I INTRODUCTION.....	1
A. Background of The Research	1
B. Identification of the Problems	5
C. Limitation of the Problem	5
D. Formulation of the problem.....	5
E. Objective and Benefits of the Study.....	6
F. Prior Research	7
CHAPTER II LITERATURE REVIEW	9
A. Concept of Descriptive Text Writing Ability.....	9
1. Concept of Writing Ability	9
a. Definition of Writing Ability	9
b. Characteristics of Writing	10

c.	Types of Writing	11
d.	Writing Process	13
2.	Concept of Descriptive Text	15
a.	Definition of Descriptive Text	15
b.	The Generic Structure of Descriptive Text	16
c.	Language Features	16
3.	Concept of Brainwriting 6-3-5 Technique	19
a.	Definition of Brainwriting 6-3-5 Technique	19
b.	Benefits of Brainwriting 6-3-5 Technique2	20
c.	Implementation of Brainwriting 6-3-5 in Improving Writing	20
d.	Action Hypothesis	21
 CHAPTER III RESEARCH METHOD		22
A.	The Variables and Operational Definition of Variables	22
1.	Variables of Research	22
2.	Operational Definition of Variable	22
B.	Research Setting	25
C.	Research Subject	25
D.	Research Procedures	25
E.	Data Collection	32
F.	Research Instrument	34
G.	Data Analysis	36
H.	Indicator of Success	37
 CHAPTER IV RESULT OF THE RESEARCH AND INTERPRETATION		38

A. Result of The Research.....	38
1. Description of Research Location	38
2. Description of the Research	44
B. Interpretation	59
C. Discussion	70
CHAPTER V CONCLUSION AND SUGGESTION	74
A. Conclusion.....	74
B. Suggestion.....	75

BIBLIOGRAPHY

APPENDIX

CURRICULUM VITAE

LIST OF THE TABLE

Table 1	Grade Classification of Writing the Graders at SMP Muhammadiyah 3 Metro	4
Table 2	Writing Assesment	18
Table 3	The example of writing ideas in the form of Brainwriting 6-3-5 technique	21
Table 4	The Condition of Teachers and the Official Employers of SMP Muhammadiyah 3 Metro	39
Table 5	The Students Quantity of SMP Muhammadiyah 3 Metro.....	40
Table 6	Facilities in SMP Muhammadiyah 3 Metro in academic year 2019/2020.....	42
Table 7	The Result of Pre-Test Score of Descriptive Writing	45
Table 8	Percentage of Students Writing Descriptive writing Pre-Test Score in Cycle I.....	46
Table 9	The Result of Students Desriptive Writing Post-Test I Score in Cycle I	49
Table 10	Percentage of Students Descriptive Post-Test I Score in Cycle I .	51
Table 11	Table of result student's activities cycle 1	52
Table 12	The Result of Students Writing Descriptive Post-Test II Score in Cycle II.....	56
Table 13	Percentage of Students' Descriptive writing Post-Test II Score in Cycle II.....	57
Table 14	Table of result student's activities cycle 1	58
Table 15	The Result of Pre-Test Score of Descriptive Writing	60
Table 16	The Result of Students Desriptive Writing Post-Test I Score in Cycle I	63
Table 17	The Result of Students Writing Descriptive Post-Test II Score in Cycle II.....	66
Table 18	The Comparison of Writing Descriptive writing of Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II	68
Table 19	The Comparison of Students' Pre-Test, Post-Test I Score in Cycle I and Post-Test II Score in Cycle II	69

LIST OF THE FIGURES

Figure 1	Cyclical Classroom Action Research by Kemmis and McTaggart	26
Figure 2	The Organization Structure of SMP Muhammadiyah 3 Metro.....	41
Figure 3	The Sketch Location of SMP Muhammadiyah 3 Metro	43
Figure 4	Percentage of The Students' Descriptive Pre-Test Score	62
Figure 5	Percentage of Students Descriptive Writing Post-Test I Score in Cycle I	64
Figure 6	Percentage of Students Writing Descriptive Post-Test II Score in Cycle II.....	67
Figure 7	The Comparison Score of Students Writing Descriptive in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II	70

CHAPTER I

INTRODUCTION

A. Background of the Research

Language is very important because language is a medium of communication among human beings. As social beings, people need to interact to each other to fulfill our necessities of life. By using language, people can express their feelings and deliver the message so they can cooperate and understand each other.

English is an international language and it has been used spread all over the world. In Indonesia, English is taught as the first foreign language. English has important role in many sectors such as technology, economy, education, science, etc. It means that mastering English to communicate and to transfer information in globalization era becomes essential.

English language teaching is a meaningful attempt that has purpose not only to transfer the knowledge of English but also to familiarize language learners to be able to communicate using English in daily life both written and oral. This means that teachers of English have a very important role in instructing the language learners to master English.

Moreover, English instruction in Indonesia plays a very important role that is carried out in formal and non-formal institutions. English teaching includes four language skills consisting of listening, speaking, reading and writing. As part of the English process, writing is very useful. Writing is one of the language skills that should be taught besides the other skills. Writing is

regarded as a productive skill that aims at assisting students in expressing their idea written.

In addition, writing is a skill that is required in written communication. Writing skill has special benefits in the teaching and learning process as instruments to safeguard the knowledge, opinions, thoughts, and arguments of sacrifice. Writing will display a wise and polite person. It will produce new ideas.

Furthermore, the ability to write in English is influenced by various aspects that can be categorized into aspects of linguistics and non-linguistic aspects. Aspects that affect writing include of vocabulary mastery, grammar mastery, reading ability, mechanic punctuation and writing skill. English vocabulary mastery will make the writers to disclose information through writing using the right word diction.

The effort of writing ability increasing be done by the implementation of an appropriate teaching technique. One of the efforts to increase writing skills carried out by applying the right technique which is one of the techniques suitable for improving mastery of writing is the Brainwriting 6-3-5 Technique. Brainwriting 6-3-5 Technique is a teaching technique that guides six participants in a group to think up three ideas every five minutes for six cycles.

In addition, Brainwriting 6-3-5 Technique is a technique that requires the silent ambience. Individual thinking is blended with group thinking. Brainwriting 6-3-5 is a powerful technique, developed by Bernd Rohrbach, that allow the students to work together with friends and

colleagues in processing a number of ideas in parallel by forming a circle with five classmates and by deciding on a problem the students would like to solve.

Moreover, Brainwriting 6-3-5 Technique has great benefits in allowing the participants some quiet time to think about ideas, so the quality of ideas is better. This technique doesn't make the introverted participants feel threatened or uncomfortable. Brainwriting 6-3-5 technique reduces the chances of ideas being blocked, as nobody speaks, and so nobody listens.

However, writing is not an easy thing for English learners to master. There are many problems got by the author in the process of writing in English. Writing problems are influenced by the linguistic and non-linguistic aspects. The linguistic limitations that cause writing skills including of the lack of English vocabulary, poor grammar mastery.

Inline with the writing problem above, the researcher had been conducted a pre-survey of SMP Muhammadiyah 3 Metro, on March 4, 2019 to find out the students' problems in writing. The researcher had investigated that the seventh graders have problems in writing ability. The results of the pre-survey are illustrated in the following table.

Table 1
Grade Classification of Writing the Graders
of SMP Muhammadiyah 3 Metro

No	Grade	Frequency	Percentage	Criteria
1	< 70	24Students	100%	Incomplete
2	≥70	-	-	-

Based on the pre-survey results above, it is known that there are 24 students (100%) who are not able to achieve Minimum Mastery Criteria (MMC). Thus, it can be concluded that the writing ability of the seventh graders of SMP Muhammadiyah 3 Metro is low.

Another, writing problem of the seventh graders of SMP Muhammadiyah 3 Metro such as limited English vocabulary, difficulty in determining the context of the situation to be written, limited learning media, low motivation and interest to write in English and insufficient writing ability.

In connection with writing problems that are investigated at the students of the seventh graders of SMP Muhammadiyah 3 Metro. There should be great efforts to increase students' writing ability. The great effort to increase writing ability in the seventh graders of SMP Muhammadiyah 3 Metro will be carried out by implementing a classroom action research using Brainwriting 6-3-5 Technique. It is expected that Brainwriting 6-3-5 Technique is very effective for increase writing ability in the seventh graders of SMP Muhammadiyah 3 Metro because the researcher will conduct a study entitled "Increase Writing Ability by Using Brainwriting 6-3-5 Technique among the Seventh Graders of SMP Muhammadiyah 3 Metro in the academic year 2019/2020."

B. Identification of the Problems

Based on the pre-survey results it can be identified as follows:

1. The students have limited English vocabulary.
2. The students have difficulty in determining the context of the situation to be written.

3. The students have low motivation and interest in descriptive writing English.
4. The students have insufficient descriptive writing ability.

C. Limitation of the Problem

Based on the problems that have been identified, the researcher limits the research problems by focusing on the students' low writing ability. This research is in the form of classroom action research by implementing the Brainwriting 6-3-5 technique increasing students' writing ability among student of the seventh graders of SMP Muhammdiyah 3 Metro in the academic year of 2019/2020.”

D. Formulation of the problem

After limiting the research problems, the researcher had formulated the research problem, as follows:

“Can the Brainwriting 6-3-5 technique increase the students' writing ability among the seventh graders of SMP Muhammadiyah 3 Metro in the academic year of 2019/2020?”

E. Objective and Benefits of the Study

1. Objective of the Study

This study aims to determine whether the use of Brainwriting 6-3-5 technique can increase among the seventh graders' writing ability of SMP Muhammadiyah 3 Metro.

2. Benefits of The Study

This research has various benefits not only for researchers, but also for students, English teachers and the school.

a. For the Students

This research is expected to contribute significantly in increase students' writing ability through the implementation of Brainwriting 6-3-5 Technique. The students' are expected to be helped in the process of learning to write effectively. In addition, through this research the motivation and interest of students in writing learning is expected to increase.

b. For the English Teacher

This research is expected to be an inspiration for teachers in choosing and applying the right techniques in the technical teaching implementation of Brainwriting 6-3-5 Technique is expected to help English teachers in guiding students in the writing process effectively. Besides that the teacher will be more creative in creating an unusual learning atmosphere.

F. Prior Research

This study will be carried out by considering several previous studies related to the use of Brainwriting 6-3-5 Technique in teaching writing. The first prior research titled "The Use of Brainwriting 6-3-5 Technique to Improve Students' Writing Ability of Recount Text" conducted by Filda Hulwani Dewi the first prior research using brainwriting 6-3-5 technique in

teaching writing. The research sample of the first prior research is the eighth grade students at SMP negeri 18 Semarang. The research method used by the first prior research is quantitative. The results of the first prior research prove that the assessment increases after using the brainwriting 6-3-5 technique.

The first prior research and this research had similarities and differences with this study. The similarity between the first prior research and this study included of the same language skills, teaching techniques, and research method. The teaching technique is brainwriting 6-3-5; While the research method is CAR. As for the first difference and this research is the research sample. The sample from the first study is student at SMP Negeri 18 Semarang; while, the study sample was the seventh grades at SMP Muhammadiyah 3 metro.¹

Explore the second prior research titled “Teaching Writing Skill By Using Brainwriting Strategy” conducted by Nina Khayatul Virdyna the second prior research using brain writing techniques in teaching writing. the research method used by the second prior research is a qualitative research method in the type of library research the results of the second prior research prove that it is appropriate to use in teaching.

The second prior research has similarities and differences with this study. The similarity between the second prior research and my research is, among others, on meticulous language skills, teaching techniques, language skills that are examined are writing; while the teaching technique is brain writing. The difference between the second prior research and this research is the

¹Filda Hulwani Dewi. *The Use Of Brainwriting 6-3-5 Technique To Improve Students' Writing Ability Of Recount Text.*(Walisongo State Islamic University Semarang). 2015

research method. The second prior research method of qualitative research research method in the type of library reseacrh; while this research method is CAR.²

²Nina Khayatul Virdyna. *Teaching Writing Skill By Using Brainwriting Strategy*. OKARA Journal of Languages and Literature, Vol. 1, 1, Mei 2016

CHAPTER II

LITERATUR REVIEW

A. Concept of Descriptive Text Writing Ability

This subtitle entails the basic definition of writing and types of writing proposed by the experts on the field.

1. Concept of Writing Ability

a. Definition of Writing Ability

According to D Frank Benso and Alfredo Ardila, writing ability is to request that the patient write his own name many aphasics succeed.¹

Futhermore, Robert P. Yagelski states that writing ability is as much a function of how writers respond to specific rhetorical situations, which are inherently social, as it is a result of individual skill.²

In addition, Jose van der Hoeven that writing ability is often made operational by text quality or writing processes.³

Moreover, Carolyn Chapman and Rita King state that writing ability is developed through successful writing experience.⁴

¹D Frank Benso And Alfredo Ardila. *Aphasia: A Clinical Perspective*. (New York: Oxford University Press 1996). 97

² Robert P. Yagelski. *Writing Ten Core Concepts*. (University At Albany, State University Of New York 2015). 48

³Jose ven der Heven. *Chilrens Composing*. (Amsterdam, Atlanta Ga 1997).23

⁴Carolyn Chapman and Rita King. *Differentiated Instructional Strategies For Writing In The Content Areas*. (Corwin Press, Inc Thusand Oaks California 2003).10

From some definition above, it is concluded that writing ability is the ability to express ideas and creativity by arranging words into sentences to provide information.

b. Characteristics of Writing

There are some characteristics of writing, from perspective from a reader. They are as follows:⁵

a. Permanence.

Once something is written down and delivered in its final form to its intended audience, obviously the researcher abdicates the power. The work is written in the paper, become a permanent work. Therefore, the teacher can do as a guide and facilitator to help students to revise and to refine their work.

b. Production time.

The good writing is that, given appropriate stretches of time, a writer can indeed become a good writer by developing efficient processes for achieving the final product. The bad writing is that many educational contexts demand student writing within time limits or writing for display as noted in the previous section (examination writing, for example).

c. Distance.

The good writer can read their own writing from the perspective of the mind of the targeted audience. The writers

⁵ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*. (San Francisco: Longman, 2001), Second Edition. 341-342

need to predict the audience's general knowledge, cultural, and literacy schemata, specific subject-matter knowledge, and very important, how their choice of language will be interpreted.

d. Complexity.

Writers must learn how to remove redundancy, how to combine sentences, how to make references to other elements in text, how to create syntactic and lexical variety, and much more.

e. Vocabulary.

Written language places a heavier demand on vocabulary use than does speaking. Good writing will learn to take advantage of the richness of English vocabulary.

It is concluded that characteristics of writing is writing that function to communicate with each other, besides speaking. Thus, good writing means communicating effectively, which not only expresses the opinion of the author, but also succeeds in conveying the message to the reader.

c. Types of Writing

Thomas Kane indicates that the various effects a writer may wish to have on his or her readers to inform, to persuade, to entertain result in different kinds of prose. The most common is

prose that informs, which, depending on what it is about, is called exposition, description, or narration.⁶

1. Exposition

Exposition explains how things work an internal combustion engine. Ideas a theory of economics. Facts of everyday life how many people get divorced. History why Custer attacked at the Little Big Horn. Controversial issues laden with feelings abortion, politics, religion. However, whatever its subject, exposition reveals what a particular mind thinks or knows or believes. Exposition is constructed logically. It organizes around cause/effect, true/false, less/more, positive/negative, general/particular, assertion/denial. Its movement is signaled by connectives like therefore, however, and so, besides, but, not only, more important, in fact, for example.

2. Description

Description deals with perceptions most commonly visual perceptions. Its central problem is to arrange what the writer sees into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above/below, before/behind, right/left, and so on.

⁶Thomas S Kane, *The Oxford : Essential Guide to Writing*, (New York : The Barkley Publishing, 2000), p.6-7.

3. Narration

Narration is a series of related events a story. Its problem is twofold: to arrange the events in a sequence of time and to reveal their significance. This is also called storytelling. Aristotle's term for narration is hypothesis. Narrative is the basis of the story, the text that is not dialogue or the material quoted.

4. Persuasion

Persuasion seeks to alter how readers think or believe. It is usually about controversial topics and often appeals to reason in the form of argument, offering evidence or logical proof. Another form of persuasion is satire, which ridicules folly or evil, sometimes subtly, sometimes crudely and coarsely. Finally, persuasion may be in the form of eloquence, appealing to ideals and noble sentiments.

Based on the types of writing above, the writer will focus on the point 2 namely, descriptive writing.

d. Writing Process

According to harmer, there are four stages in the process of writing, as follows:⁷

⁷Jeremy Harmer. *How To Teach Writing*. (Harlow: Longman Group, 2007). 4-5.

1) Planning

In the process of planning, the writers have to think about three main issues. In the first, place they have to consider the purpose. Secondly, experienced writers think of the audience they are writing for. Thirdly, writers have to consider the content structure.

2) Drafting

The first version of a piece of writing as a draft. As the writing process proceeds onto editing, a number of drafts may be produced on the way to the final version.

3) Editing(reflecting and revising)

The writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process.

Reflecting and revising are often helped by other editors who comment and make suggestions. Another editor's action to a piece of writing will help the author to make appropriate revisions.

4) Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.

This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. The writers are now ready to send the written text to its intended audience.

It is concluded that writing is a process that involves several steps that must be completed to make an effective essay. The process is a series of actions that are followed for some desired and result. Writing process is a series of actions needed to produce coherent written texts.

2. Concept of Descriptive Text

a. Definition of Descriptive Text

According to Alice Oshima and Ann Hogue, descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.⁸

Furthermore, Linda Gerot and Peter Wignel, 'Making in Mursyid state that descriptive text is a kind of text with a purpose to give information. The context of this kind of text the description

⁸Alice Oshima And Ann Hogue. *Introduction To academic Writing Third Edition* . (Pearson Longman, New York 2007.

of particular thing, animal, person or others. The social function of descriptive text is to describe a particular person, place, or thing.⁹

Moreover, description deals with perceptions most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern.¹⁰

Based on some definitions above, it is concluded that descriptive text is a text that describes well something can be a person, place, animal, object, etc.

b. The Generic Structure of Descriptive Text

According to Jenny Hammond in Mursyid, the generic structure of descriptive text consists of identification and description.¹¹

1. Identification : Identifies phenomenon to be described.
2. Description : Describes parts, qualities, characteristics, etc.

c. Language Features

Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses Past tense if the thing to be described doesn't exist anymore.

Significant Grammatical Features:¹²

⁹M Mursyid PW, *English Learning Handout for Grade VII : Learning Descriptive Text*, (Karangdadap: Encarta, 2006), p.4.

¹⁰Thomas S Kane, *The Oxford : Essential Guide to Writing*, p.7.

¹¹M Mursyid PW, *English Learning*, p.4.

¹²*Ibid.*

1. Focus on specific participants
e.g (My English teacher, Andini's cat, My favourite place)
2. Use of Simple Present Tense
3. Verbs of being and having 'Relational Processes'.
e.g (My mum is really cool, She has long black hair)
4. Use of descriptive adjectives
e.g(strong legs, white fangs)
5. Use of detailed Noun Phrase to give information about the subject.
e.g (a very beautiful scenery, a sweet young lady, very thick fur)
6. Use of action verbs 'Material Processes'
e.g (It eats grass, It runs fast)
7. Use of adverbials to give additional information about behaviour
e.g (fast, at tree house)
8. Use of Figurative language
e.g (John is as white as chalk).

It is concluded that good description is used to show details of significant grammatical features that help the reader imagine the person the student are describing.

To measure students writing ability, the teachers should use writing rubric. The writing rubric is illustrated in the table below, as follows:

Table.2
Writing Assesment¹³

Aspect	Score	Performance Description	Weighting
Content (C) 30%	4	The topic is complete and clear and the details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20%	4	The generic structure is complete and the sentences are arranged with proper connectives	2x
	3	The generic structure is complete and the sentences are arranged with almost proper connectives	
	2	The generic structure is not complete and the sentences are arranged with few misuse of connectives	
	1	The generic structure is not complete and the sentences are arranged with misuse of connectives	
Grammar (G) 20%	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning.	
	2	Numerous gramatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1,5x

¹³Weigle. S. Cushing, *Assesing Writing*, (Cambridge: Cambridge University Press,2002)

	3	Few misuse of vocabularies or word forms but not change the meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15%	4	It uses correct spelling, punctuation, and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

Adapted from Weigle. S. Cushing, Assesing Writing

3. Concept of Brainwriting 6-3-5 Technique

a. Definition of Brainwriting 6-3-5 Technique

According to H James Harrington and Frank Voeh, Brainwriting 6-3-5 is an organized brain storming with writing technique to come up with ideas in the aid of innovatin process stimulating creativity.¹⁴

Futhermore, Bernd Rohrbach state that brainwriting 6-3-5 allows the writer to work together with friends and colleagues in processing a number of ideas in parallel from a circle with six of the friend/classmets and decide on a problem the writer would like to solve.¹⁵

¹⁴H. James Harrington And Frank Voelh. *The Onovation Tools Hand Book (Organization And Oprational Tools, Method, And Technique That Every Innovator Must Know)*. A Crc Press. 2017.404.

¹⁵David J. Adams. *Effective Learning In The Life Sciences*. Wiley Blackwell. 2011. 20.

In addition, Baetriz Munuz Seca that brainwriting 6-3-5 is a teaching technique that provides a structure to spawn a great number of ideas and find connections and combination among those ideas.¹⁶

Moreover, Wendy Conklin And Jeanine Manfro, brainwriting is simultancous brainstorming by all students.¹⁷

Based on some definitions above, it is concluded that brainwriting 6-3-5 is writing techniques to generate ideas and stimulate children's creativity.

b. Benefits of Brainwriting 6-3-5 Technique

Brainwriting 6-3-5 technique has some great benefits, as follows:¹⁸

1. Students are not restricted to waiting for other to finish their thoughts before they can contribute ideas.
2. Students can express their personalities even guided activities.
3. Particularly as students progress in the language.

c. Implementation of Brainwriting 6-3-5 in Improving Writing

The implementation of brainwriting 6-3-5 in improving writing¹⁹ are as follows:

- a. The teacher constructs some groups that consist of six students in each group and defines the topic to be worked on.

¹⁶Baetriz Munuz Seca. *HowMake Things Happen*. (Palgrave Macmillan). 2017.324.

¹⁷Wendy Conklin And Jeanine Manfro. *Strategies Fr Developing Higher Order Thinking Skills*. Shell Education (Utah Valley University).174.

¹⁸Arthur B. Vangundy. *Creative Problem Solving*. Quorum Book New York Westport, Connecticut London, 1987. p. 147.

¹⁹Baetriz Munuz Seca. *How To Make Things Happen*. IESE Business School Madrid p, 324. 2017

- b. Every student in each group must complete a brainwriting 6-3-5 worksheet (Six students write down three ideas for 5 minutes).
- c. Each student must write down the topic at the top of the sheet (literally).
- d. For a periode of 5 minutes, the students must write down three ideas silently at the top of a blank sheet.

Table 3
The example of writing ideas
in the form of Brainwriting 6-3-5 technique

topic:.....			
No	idea 1	idea 2	idea 3
1			
2			
3			
4			
5			
6			

Adapted from David J. Adams. *Effective Learning In The Life Sciences*.²⁰

d. Action Hypothesis

Action hypotesis of this research is stated, as follows:

“Using Brainwriting 6-3-5 technique can increase the students descriptive writing ability among the seventh graders of SMP Muhammadiyah 3 Metro in the academic year of 2019/2020 .”

²⁰David J. Adams. *Effective Learning In The Life Sciences*. Wiley Blackwell. 2011. 20.

CHAPTER III

RESEARCH METHOD

A. The Variables and Operational Definition of Variables

1. Variables of Research

This research consists of two variables; they are independent and dependent variables. The independent variable in this research is Brainwriting 6-3-5 technique would be implemented to increase the students' writing ability in simple way. This technique is useful to make their writing is excellent in paragraphs of sentences.

The dependent variable of this research is writing as one of the four of language skills that has to be mastered by the students in order to be able to write their ideas effectively.

2. Operational Definition of Variable

Operational definition is the definition that based on characteristic of the things that would be defined, and it can be observed or measured. Meanwhile, variable can be defined as an attribute of a person or a subject which varies from object to object.¹ According to Allen Rubin & Earl R Babie the definition an operational tells us what activities or operation we need to perform to measure a concept or variable.²

¹John creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, (Lincoln: SAGE Publications,2002), 24.

²Allen Rubin & Earl R Babie, *Esential research Method for Social Work*, (Engaged Learning: United State of America,2010), 70.

Based on the statement, the definition operational of the variable in this research are:

a. Dependent Variable

Dependent Variable is the major variable that would be measure in the research. Dependent variable is a variable that can increase by an independent variable. The dependent variable of this research is students' writing ability that focuses on the students' ability.

To measure descriptive writing ability of students, the writer would take the writing test by asking students to compose short descriptive text. The students would be asked write descriptive text in 25 minutes about their favorite things. The result of student composition would be measured by using writing rubric. The indicators of a written test in this variable are:

- 1) The students are good in content of descriptive by Brainwriting 6-3-5 tehnikue. The content should be relevant to the topic.
- 2) The students are good in organization of descriptive by Brainwriting 6-3-5 Technique.
- 3) The students are able to compose descriptive text based on the appropriate generic structure of descriptive text.
- 4) The students are able to write descriptive text by using good mechanics descriptive by Brainwriting 6-3-5 Technique.

It is concluded that the dependent variable is the variable that is affected, resulting from the existence of independent variables. To measure descriptive writing ability of students, they can do the tests by asking students to write short descriptive texts. The result of student composition would be measured by using writing rubric.

b. The independent Variable

According to Evelyn, Independent Variable is variable that the researcher suspects may relate to or increase the dependent variable. In a sense, the dependent variable “depends” on the independent variable.³

This variable would be measured by observation. To observe this variable the writer used observation sheet. The measurement of this variable is 1- 4 score. The indicators of this variable are:

- 1) The students pay attention to the teacher explanation.
- 2) The students can learning individually.
- 3) The students write down three ideas based on the topic they have chosen.
- 4) The students is making note from the material about descriptive text by using Brainwriting 6-3-5 Technique.

It is concluded that independent variable is the variable that influences or causes changes in the appearance of the dependent

³Evelyn Hatch and Anne Lazaraton, *The Research Design and Statistics For Applied Statistic*, (USA: Heinle Publisher, 1991), p.64

variable. This variable would be measured by observation. To observe this variable the writer used observation sheet.

B. Research Setting

The researcher conducted the research of SMP Muhammadiyah 3 Metro which is located on Jl. Dr. Sutomo No.17, Hadimulyo Barat, Metro Pusat, Kota Metro, Lampung.

C. Research Subject

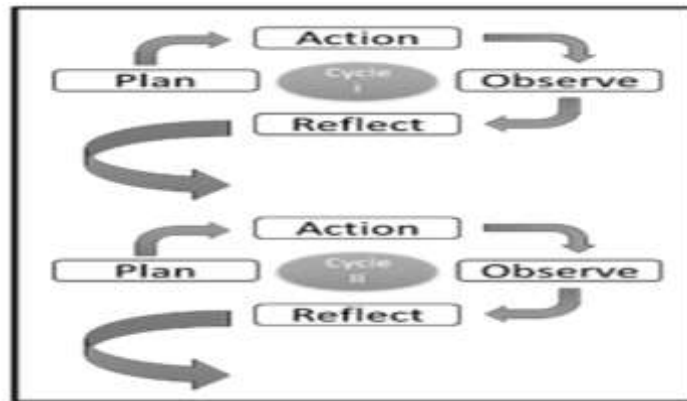
The subjects of this research are the students of the seventh graders of SMP Muhammadiyah 3 Metro especially the students of VIIB. The students consist of 15 boys and 9 girls, so the total is 24 students. The problem of the research is insufficient writing ability.

D. Research Procedures

Kind of this research is Classroom Action Research (CAR). Anne Burns states that classroom action research is kind of research which is done by the teacher as a researcher in order to bring increasing on the result of teaching learning process. Therefore, the main purposes in classroom action research are to solve the problems in teaching learning process and to increase the students' learning result. In addition, Kemmis and McTaggart in Anne Burns explain that CAR typically involves four steps in a cycle of classroom action research. They are planning, acting, observing, and reflecting. The first cycle has a possibility to be the next cycle until the implementation of research achieve increasing outcome. Accordingly, the cycle of this research will become a

spiral process. The cyclical classroom action research is presented as follow:⁴

Figure 1:
Cyclical Classroom Action Research by Kemmis and McTaggart



It is concluded that In this Classroom Action Research (CAR), consisted of the cycle and consisted of four steps, namely planning, acting, observing and reflecting. The writer describes the cycles through the scheme of action research design by Kemmis and McTaggart.

From the design above, here are the explanations about procedures that will be conducted by the researcher in classroom action research.

1. Cycle I

a) Planning

Planning is the first step in each activity. Without planning, the learning activity would not achieve the main goal. Here are the steps that the researcher does in planning:

⁴Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), 2.

- (1) The researcher preparing the lesson plan based on 2013 curriculum provided in the English syllabus of the seventh grade related with writing descriptive text.
- (2) The researcher preparing the relevant learning material in the form of descriptive text.
- (3) The researcher determining the teaching technique to be apply in acting phase. In this case, the researcher uses Brainwritng 6-3-5 Technique to increase students descriptive writing ability.
- (4) The researcher preparing the learning media by considering the need of Brainwriting 6-3-5 Technique.
- (5) The students in each group are able continue to compose a text based on the Brainwriting 6-3-5 Technique.

b) Acting

The second step in the action research is acting. It is the implementation of the planning. The general steps that would be conducted by the researcher are pointed as follows:

(1) Pre Teaching Activities

- (a) The researcher greeting the students and asks them to pray.
- (b) The researcher checking the student's attendance list.
- (c) The researcher asking students about their previous material.

(2) While Teaching Process

- (a) The researcher applying the lesson plan.
- (b) The researcher constructing some groups of students that consist of six students in each group and giving different topic of descriptive text to each group.
- (c) The researcher asking every student in each group to complete a Brainwriting 6-3-5 Technique worksheet (Six students write down three ideas for 5 minutes).
- (d) The researcher instructing each student to write down the problem at the top of the sheet (literally).
- (e) The researcher asking the students to write down three ideas silently at the top of a blank sheet for a period of 5 minutes.
- (f) The researcher instructing the students to write down all of ideas in to complete descriptive text.

(3) Post Teaching Activities

- (a) The researcher asking the student to ask the questions related to unclear material mastery.
- (b) The researcher answering the students' questions.
- (c) The researcher giving the feedback.

c) Observing

The third step is observing. In observing the researcher must be able to analyze the learning process, the students' activities, the material and the result of acting. The important things in teaching learning process would be noted by the observer.

d) Reflecting

Reflecting is the last step in this process. The researcher would analyze the observation result during the teaching process. The researcher used data from the evaluation to make increasing for the second cycle. The researcher would decide that the next cycle would focus to solve the problems and weakness in previous cycle.

2. Cycle II

a) Planning

Planning is the first step in each activity. In cycle II, the researcher focuses on repair the weakness in the cycle 1. Here are the steps that the researchers did in planning:

- (1) The researcher preparing the lesson plan based on 2013 curriculum provided in the English syllabus of the seventh grade related with writing descriptive text.
- (2) The researcher preparing the relevant learning material in the form of descriptive text.

- (3) The researcher determining the teaching technique to be apply in acting phase. In this case, the researcher uses Brainwritng 6-3-5 Technique to increase students descriptive writing ability.
- (4) The researcher preparing the learning media by considering the need of Brainwriting 6-3-5 Technique, the researcher uses picture.
- (5) The students in each group are able continue to compose a text based on the Brainwriting 6-3-5 Technique.

b) Acting

The second step in the classroom action research is acting. It is the implementation of the planning. The general steps that does by the researcher are pointed as follows:

(1) Pre Teaching Activities

- (a) The researcher greeting the students and asks them to pray.
- (b) The researcher checking the student's attendance list.
- (c) The researcher asking students about their previous material.

(2) While Teaching Process

- (a) The researcher applying the lesson plan.

- (b) The researcher constructing some groups of students that consist of six students in each group and giving different topic of descriptive text to each group.
- (c) The researcher asking every student in each group to complete a Brainwriting 6-3-5 Technique worksheet (Six students write down three ideas for 5 minutes).
- (d) The researcher instructing each student to write down the problem at the top of the sheet (literally).
- (e) The researcher asking the students to write down three ideas silently at the top of a blank sheet for a period of 5 minutes.
- (f) The researcher instructing the students to write down all of ideas in to complete descriptive text.

(3) Post Teaching Activities

- (a) The researcher asking the student to ask the questions related to unclear material mastery.
- (b) The researcher answering the students' questions.
- (c) The researcher giving the feedback.

c) Observing

In this step, the researcher would observe the process of teaching learning by using instrument of observation. The researcher would conduct the activities in this step, such as: the

students' activities, vocabulary, grammar, and content of the students' descriptive text result.

d) Reflecting

The researcher corrected and analyze the result of the action. The researcher would know the weakness and strength of the action by reflecting. In the step the researcher would compare the score distribution of pre-test and post-test. The researcher would review and reflect on the students' attitude whether it is going to positive or negative. So, the researcher would be able to stop this research until cycle II.

E. Data Collection

The researcher used many techniques to collect the data in this research. They are test, observation, documentation, and field note. Each technique is explained below, as follows:

1. Test

The researcher used pre-test and post-test form to see their ability before and after giving the treatment.

a. Pre-test

Pre-test is given in the first meeting before doing threatment in order to know ability of every student before doing the action research.

The pre-test conducted before implementing Brainwriting 6-3-5 Technique in preparations study. Pre-test of this research would be in the form of compose test that ask the students to write a short composition of descriptive text in English.

b. Post-test

Post-test would be given in the last meeting after implementing the technique, in order to know whether the technique would give good contribution to the students' increasing descriptive ability by using at the seventh grade of SMP Muhammadiyah 3 Metro. The increasing would be know if the score of post-test is higher than pre-test and the score achieved the passing grade.

2. Observation

Observation is a mainstay of action research. It enables writer to document and reflect systematically upon classroom interaction and events, as they actually occur rather than as we think they occur.

In this case, the writer observes the students directly in the classroom and gets the description about students' activity in learning writing process. The real teacher also observes the writer who teaches in the classroom and the implementation of CAR based on observation notes which already made before.

The data is taken based on the students' participants during teaching and learning activity according to lesson plan. The

information obtained from this observation is used to as a basis to determine the planning for following cycle.

3. Documentation

Documentation is needed to get the information from writing source or documents such as book, regulation, notes or meeting and daily report. The researcher used this technique to get data about students' writing daily score, history of the school, the sum of the teachers, official employed and the students of SMP Muhammadiyah 3 Metro.

4. Field Note

In this research, the writer used field note to focus on a particular issue or teaching behavior over a period of time. Moreover, the writer would take field note related to the classroom situation, classroom management, classroom interaction between teacher and students or students with students and etc.

F. Research Instrument

1. Writing Test

To identify the students' writing ability of the seventh grade of SMP Muhammadiyah 3 Metro, the writer would apply writing test. The test is measuring the ability of the students about the composition descriptive text on writing subject.

The test consists of pre-test and post-test, of this research would be in the form of composing short descriptive text that asks the students to write a composition of descriptive text in English.

2. Observation sheet

Observation sheet is used to observe all of the aspects that can increase and support the students' writing ability in the process of learning such as the facilities in that school. Observation sheet also used to observe the condition that happened during teaching learning process that was filled by the English teacher as the observer to give evaluation to the researcher and all of the students' activity during teaching learning process.

3. Documentation

It refers to the archive data that helps the researcher to collect the needed data. The writer utilizes the document related to the object research such as students' name list and teacher's name.

4. Field Notes Table

Field notes would be also applied during classroom observation. Field notes means transcribing notes or the written description that have been gained from data gathered during observation. In this case, field notes helps the researcher to gain more information that could not be recorded by video or voice note. This instrument used for supporting the data gained from observation sheet of feedback implementation.

In other word, field notes used to help answering the second research question. The main instrument that used for field notes taking is paper and pencil.

The format of the paper used for the field notes used three columns. The column on the right side contained the content portion of field notes, and the left column contained notes consisting of the reflection and comments concerning to the specific parts in the content part. Moreover, before beginning to write notes in the columns provided, the researcher attempted to enclose the short information dealing with the observation conducted. That information was the name of observer, location of observation, date, and time, object, and short title for helping to identify the aim of the observation process.

G. Data Analysis

The data analysis in classroom action research can be done by the qualitative and quantitative analysis. The analysis of learning result would be taken from the average score of pre-test and post-test in cycle I and cycle II. Furthermore, the writer would compare the score of pre-test and post-test after giving implementation treatment. Then, the result would match by the minimum standard in this semester that is 70. In cycle I, there are many students who are not successful, so the researcher conducted the next cycle, cycle II.

In this research, students are called successful if the result of test achieves the indicator of success; 70% of the students get minimal score 70 and 70% of the students active in learning activities. If the result of test achieve the indicator of success, the research would be stopped or would not be continued to the next cycle.

Furthermore, Donald Ary states that the average score or mean of pre-test and post-test were calculated by using the following formula:⁵

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

Note: M = Mean

\sum = Sum of

x = Raw Score

N = Number of Cases

To calculate the percentage of the students' score, the researcher uses the formula as follows:

$$P = \frac{F}{N} \times 100$$

Note: P : Rate Percentage

F : Frequency of the Correct Answer

N : The Total Number of Students

H. Indicator of Success

The indicator of success is needed to know the success of the process and learning result. In this research, students are called successful if 70% of the students get 70 score, so this research would be stopped.

⁵Donald Ary, *Introduction to Research in Education*, (USA: Wadsworth. 2010), 108-109.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. Description of Research Location

a. The History of SMP Muhammadiyah 3 Metro

The SMP Muhammadiyah 3 Metro was opened precisely in July 1979 and was registered with Muhammadiyah college under Number 2752 / II-057 / LP-79/1970. And shelter under the Muhammadiyah Education and Culture Council.

While the leadership position of SMP Muhammadiyah 3 Metro has been going on for 5 periods. Beginning in the first period of 1979, the leadership position of the SMP Muhammadiyah 3 Metro was the highest leadership in the administration of education and teaching in schools. In this case the school principal is responsible to the Muhammadiyah DIKDASM Assembly. On December 22 1990 SMP Muhammadiyah 3 Metro was recognized with NO. 1345 / II.G / Kep / I / 1990.

SMP Muhammadiyah 3 Metro is located on Imam Bonjol street No. 102 A West Hadimulyo village, Metro Pusat sub-district that was established with the Muhammadiyah foundation. SMP Muhammadiyah 3 Metro was established in 1979 and started operating in 1980. SMP Muhammadiyah 3 Metro was built on a land of 2,100 square meters.

b. Vision and Mission of SMP Muhammadiyah 3 Metro

1) Vision of School

- a) Excellent in UAN acquisition
- b) Excellent in continuing to higher education.
- c) Excel in mastering the basic basic information technology.
- d) Excels in various extracurricular activities.
- e) Excellent in religious activities.
- f) Excel in social activities.

2) Mission of School

- a) Foster a spirit of hard work.
- b) Implement learning and guidance effectively.
- c) Foster a spirit of achievement for all school residents.
- d) Promoting appreciation and practice of Islamic teachings.
- e) Build a family and participatory spirit for all school and community members.

c. The Condition of Teachers and Official Employers of SMP Muhammadiyah 3 Metro

Table 4

The Condition of Teachers and the Official Employers of SMP Muhammadiyah 3 Metro

No.	Name	Occupation
1	Aesa Fery Nugroho, S.Pd	Arabian Teacher
2	Aris Sumanto, S.Sos.I	Religion Teacher
3	Dra. Batin Nimbang	Mathematical And Natural Sciences Teacher
4	Dra. Husna	History Teacher
5	Drs Djumari Sidiq	Mathematics Teacher
6	Haminem	Guidance And Counseling Teacher

7	Laila Qomariyah, S.Pd	English Teacher
8	Ledi Hidayati, S.Si	Mathematical And Natural Sciences Teacher
9	Mely Nurmawaty, S.Pd	Mathematics Teacher
10	Mistringingsih, S.Ag	Social Studies
11	Muji Rahayu, S.Pd	Art Teacher
12	Mujiono	Sport Teacher
13	Ratna Gusmita, S.Pd	Mathematics Teacher
14	Romlah, S.Pd	Indonesia Teacher
15	Saiful Bahri, S.Pd	Guidance And Counseling Teacher
16	Srimulat Wisworo, S.Pd	Social Studies
17	Umi Sabrina, S.Kom	Computer Teacher

Source: Documentation in SMP Muhammadiyah 3 Metro academic year 2019/2020

d. The Quantity Students of SMP Muhammadiyah 3 Metro

SMP Muhammadiyah 3 Metro has 264 students. it divided into some classes that could identify as follow:

Table 5

The Students Quantity of SMP Muhammadiyah 3 Metro

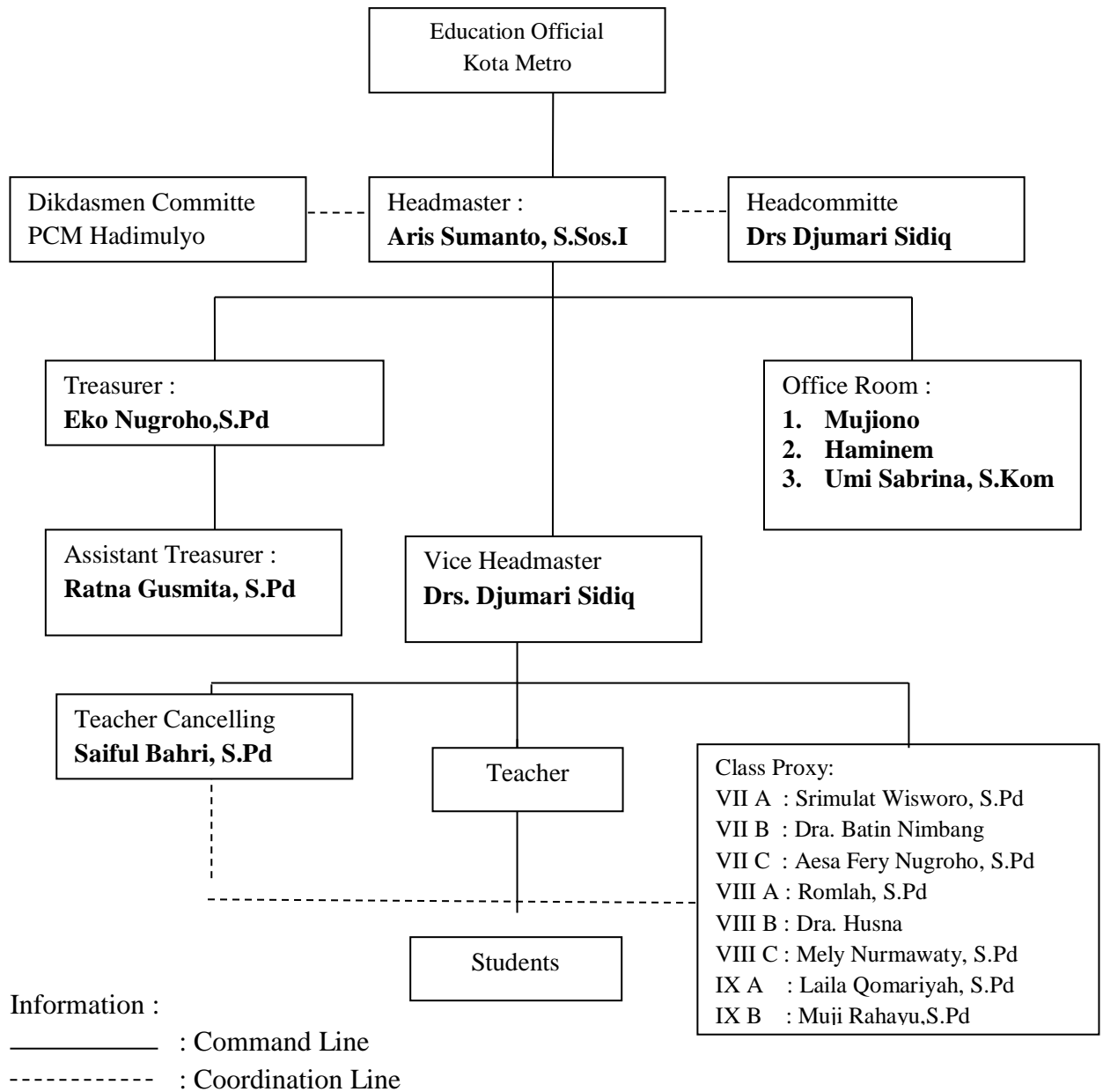
No.	Class	Sex		Amount
		Male	Female	
1.	VII	52	44	96
2.	VIII	30	42	72
3.	IX	40	56	96
				264

Source: Documentation of SMP Muhammadiyah 3 Metro in academic year 2019/2020.

e. The Organization Structure of Muhammadiyah 3 Metro

The organization Structure of SMP Muhammadiyah 3 Metro in the Academic Year of 2019/2020 could be shown in the figure as follows:

Figure 2
The Organization Structure of SMP Muhammadiyah 3 Metro



Source: Documentation of State SMP Muhammadiyah 3 Metro academic year 2019/2020.

f. Building Condition and The Sketch of SMP Muhammadiyah 3 Metro

SMP Muhammadiyah 3 Metro has many buildings and other supporting facilities. These buildings and facilities can be seen on the following table:

Table 6
Facilities in SMP Muhammadiyah 3 Metroin academic year 2019/2020

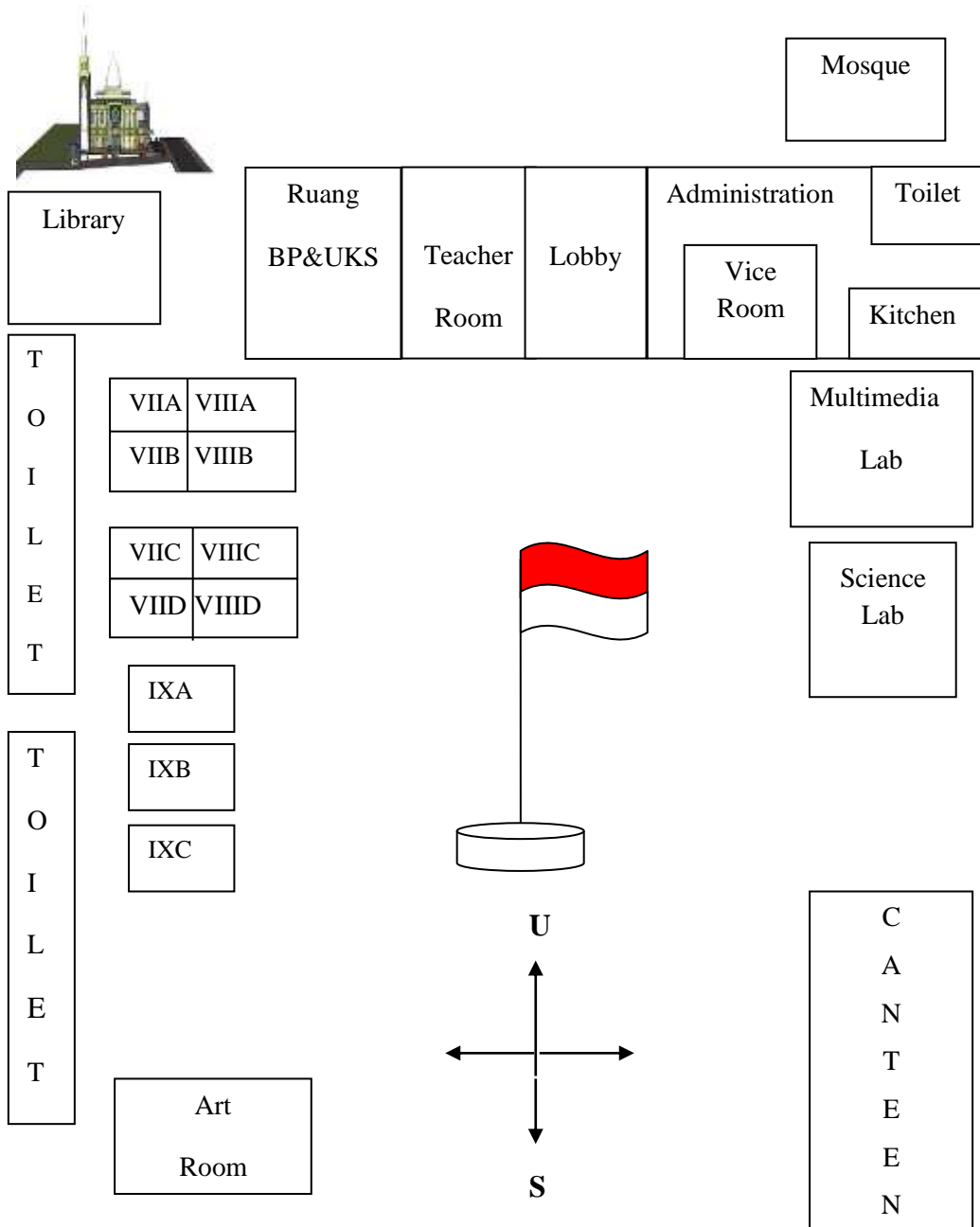
No.	Name of Room	Number of Unit
1.	Classroom	11
2.	Science Laboratory	1
3.	Library	1
5.	Computer Laboratory	1
10.	Teacher Room	1
11.	Administration Room	1

Source: Documentation of SMP Muhammadiyah 3 Metroin the academic year 2019/2020.

The Sketch Location of SMP Muhammadiyah 3 Metro was illustrated as follow:

Figure 3

The Sketch Location of SMP Muhammadiyah 3 Metro



Source: Documentation of State SMP Muhammadiyah 3 Metro in the academic year 2019/2020.

2. Description of the Research

This research is in the seventh grade of SMP Muhammadiyah 3 Metro in the academic year 2019/2020. This research was conducted in two cycles. Each cycle consists of four steps that plan, act, observe, and reflect those achieved in the two meetings. Students' descriptive writing learning outcomes are obtained through tests consisting of pre-tests and post-tests given to students in the initial research and at the end of each cycle, while student activities are obtained from student observations. ' Learning Activities.

a. Pre Test

The pre-test is presented to students whose aim is to determine the students' abilities before teaching using the Brainwriting 6-3-5 technique. That was done on October, Thursday, 24 2019 at 07.30-09.00 am and it took around 90 minutes. In this meeting researchers became observers and collaborators became teachers.

First, collaborators open classes by greeting, praying, checking attendance. Then, collaborators explain to students about descriptive writing for 40 minutes. After that, to measure their ability before giving instructions using Brainwriting6-3-5 Techniques, this study uses a writing test that asks students to write short descriptive texts in English, students must choose one of four topics that must be completed in 40 minutes. Then, the pre-test results can be seen in the table below:

Table 7**The Result of Pre-Test Score of Descriptive Writing**

NO	STUDENTS CODE	TOTAL	NOTE ≥ 70
1	AP	71	Complete
2	AN	50	Incomplete
3	BS	66	Incomplete
4	DR	50	Incomplete
5	HD	60	Incomplete
6	KH	50	Incomplete
7	MH	50	Incomplete
8	MR	71	Complete
9	MB	50	Incomplete
10	MF	50	Incomplete
11	MF	59	Incomplete
12	MR	50	Incomplete
13	NA	59	Incomplete
14	PL	59	Incomplete
15	RA	75	Complete
16	RO	59	Incomplete
17	RV	72	Complete
18	SA	57	Incomplete
19	SP	59	Incomplete
20	TW	50	Incomplete
21	TR	71	Complete
22	YS	50	Incomplete
23	ZA	66	Incomplete

24	ZZ	50	Incomplete
Total		1440	
High Score		75	
Lowest Score		50	
Average		58,5	

Table 8
Percentage of Students Writing Descriptive writing Pre-Test
Score in Cycle I

Interval	Frequency	Percentage	Explanation
≥ 70	5	20%	Complete
≤ 70	19	80%	Incomplete
Total	24	100%	

Based on the results of the students' descriptive writing pre-test scores, it can be concluded that there are only 20% or 5 students for scores between intervals >70 who complete the Minimum Mastery Criteria (MMC) of at least 70 while 80% or 19 students for scores between intervals <70 do not passed the Minimum Mastery Criteria (MMC) of less than 70. This shows that the results of students' descriptive writing are still low. this is the reason why researchers used the Brainwriting 6-3-5 Techniques to increase students' descriptive writing ability. Therefore, researchers and collaborators make plans to implement

actions consisting of planning, action, observation, and reflection to correct the weaknesses faced by students.

b. Cycle I

Cycle 1 is divided into planning, acting, observing and reflecting

1) Planning

In this step, the researcher preparing the lesson plan based on 2013 curriculum provided in the English syllabus of the seventh grade related with writing descriptive text. The researcher preparing the relevant learning material in the form of descriptive text. The researcher determining the teaching technique to be apply in acting phase. In this case, the researcher used the Brainwritng 6-3-5 Technique to increase students descriptive writing ability. The researcher preparing the learning media by considering the need of Brainwriting 6-3-5 Technique. The students in each group are able continue to compose a text based on the Brainwriting 6-3-5 Technique.

In addition, the researcher made an observation sheet consisting of a list of student names and a list of student activities that would be observed during the teaching and learning process.

2) Acting

The second step in this research. The researcher conducted this cycle in two meetings as follows:

a) First Meeting

The first meeting was conducted Friday, October 25 2019 at 09.30 – 11.00 a.m and it took about 2x45 minutes or 90 minutes. In this meeting the researcher was a teacher and Miss Laila Qomariyah, S.Pd was the collaborator as well as an observer.

At the beginning of the teaching and learning process The researcher greeting the students and asks them to pray, The researcher checking the student's attendance list, The researcher asking students about their previous material. While teaching process the researcher applying the lesson plan. The researcher constructing some groups of students that consist of six students in each group and giving different topic of descriptive text to each group. The researcher asking every student in each group to complete a theBrainwriting 6-3-5 Tehnique worksheet (Six students write down three ideas for 5 minutes). The researcher instructing each student to write down the problem at the top of the sheet (literally). The researcher asking the studentsto write down three ideas silently at the top of a blank sheet for a period of 5 minutes. The researcher

instructing the students to write down all of ideas in to complete descriptive text.

Before 2 x 45 minutes the bell rings the researcher asking the student to ask the questions related to unclear material mastery. The researcher answering the students' questions and the researcher giving the feedback.

b) Second Meeting

The second meeting was held on Tuesday, October 29 2019 at 10.30-12.00 am. The meeting was focused on conducting a post-test I. The researcher greeted the students. Then, the researcher checks the attendance list. The activity continued with giving further explanation about descriptive writing. Then, the researcher allows students to ask questions about the material and the researcher gives an explanation. After that, the researcher gives a post-test I. Students must write descriptive writing based on the theme given in 40 minutes. Students do it seriously. Post-test scores in cycle I can be seen in the table below:

Table 9
The Result of Students Descriptive Writing Post-Test I
Score in Cycle I

NO	STUDENTS CODE	TOTAL	NOTE ≥ 70
1	AP	75	Complete
2	AN	76	Complete

3	BS	62	Incomplete
4	DR	71	Complete
5	HD	64	Incomplete
6	KH	71	Complete
7	MH	66	Incomplete
8	MR	75	Complete
9	MB	62	Incomplete
10	MF	64	Incomplete
11	MF	72	Complete
12	MR	66	Incomplete
13	NA	62	Incomplete
14	PL	64	Incomplete
15	RA	80	Complete
16	RO	69	Incomplete
17	RV	59	Incomplete
18	SA	66	Incomplete
19	SP	71	Complete
20	TW	67	Incomplete
21	TR	80	Complete
22	YS	80	Complete
23	ZA	67	Incomplete
24	ZZ	75	Complete
Total		1664	
High Score		80	
Lowest Score		59	
Average		69,33	

Table 10
Percentage of Students Descriptive Post-Test I Score in
Cycle I

Interval	Frequency	Percentage	Explanation
≥ 70	11	40%	Complete
≤ 70	13	60%	Incomplete
Total	24	100%	

Based on the descriptive writing results of students writing post-test scores I, it can be concluded that there are 60% or 12 students for scores between intervals <70 not completing the Minimum Mastery Criteria (MMC) at least while 40% or 11 students for scores between intervals >70 completing Minimum Mastery Criteria (MMC) or less than 70. In addition, the post-test I average score was 69.33. This shows that the results of students' descriptive writing is an increasing that the pre-test score is 58.5 but seen from the indicators of the success of this study that 70% of the total students must pass the Minimum Mastery Criteria (MMC). This means that the results of the post-test I have not been successful based on indicators of success.

3) Observing

The observation was done by researcher during teaching and learning process. The researcher observed the student's learning activities at classroom.

Table 11
Table of result student's activities cycle 1

No	Student's Activities	Frequency	Percentages
1	The students pay attention to the teacher explanation	15	62,5 %
2	The students can learning individually	9	37,5 %
3	The students write down three ideas based on the topic they have choosen	14	58,33 %
4	The students is making note from the material about descriptive text by using Brainwriting 6-3-5	14	58,33 %
Total Students		24	100

Based on table student's activities, it could be concluded that there were 15 students (62,5 %) who give attention to the teacher explanation. 9 students (37,5 %) The students can learning individually. 14 students (58,33 %) The students write down three ideas based on the topic they have choosen and 14 students (58,33 %) are making note from the material about descriptive text by using Brainwriting 6-3-5 Technique. Based on the result above , it could be inferred that the learning process was not successful because not to reach the indicator of success , minimal the indicator success is 70%.

4) Reflection

The learning process using the Brainwriting 6-3-5 Technique in cycle I has been completed. The total score on the pre test was 1440 and the average was 58,5 and the post test cycle 1 was 1664 and the average score was 69,33. From the results of cycle I, it appears that there is an increase in the

results of pre-test and post-test I. Students are quite interested in the learning process. But, the results didn't work. Students who pass a minimum of 5 students in the pre-test and 11 students in the post-test. Therefore, researchers must carry out cycle II.

c. Cycle II

The researcher need to continue the treatment in cycle II because of cycle I is not successful. In this phase cycle II has four essential phases that is planning, action, observation and reflection. The implementation of cycle II can be explained on the following sequences:

1) Planning

In planning cycle II the researcher focuses on repair the weakness in the cycle I the researchers and collaborators discuss about some of the problems found in cycle 1. Therefore, In this step, the researcher preparing the lesson plan based on 2013 curriculum provided in the English syllabus of the seventh grade related with writing descriptive text. The researcher preparing the relevant learning material in the form of descriptive text. The researcher determining the teaching technique to be apply in acting phase. In this case, the researcher used the Brainwritng 6-3-5 Technique to increase students descriptive writing ability. The researcher preparing

the learning media by considering the need of Brainwriting 6-3-5 Technique. The students in each group are able to continue to compose a text based on the Brainwriting 6-3-5 Technique.

In addition, the researcher made an observation sheet consisting of a list of student names and a list of student activities that would be observed during the teaching and learning process.

2) Acting

The researcher and collaborator arranged the schedule of action in cycle II as follows:

a) First Meeting

The first meeting was held on Friday, November 1, 2019 at 09.30-11.00 a.m. and it took about 90 minutes or 2x45 minutes. In this meeting the researcher was a teacher and Miss Laila Qomariyah, S.Pd as the collaborator as well as an observer.

At the beginning of the teaching and learning process the researcher greeted the students and asked them to pray, the researcher checked the student's attendance list, the researcher asked students about their previous material. While teaching process the researcher applied the lesson plan. The researcher constructed some groups of students that consisted of six students in each group and giving different topics of descriptive text to each group. The researcher asked every

student in each group to complete a theBrainwriting 6-3-5 Technique worksheet (Six students write down three ideas for 5 minutes).The researcher instructing each student to write down the problem at the top of the sheet (literally). The researcher asking the students to write down three ideas silently at the top of a blank sheet for a period of 5 minutes.The researcher instructing the students to write down all of ideas in to complete descriptive text.

Before time runs out, researchers say thank you and apologize to students if there are words or actions that are wrong. Finally, the researcher ends the lesson.

b) Second Meeting

The second meeting was conducted on Tuesday, November 52019 at 10.30-12.00 a.m. This meeting was focused to do the post-test II in cycle II. In this meeting, before giving the post-test II the researcher explained the instructions to do the test. The researcher explained the the students should make a descriptive text based on the topic they have choosen. Most of the students could did well. Then, the result of post-test II could be seen as follow:

Table 12
The Result of Students Writing Descriptive
Post-Test II Score in Cycle II

NO	STUDENTS CODE	TOTAL	NOTE ≥ 70
1	AP	80	Complete
2	AN	84	Complete
3	BS	84	Complete
4	DR	84	Complete
5	HD	67	Incomplete
6	KH	71	Complete
7	MH	75	Complete
8	MR	79	Complete
9	MB	76	Complete
10	MF	75	Complete
11	MF	68	Incomplete
12	MR	76	Complete
13	NA	75	Complete
14	PL	67	Incomplete
15	RA	89	Complete
16	RO	75	Complete
17	RV	76	Complete
18	SA	75	Complete
19	SP	73	Complete
20	TW	67	Incomplete
21	TR	84	Complete
22	YS	80	Complete

23	ZA	67	Incomplete
24	ZZ	80	Complete
Total		1827	
High Score		89	
Lowest Score		67	
Average		76,12	

Table 13
Percentage of Students' Descriptive writing
Post-Test II Score in Cycle II

Interval	Frequency	Percentage	Explanation
≥ 70	19	80%	Complete
≤ 70	5	20%	Incomplete
Total	24	100%	

Based on the results of students' descriptive writing in the post-test II explanation above, it can be concluded that the indicator of success is achieved, namely 80% of students get a minimum score of 70 for the minimum mastery criteria. It can be concluded that there are 80% or 19 students for scores between intervals >70 , while 20% or students for scores between intervals <70 .

3) Observing

The observation was done by researcher during teaching and learning process. The researcher observed the student's learning activities at classroom in cycle 2:

Table 14
Table of result student's activities cycle 1

No	Student's Activities	Cycle I		Cycle II	
		Frequency	Percentages	Frequency	Percentages
1	The students pay attention to the teacher explanation	15	62,5 %	21	87,5 %
2	The students can learning individually	9	37,5 %	19	79,16 %
3	The students write down three ideas based on the topic they have choosen	19	79,16 %	21	87,5 %
4	The students is making note from the material about descriptive text by using Brainwriting 6-3-5	18	72 %	21	87,5 %
Total Students		24	100 %	24	100 %

Based on the result of the observation in cycle II above, the research indicates that learning process in cycle II is successful, because learning process was successful to reach indicator success that is minimal 70%

4) Reflection

The results of cycle II are better than cycle I. The class conditions are getting better than before as students are more active in the teaching and learning process, students pay

attention to teacher explanations, students do not find it difficult to make descriptive text, and students are interested in learning English using Brainwriting 6-3-5 Techniques.

Finally, the researcher concludes that the problem has been solved by using Brainwriting 6-3-5 Techniques. Researchers motivate students to be more enthusiastic about learning English.

B. Interpretation

Descriptive writing would be easier to understand when supported by appropriate techniques, because lessons would be easier to understand for students. During the study, researchers observed that students were very enthusiastic to pay attention to the teacher's explanation in the learning process.

Researchers assume that teaching writing using the Brainwriting 6-3-5 Techniques can increase students' descriptive writing ability. When the Brainwriting 6-3-5 Techniques are done correctly, students can manage to develop ideas. So, it has been proven that Brainwriting 6-3-5 Technique can be one of the interesting techniques for teaching descriptive writing.

1. Result of Students Learning

a. Result of students Pre- Test Score

In this phase, researchers present pre-tests to measure students' abilities before teaching using Brainwriting 6-3-5 Techniques. Researchers obtained data through internal tests from essay that were completed for 90 minutes. That was done on Thursday, October 24, 2019. Then, the pre-test results can be seen in the table below:

Table 15

The Result of Pre-Test Score of Descriptive Writing

NO	Students Code	Criteria of The Score					TOTAL	Note ≥ 70
		Cont (3x)	Org (2x)	Gram (2x)	Voc (1.5x)	Mech (1.5x)		
1	AP	9	6	6	4.5	3	71	Complete
2	AN	6	4	4	3	3	50	Incomplete
3	BS	9	6	4	4.5	3	66	Incomplete
4	DR	6	4	4	3	3	50	Incomplete
5	HD	6	6	6	3	3	60	Incomplete
6	KH	6	4	4	3	3	50	Incomplete
7	MH	6	4	4	3	3	50	Incomplete
8	MR	9	6	6	3	4.5	71	Complete
9	MB	6	4	4	3	3	50	Incomplete
10	MF	6	4	4	3	3	50	Incomplete
11	MF	6	6	4	3	4.5	59	Incomplete
12	MR	6	4	4	3	3	50	Incomplete
13	NA	6	4	6	4,5	3	59	Incomplete
14	PL	6	4	6	3	4.5	59	Incomplete

15	RA	9	6	6	4.5	4.5	75	Complete
16	RO	6	6	4	3	4.5	59	Incomplete
17	RV	9	6	8	3	3	72	Complete
18	SA	9	4	4	3	3	57	Incomplete
19	SP	6	4	6	4.5	3	59	Incomplete
20	TW	6	4	4	3	3	50	Incomplete
21	TR	9	6	6	3	4.5	71	Complete
22	YS	6	4	4	3	3	50	Incomplete
23	ZA	9	6	4	3	4.5	66	Incomplete
24	ZZ	6	4	4	3	3	50	Incomplete
TOTAL							1440	
HIGH SCORE							75	
LOWEST SCORE							50	
AVERAGE							58,5	

Note :

Cont : Content

Org : Organization

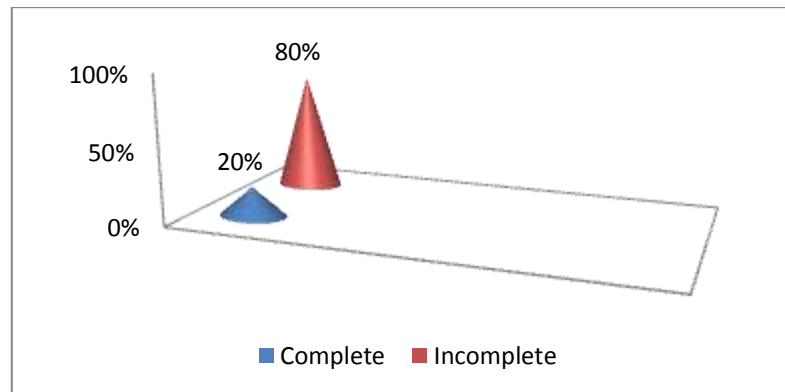
Gram : Grammar

Voc : Vocabulary

Mech : Mechanic

Then the graph of percentage students descriptivewriting pre-test score could be seen as follow:

Figure 4
Percentage of The Students' Descriptive Pre-Test Score



Based on the results of the students' descriptive writing pre-test scores, it can be concluded that there are only 20% or 5 students for scores between intervals >70 who complete the Minimum Mastery Criteria (MMC) of at least 70 while 80% or 19 students for scores between intervals <70 do not passed the Minimum Mastery Criteria (MMC) of less than 70. This shows that the results of students' descriptive writing are still low. this is the reason why researchers used the Brainwriting 6-3-5 Techniques to increase students' descriptive writing ability. Therefore, researchers and collaborators make plans to implement actions consisting of planning, action, observation, and reflection to correct the weaknesses faced by students.

b. Result of Students Post- Test I Score

In this study, to determine the mastery of students' descriptive texts after applying the treatment, the researchers

conducted a post-test I. It was conducted on Tuesday, October 29, 2019. Post-test scores in cycle I can be seen in the table below:

Table 16
The Result of Students Descriptive Writing Post-Test I
Scorein Cycle I

NO	Students Code	Criteria of The Score					TOTAL	Note ≥ 70
		Cont (3x)	Org (2x)	Gram (2x)	Voc (1.5x)	Mech (1.5x)		
1	AP	9	6	6	4.5	4.5	75	Complete
2	AN	9	8	6	3	4.5	76	Complete
3	BS	6	6	4	3	6	62	Incomplete
4	DR	9	6	6	3	4.5	71	Complete
5	HD	6	6	6	3	4.5	64	Incomplete
6	KH	9	6	6	4.5	3	71	Complete
7	MH	9	6	4	3	4.5	66	Incomplete
8	MR	9	6	6	4.5	4.5	75	Complete
9	MB	9	6	4	3	3	62	Incomplete
10	MF	6	6	6	4.5	3	64	Incomplete
11	MF	9	8	6	3	3	72	Complete
12	MR	9	6	4	3	4.5	66	Incomplete
13	NA	9	6	4	3	3	62	Incomplete
14	PL	6	6	6	3	4.5	64	Incomplete
15	RA	9	6	8	3	6	80	Complete
16	RO	6	8	6	3	4.5	69	Incomplete
17	RV	6	6	4	4.5	3	59	Incomplete
18	SA	9	6	4	3	4.5	66	Incomplete
19	SP	9	6	6	4.5	3	71	Complete
20	TW	9	6	6	3	3	67	Incomplete

21	TR	9	8	6	3	6	80	Complete
22	YS	6	8	6	3	6	80	Complete
23	ZA	9	6	6	3	3	67	Incomplete
24	ZZ	9	6	6	4.5	4.5	75	Complete
TOTAL							1664	
HIGH SCORE							80	
LOWEST SCORE							59	
AVERAGE							69,33	

Note :

Cont : Content

Org : Organization

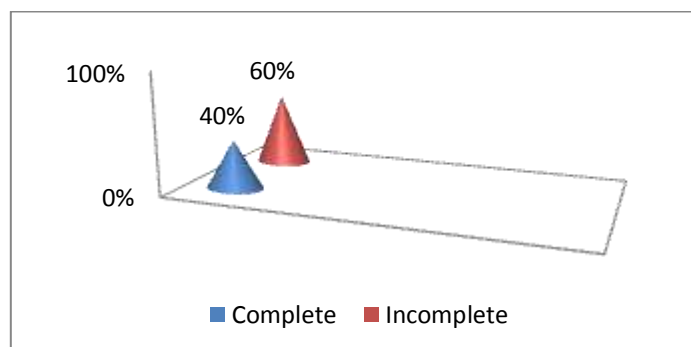
Gram : Grammar

Voc : Vocabulary

Mech : Mechanic

Then, the graph of percentage students writing descriptive writing post-test score could be seen as follow:

Figure 5
Percentage of Students Descriptive Writing
Post-Test I Score in Cycle I



Based on the descriptive writing results of students writing post-test scores I, it can be concluded that there are 60% or 12 students for scores between intervals <70 not completing the Minimum Mastery Criteria (MMC) at least while 40% or 11 students for scores between intervals >70 completing Minimum Mastery Criteria (MMC) or less than 70. In addition, the post-test I average score was 69.33. This shows that the results of students' descriptive writing is an increasing that the pre-test score is 58.5 but seen from the indicators of the success of this study that 70% of the total students must pass the Minimum Mastery Criteria (MMC). This means that the results of the post-test I have not been successful based on indicators of success.

c. Result of Students Post- Test II Score

In this phase, the researcher continued to cycle II because the post test I score in the first cycle did not meet the minimum mastery criteria but only 40% of students met the minimum mastery criteria. The researcher presented the post-test II to measure students' abilities after applying treatments. Researchers obtained data through internal tests from essays that were completed for 90 minutes. That was done on Tuesday, November 4, 2019. Then, the result of post-test II could be seen as follow:

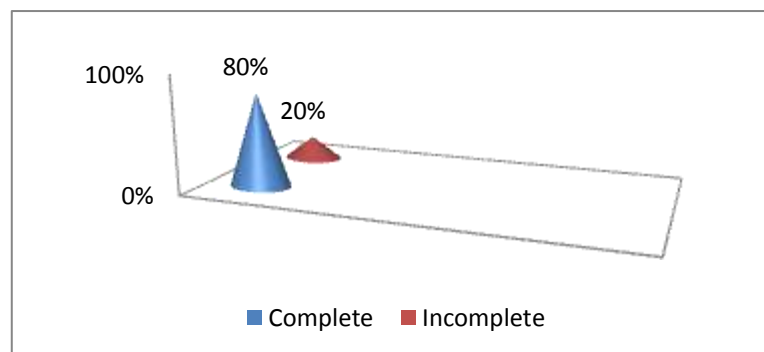
Table 17
The Result of Students Writing Descriptive
Post-Test II Score in Cycle II

NO	Students Code	Criteria of The Score					TOTAL	Note ≥ 70
		Cont (3x)	Org (2x)	Gram (2x)	Voc (1.5x)	Mech (1.5x)		
1	AP	9	8	6	4.5	4.5	80	Complete
2	AN	9	8	6	4.5	6	84	Complete
3	BS	9	8	6	4.5	6	84	Complete
4	DR	9	8	6	4.5	6	84	Complete
5	HD	9	6	6	3	3	67	Incomplete
6	KH	9	8	4	3	4.5	71	Complete
7	MH	9	6	6	4.5	4.5	75	Complete
8	MR	9	8	4	4.5	6	79	Complete
9	MB	9	8	6	3	4.5	76	Complete
10	MF	9	6	6	4.5	4.5	75	Complete
11	MF	6	8	4	4.5	4.5	68	Incomplete
12	MR	9	8	6	3	4.5	76	Complete
13	NA	9	6	6	4.5	4.5	75	Complete
14	PL	9	6	6	3	3	67	Incomplete
15	RA	9	8	8	4.5	6	89	Complete
16	RO	9	6	6	4.5	4.5	75	Complete
17	RV	9	8	6	3	4.5	76	Complete
18	SA	9	6	6	4.5	4.5	75	Complete
19	SP	6	8	6	4.5	4.5	73	Complete
20	TW	9	6	6	3	3	67	Incomplete
21	TR	9	8	6	4.5	6	84	Complete
22	YS	9	8	6	4.5	4.5	80	Complete

23	ZA	9	6	6	3	3	67	Incomplete
24	ZZ	9	8	6	4.5	4.5	80	Complete
TOTAL							1827	
HIGH SCORE							89	
LOWEST SCORE							67	
AVERAGE							76,12	

Then, the comparison graph of the students' descriptive writing pre-test and post-test I score in cycle I can be seen as follow:

Figure 6
Percentage of Students Writing Descriptive
Post-Test II Score in Cycle II



Based on the results of students' descriptive writing in the post-test II explanation above, it can be concluded that the indicator of success is achieved, namely 80% of students get a minimum score of 70 for the minimum mastery criteria. It can be concluded that there are 80% or 19 students for scores between

intervals >70, while 20% of students for scores between intervals <70.

2. Comparison of Score in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.

The process of learning English was successful in the first cycle but the average score of students has not yet reached the indicator of success. While the students' scores in the post-test I were higher than in the pre-test and in cycle II the average score of students was higher than in cycle I. The following is an illustrated score table in cycle I and cycle II.

Table 18
The Comparison of Writing Descriptive writing of Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Score		
	Pre-Test	Post-Test I	Post-Test II
1.	70	75	80
2.	50	76	84
3.	66	62	84
4.	50	71	84
5.	60	64	67
6.	50	71	71
7.	50	66	75
8.	71	75	79
9.	50	62	76
10.	50	64	75
11.	59	72	68

12.	50	66	76
13.	59	62	75
14.	59	64	67
15.	75	80	89
16.	59	69	75
17.	72	59	76
18.	57	66	75
19.	59	71	73
20.	50	67	67
21.	71	80	84
22.	50	80	80
23.	66	67	67
24.	50	75	80
Total	1440	1664	1827
Average	58,5	69,33	76,12

Table 19
The Comparison of Students' Pre-Test, Post-Test I Score in
Cycle I and Post-Test II Score in Cycle II

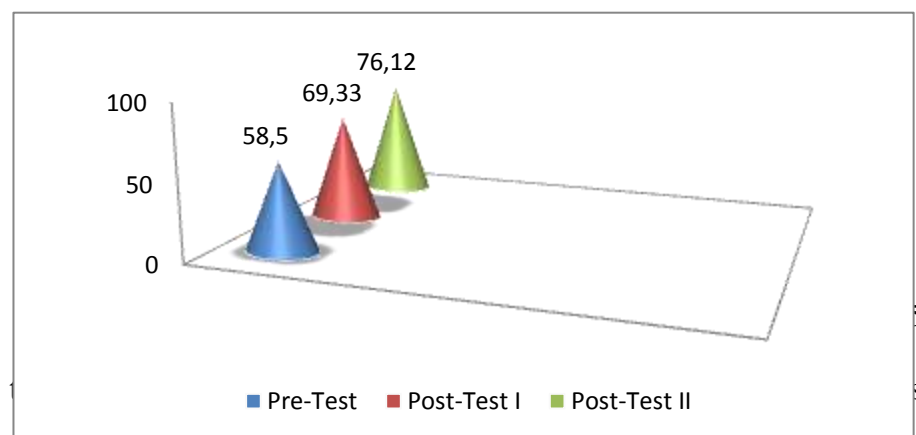
Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
≥ 70	5	11	19	Complete
≤ 70	19	13	5	Incomplete
Total	24	24	24	

Based on the result of the pre-test, post-test I and post-test II, it is known that there is a positive significant increasing of the students' score. It can be seen from the students' score. Therefore, the researcher

concludes that the research is successful because the indicator of success in this research has been achieved.

The researcher shows the graph of the result increase of pre-test, post-test I and post-test II, as follow:

Figure 7
The Comparison Score of Students Writing Descriptive
in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II



supported by increasing score of the students from pre-test to post-test I and from post-test I to post-test II.

C. Discussion

In teaching writing SMP Muhammadiyah 3 Metro especially on students of seventh, based on the pre survey some students feel difficult to express and organize their ideas in writing. The researcher chooses Brainwriting 6-3-5 Techniqueto increase the students' descriptive writing ability.

The researcher uses this technique to organize the students' ideas and make students more active in writing especially descriptive text in learning English. There is positive increasing about students learning activities using Brainwriting 6-3-5 Technique.

Based on the explanation of pre test, cycle I and cycle II, it can be inferred that the use of Brainwriting 6-3-5 Technique can increase the students' descriptive writing ability. There is progress that can be seen from the students' writing result. The standard criteria is 70 in this research, in the pre test there are 5 students or 20% who complete the test with the average 58,5, in the post-test I there are 11 students or 40% who complete the test with the average 69,33 and in the post-test II there are 19 students or 80% who complete the test with average 76,12. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success that is 70% of students got score ≥ 70 are reached.

Student activity results can be concluded that there were 15 students (62,4%) who gave attention to the teacher's explanation increasing to 21 students (87,5%). 9 students (37,5%) Students can learn individually increased to 19 students (79,16%). Increasing Students write three ideas based on their chosen topic from 14 students (58,33%) to 21 students (87,5%) and students have no difficulty making notes about descriptive text using Brainwriting 6-3-5 Technique out of 14 students (58,33%) to 21 students (87,5%). Based on the above results, the writing ability of active students Descriptive texts are increasing in each cycle after they are taught using Brainwriting 6-3-5 Technique. Not only the average grade of students that to increase, but also using the Brainwriting 6-3-5 Technique in teaching English learning can also motivate students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the students' descriptive writing ability could be increased through Brainwriting 6-3-5 Technique as follows:

Brainwriting 6-3-5 Technique can be used as an effective way in learning process of writing. The students' activities in the implementation of cycle I and II are very active. It means that the Brainwriting 6-3-5 Technique can increase the students' activeness. It could be seen by students' achievement of writing score average in each cycle and the result of students' activeness as follow: The average of writing score in the pre test research (58,5), cycle I (69,33), and cycle II (76,12). Student activity results can be concluded that there were 15 students (62,4%) who gave attention to the teacher's explanation increasing to 21 students (87,5%). 9 students (37,5%) Students can learn individually increased to 19 students (79,16%). Increasing Students write three ideas based on their chosen topic from 14 students (58,33%) to 21 students (87,5%) and students have no difficulty making notes about descriptive text using Brainwriting 6-3-5 Technique out of 14 students (58,33%) to 21 students (87,5%). These proven that the students' activeness in writing descriptive text had increasing after taught by using the Brainwriting 6-3-5 Technique.

B. Suggestion

Based on the results of the study, researchers gave the following suggestions:

a. For the students

It is suggested for students should pay attention to the teacher when teacher gives the explanation of English lesson. The students should encourage themselves to learn and practice English especially in writing descriptive text.

b. For the teacher

It is suggested for the English teacher to use the Brainwriting 6-3-5 Technique as the teaching learning technique because it can increase the students' writing ability. Brainwriting 6-3-5 Technique is a one of strategy that can be applied on teaching writing. It is interesting because it can attract students' interest and motivation in teaching and learning process. It can stimulate students to generate ideas.

c. For the headmaster

It is suggested for headmaster to support the English learning process by preparing facilitation completely.

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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 FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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Nomor : -/In.28.1/J/TL.00/12/2018
 Lampiran : -
 Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
 KEPALA SMP MUHAMMADIYAH 3 METRO
 di-
 Tempat

Assalamu'alaikum Wr. Wb.


Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **KHUSNUL KHOTIMAH**
 NPM : 1501070068
 Semester : 7 (Tujuh)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Pendidikan Bahasa Inggris
 Judul : **IMPROVING DESCRIPTIVE WRITING ABILITY AMONG THE SEVENTH GRADERS AT SMP MUHAMMADIYAH 3 METRO BY USING BRAIN WRITING 6-3-5 TECHNIQUE IN THE ACADEMIC YEAR OF 2018/2019**

untuk melakukan *pra-survey* di SMP MUHAMMADIYAH 3 METRO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 Desember 2018
 Ketua Jurusan
 Tadris Bahasa Inggris

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





KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
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Nomor : B-3107 /In.28.1/J/PP.00.9/10/2019
Lamp : -
Hal : BIMBINGAN SKRIPSI

02 Oktober 2019

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Khusnul Khotimah
NPM : 1501070068
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Increasing Descriptive Writing Ability By Using Brainwriting 6-3-5
Tehnique Among The Seventh Graders At SMP Muhammadiyah 3
Metro In The Academic Year Of 2019/2020

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 2008011049



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SURAT TUGAS

Nomor: B-3408/In.28/D.1/TL.01/10/2019

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

Nama : KHUSNUL KHOTIMAH
NPM : 1501070068
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP MUHAMMADIYAH 3 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING DESCRIPTIVE WRITING ABILITY BY USING BRAINWRITING 6-3-5 TECHNIQUE AMONG THE SEVENTH GRADERS AT SMP MUHAMMADIYAH 3 METRO IN THE ACADEMIC YEAR OF 2019/2020".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 23 Oktober 2019

Mengetahui,
Pejabat Setempat

Aris Sumantho, S.Sos. I

Dekan I,

Dra. Isti Fatonah MA
19670531 199303 2 003





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IAIN METRO

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Jurusan : TBI
Semester : VIII / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Rabu 10/4-19.		✓	Insert the problem on the background of shot.	
	Rabu 24/4-19		✓	Acc CHAPTER 5	
	Rabu 8/5-19.		✓	- Revise the using of Article "The" - Please Elaborate more what the have you quoted.	
	Rabu 15/5/19		✓	- please insert the concept of writing ability	

Mengetahui,
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Fakultas/Jurusan : TBI

NPM : 1501070068

Semester/TA : VIII

NO	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Rabu 22-05-19		✓	Revise all Ch- II -	
	Rabu 19/06-19		✓	Ace ch- II Continue to Ch- III -	
	Jumat 5/7-19		✓	Revise data collection method and elaborate about your data collection.	

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NPM : 1501070068

Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan
		I	II		
	Senin 8/7-19		J	Elaborate more about Pre test.	
	Selasa 16/7-19			Acc ch. III	

Mengetahui
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Nama : Khusnul Khotimah
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Jurusan : TBI
Semester : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	Senin 30/9-19.		✓	Revisi IPD	
	Senin 7/10-19		✓	Revisi all IPD	
	Pelasa 15/10-19		✓	Ace IPD	

Mengetahui,
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Jurusan : TBI
Semester : IX / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Kamis 7/11-19		✓	Revise ch. IV.	
	Juni + 15/11-19		✓	Ace ch. IV. ✓	

Mengetahui,
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NPM : 1501070068

Fakultas/Jurusan : TBI
Semester/TA : VIII

NO	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	16/19 7	✓		1. Revise Background of study 2. Revise Problem Identification 3. Revise Problem Limitation 4. Revise Problem Formulation 5. Revise Benefits of the study	
2	22/19 7	✓		1. Revise Cover 2. Revise Research Procedures 3. Revise Bibliography	
3	25/19 7	✓		1. Revise Background 2. Revise Problem Identification 3. Revise Problem Limitation 4. Revise Dependent Variable 5. Revise Independent 6. Revise Research subject 7. Revise Research Procedures 8. Revise Writing test	

Mengetahui,
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Dosen Pembimbing I

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Fakultas/Jurusan : TBI

NPM : 1501070068

Semester/TA : VIII

NO	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
4	2/8 ¹⁹	✓		1. Revise Background 2. Revise Problem Limitation 3. Revise Dependent 4. Revise Research Subject 5. Revise Research Procedures	
5	5/8 ¹⁹	✓		Acc to Supervisor	

Mengetahui,
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Nama : Khusnul Khotimah
NPM : 1501070068

Jurusan : TBI
Semester : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Senin 17/10	✓		1. Revise cycle 1 & 2 2. Revise pre test, post test 1, post test 2	
2	18/10/2019	✓		Acc APP	

Mengetahui,
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Nama : Khusnul Khotimah
NPM : 1501070068

Jurusan : TBI
Semester : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	15-11-2019	✓		- Revise Abstract - Revise chapter I - Revise chapter III - Revise Table - Revise chapter V	Can
2	20-11-2019	✓		- Revise Abstract - Revise observing	Can
3	28-11-2019	✓		- The Independent Variable.	Can
4	9-11-2019	✓		Acc to munggal	

Mengetahui,
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Dosen Pembimbing I

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NIP. 19720923 200003 2 002

SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris
Kelas : VII
Kompetensi Inti :

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
 KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
 KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
 KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2. Menunjukkan perilaku jujur,					

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	<p>Teks deskriptif sangat pendek dan sederhana, tentang orang, binatang, dan benda</p> <p>Fungsi sosial</p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb.</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <p>a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p>	<p>secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> Siswa membicarakan permasalahan yang dialami dalam membuat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/ caution</i>) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>(<i>short notice</i>), (c) tanda peringatan (<i>warning/ caution</i>).</p>	24 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://america
4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan		<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks deskriptif orang, binatang, benda, sangat pendek dan sederhana. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks deskriptif. Tingkat ketepatan 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sederhana.</p> <p>4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan</p> <p>c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 3 (tiga) kalimat.</p> <p>Unsur kebahasaan</p> <p>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (-s).</p> <p>(2) Kata ganti <i>it, they, she, we, dst.</i>; <i>our, my, your, their, dst.</i></p> <p>(3) Kata sifat yang sangat lazim, <i>young, old, clever, big, small, easy, difficult, diligent, tired, tall, short, beautiful, dll.</i></p> <p>(4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take, dll.</i></p> <p>(5) Penggunaan nominal singular dan plural secara tepat, dengan</p>	<p>tersebut.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: 	<p>unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.</p> <ul style="list-style-type: none"> Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan</p>		<p>english.state.gov/files/ae/re_source_files</p> <p>- http://learnenglish.britishcouncil.org/en/</p> <p>- https://www.google.com/</p>

LESSON PLAN

Education Unit	: Junior High School
Class / Semester	: VII / 1
Subject	: English
Time allocation	: 4 x 45 minutes (two meetings)
Material	: Descriptive
Skill	: Writing

I. STANDARD COMPETENCE

Expressing meaning in short functional text and simple monologue form of a narrative, descriptive and news items in context of daily life.

II. BASIC COMPETENCE

Expressing meaning in the context of simple monologue by using a variety of oral language accurately, fluently and thank in the context of daily life in the form of text: narrative, descriptive and news items.

III. INDICATOR

- Use the present simple sentence to describe objects or people.
- Identifying the generic structure of descriptive text.
- Do a monologue to convey a description.

Enterprise value

- Trustworthiness
- Respect
- Diligence
- Honest
- Religious
- Tolerance

IV. LEARNING OBJECTIVE

In the end of learning process, students will be able to:

- By giving the test student are able to use present simple sentence to describe objects or people accurately.
- By giving the test students are able to identify the generic structure of descriptive text accurately.
- By giving the test students are able to monologue to convey a description accurately.

V. MAIN MATERIAL

Descriptive text is a text which describe a person, thing, place and certain condition in particular.

Its generic structure consists of the identification that identifies the phenomenon and the description that describe the parts, the qualities and the characteristic of the phenomenon.

The language features is focused on specific participant and using simple present tense.

VI. LEARNING METHOD

Brainwriting 6-3-5 technique

VII. LEARNING ACTIVITIES

1. First Meeting

NO	LEARNING ACTIVITY	TIME ALLOCATION
1	<p>PRE- ACTIVITIES</p> <ul style="list-style-type: none">✓ The researcher greets the students and asking them to pray.✓ The researcher checks the student's attendance list.	15 MINUTES

	<ul style="list-style-type: none"> ✓ The researcher asks students about their previous material. 	
2	<p>WHILE ACTIVITY</p> <p>EXPLORATION</p> <ul style="list-style-type: none"> ✓ The researcher applies the lesson plan. ✓ The researcher constructs some groups of students that consist of six students in each group and giving different topic of descriptive text to each group. ✓ The researcher asks every student in each group to complete a brainwriting 6-3-5 worksheet (Six students write down three ideas for 5 minutes). ✓ The researcher instructs each student to write down the topic at the top of the sheet (literally). ✓ The researcher asks the students to write down three ideas silently at the top of a blank sheet for a period of 5 minutes. ✓ The researcher instructs the students to write down all of ideas in to complete descriptive text. 	55 MINUTES

3	<p>POST ACTIVITIES</p> <ul style="list-style-type: none"> ✓ The researcher asks the student to ask the questions related to unclear material mastery. ✓ The researcher answers the students' questions. ✓ The researcher gives the feedback. 	30 MINUTES
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2. Second meeting

NO	LEARNING ACTIVITY	TIME ALLOCATION
1	<p>PRE- ACTIVITIES</p> <ul style="list-style-type: none"> ✓ The researcher greets the students and asking them to pray. ✓ The researcher checks the student's attendance list. ✓ The researcher asks students about their previous material. 	15 MINUTES
2	<p>WHILE ACTIVITY EXPLORATIN</p> <ul style="list-style-type: none"> ✓ The researcher applies the lesson plan. ✓ The researcher constructs some groups of students that consist of six students in each group and giving different topic of descriptive text to each group. 	55 MINUTES

	<ul style="list-style-type: none"> ✓ The researcher asks every student in each group to complete a brainwriting 6-3-5 worksheet (Six students write down three ideas for 5 minutes). ✓ The researcher instructs each student to write down the topic at the top of the sheet (literally). ✓ The researcher asks the students to write down three ideas silently at the top of a blank sheet for a period of 5 minutes. ✓ The researcher instructs the students to write down all of ideas in to complete descriptive text. 	
3	<p>POST ACTIVITIES</p> <ul style="list-style-type: none"> ✓ The researcher asks the student to ask the questions related to unclear material mastery. ✓ The researcher answers the students' questions. ✓ The researcher gives the feedback. 	30 MINUTES

VIII. LEARNING MEDIA AND SOURCE

Media : Paper

Source : English Way

IX. ASSEMENT

Instrument

a. Make the descriptive text about a animal and given the generic structure!

- ✓ The answer key is based on students' creativity
- ✓ Scoring system

No	Criteria	Grade
1	Excellent	86-100
2	Good	68-85
3	Fair	47-67
4	Very Poor	>46

Metro, 25-10-2019

Mengetahui,
Collaborator

Researcher



Laila Qomariyah, S.Pd
NIP. 197702112007012026



Khusnui Khotimah
NPM. 1501070068

OBSERVATION SHEET OF THE STUDENTS' ACTIVITY IN CYCLE 1

NO.	NAME	THE STUDENTS' ACTIVITY			
		1	2	3	4
1	AP	✓		✓	
2	AN	✓	✓		✓
3	BS		✓	✓	
4	DR	✓		✓	
5	HD		✓		✓
6	KH	✓		✓	
7	MH				✓
8	MR				✓
9	MB		✓	✓	
10	MF		✓	✓	✓
11	MF	✓	✓	✓	
12	MR	✓		✓	
13	NA				✓
14	PL			✓	✓
15	RA	✓	✓	✓	✓
16	RO	✓			✓
17	RV	✓			✓
18	SA			✓	✓
19	SP	✓	✓	✓	
20	TW	✓			✓
21	TR	✓	✓	✓	
22	YS	✓			✓
23	ZA	✓		✓	
24	ZZ	✓			✓
TOTAL		15	9	14	14
PERCENTAGE		62,5%	37,5%	58,33%	58,33%

OBSERVATION SHEET OF THE STUDENTS' ACTIVITY IN CYCLE 2

NO.	NAME	THE STUDENTS' ACTIVITY			
		1	2	3	4
1	AP		✓	✓	✓
2	AN	✓	✓	✓	✓
3	BS	✓	✓	✓	✓
4	DR	✓	✓	✓	
5	HD	✓	✓	✓	
6	KH			✓	✓
7	MH	✓	✓	✓	✓
8	MR	✓	✓	✓	✓
9	MB	✓	✓		✓
10	MF	✓	✓		✓
11	MF	✓		✓	✓
12	MR	✓		✓	✓
13	NA	✓	✓	✓	
14	PL	✓		✓	✓
15	RA	✓	✓	✓	✓
16	RO	✓	✓	✓	✓
17	RV	✓	✓	✓	✓
18	SA		✓	✓	✓
19	SP	✓	✓	✓	✓
20	TW	✓		✓	✓
21	TR	✓	✓	✓	✓
22	YS	✓	✓	✓	✓
23	ZA	✓	✓	✓	✓
24	ZZ	✓	✓	✓	✓
TOTAL		21	19	21	21
PERCENTAGE		87,5%	79,16%	87,5%	87,5%

FIELD NOTE CYCLE I

A. Field note pre-test

1. Thursday, 24 October 2019

Some students don't listen to the teacher's explanation that they are busy playing with their peers, they don't like learning English in class because they think English is difficult and they don't like to give a writing test because students find it difficult to write because they don't have much vocabulary.

B. Field note the first cycle I

1. Friday, 25 October 2019

Some students enthusiastically listened to the teacher's explanation, but most of them talked with their classmates. There are still many students who are confused about the techniques that the teacher gives and do not understand the topics given.

2. Tuesday, 29 October 2019

Students listen to the teacher's explanation carefully but there are still students who talk to their friends.

The teacher asks them to make a descriptive text based on the topic they choose and the teacher gets the results of writing the student, namely post test I.

METRO, 29 October 2019

Mengetahui,

The Collaborator



Laila Qomariyah, S.Pd

NIP. 197702112007012026

The Researcher



Khusnul Khotimah

NPM. 1501070068

FIELD NOTE CYCLE II

C. Field note of second cycle

1. Friday, 1 November 2019

Most students listen to the teacher's explanation carefully and enthusiastically. The teacher explains back to them about the 6-3-5 brainwriting technique and the teacher gives an example of how to use the technique and because there are still problems in the descriptive text.

2. Tuesday, 5 November 2019

The students were more enthusiastic because the techniques that the teacher gave made it easier for them to learn English. At the end of the meeting the teacher gives a post test II in the form of an essay consisting of written text and students must choose one of the topics that has been given..

METRO, 5 November 2019

Mengetahui,

The Collaborator



Laila Qomariyah, S.Pd

NIP. 197702112007012026

The Researcher



Khusnul Khotimah

NPM. 1501070068

OBSERVATION SHEET OF THE STUDENTS' ACTIVITY IN CYCLE 1

NO.	NAME	THE STUDENTS' ACTIVITY			
		1	2	3	4
1	AP	✓		✓	
2	AN	✓	✓		✓
3	BS		✓	✓	
4	DR	✓		✓	
5	HD		✓		✓
6	KH	✓		✓	
7	MH				✓
8	MR				✓
9	MB		✓	✓	
10	MF		✓	✓	✓
11	MF	✓	✓	✓	
12	MR	✓		✓	
13	NA				✓
14	PL			✓	✓
15	RA	✓	✓	✓	✓
16	RO	✓			✓
17	RV	✓			✓
18	SA			✓	✓
19	SP	✓	✓	✓	
20	TW	✓			✓
21	TR	✓	✓	✓	
22	YS	✓			✓
23	ZA	✓		✓	
24	ZZ	✓			✓
TOTAL		15	9	14	14
PERCENTAGE		62,5%	37,5%	58,33%	58,33%

NOTE :

1. The students pay attention to the teacher explanation.
2. The students can learning individually.
3. The students write down three ideas based on the topic they have choosen.
4. The students is making note from the material about descriptive text by using Brainwriting 6-3-5 technique.

OBSERVATION SHEET OF THE STUDENTS' ACTIVITY IN CYCLE 2

NO.	NAME	THE STUDENTS' ACTIVITY			
		1	2	3	4
1	AP		✓	✓	✓
2	AN	✓	✓	✓	✓
3	BS	✓	✓	✓	✓
4	DR	✓	✓	✓	
5	HD	✓	✓	✓	
6	KH			✓	✓
7	MH	✓	✓	✓	✓
8	MR	✓	✓	✓	✓
9	MB	✓	✓		✓
10	MF	✓	✓		✓
11	MF	✓		✓	✓
12	MR	✓		✓	✓
13	NA	✓	✓	✓	
14	PL	✓		✓	✓
15	RA	✓	✓	✓	✓
16	RO	✓	✓	✓	✓
17	RV	✓	✓	✓	✓
18	SA		✓	✓	✓
19	SP	✓	✓	✓	✓
20	TW	✓		✓	✓
21	TR	✓	✓	✓	✓
22	YS	✓	✓	✓	✓
23	ZA	✓	✓	✓	✓
24	ZZ	✓	✓	✓	✓
TOTAL		21	19	21	21
PERCENTAGE		87,5%	79,16%	87,5%	87,5%

NOTE :

1. The students pay attention to the teacher explanation.
2. The students can learning individually.
3. The students write down three ideas based on the topic they have choosen.
4. The students is making note from the material about descriptive text by using Brainwriting 6-3-5 technique.

DOCUMENTATION SHEET

NO	Documented Points	Availability
1	Sylabus of English Subject	✓
2	Lesson Plan and Learning Material	✓
3	History of The School	✓
4	Conditional of Teachers and Official Employers in SMP Muhammadiyah 3 Metro	✓
5	Quantity of The Students	✓
6	Organization Structure of SMP Muhammadiyah 3 Metro	✓

Note :

- Tick (✓) for each positive availability
-

METRO, 25 10 - 2019

Mengetahui,
The Collaborator

The Researcher



Laila Qomariyah, S.Pd
NIP. 197702112007012026



Khusnul Khotimah
NPM. 1501070068

DAFTAR HADIR SISWA KELAS 7B

SMP MUHAMMADIYAH 3 METRO

CYCLE 1

NO	NAMA SISWA	TTD
1	ANDIKA PRATAMA	1. <i>Andika</i>
2	ANNISA NUR ZAHRA	2. <i>Annisa</i>
3	BENO SANTRI PRATAMA	3. <i>Beno</i>
4	DHEA RAESA HAKIMA	4. <i>Dhea</i>
5	HARDIYANSYAH	5. <i>Hardi</i>
6	KHOTIJAH	6. <i>Khotijah</i>
7	MIFTA HANIFAH	7. <i>Mifta</i>
8	MILA RULIYANTI	8. <i>Mila</i>
9	MUHAMMAD BAGUS ADI SAPUTRA	9. <i>Amir</i>
10	MUHAMMAD FADLI	10. <i>Fadli</i>
11	MUHAMMAD FADLY	11. <i>Fadly</i>
12	MUHAMMAD RISKI PRATAMA	12. <i>Muhamad</i>
13	NIKEN AYU DIAH PITALOKA	13. <i>Niken</i>
14	PUSPITA LIDIA PRATIWI	14. <i>Puspita</i>
15	REZA ALVIN SAPUTRA	15. <i>Reza</i>
16	REZA OKTA ADITYA	16. <i>Reza</i>
17	RIZKY VERNANDO	17. <i>Rizky</i>
18	SATRIA ABI MANYU	18. <i>Satria</i>
19	SANTI PUTRI	19. <i>Santi</i>
20	TRI WAHYUNI	20. <i>Tri</i>
21	TRI ROMADHONI SAPUTRA	21. <i>Tri</i>
22	YARDAN SAKHI PRANAJA	22. <i>Yardan</i>
23	ZAHWA ALIFIA	23. <i>Zahwa</i>
24	ZAKI ZUELHADI GALANG H	24. <i>Zaki</i>

DAFTAR HADIR SISWA KELAS 7B

SMP MUHAMMADIYAH 3 METRO

CYCLE 2

NO	NAMA SISWA	TTD
1	ANDIKA PRATAMA	1. <i>Andika</i>
2	ANNISA NUR ZAHRA	2. <i>Annisa</i>
3	BENO SANTRI PRATAMA	3. <i>Ben</i>
4	DHEA RAESA HAKIMA	4. <i>Dhea</i>
5	HARDIYANSYAH	5. <i>Hardi</i>
6	KHOTIJAH	6. <i>Khotijah</i>
7	MIFTA HANIFAH	7. <i>Mifta</i>
8	MILA RULIYANTI	8. <i>Mila</i>
9	MUHAMMAD BAGUS ADI SAPUTRA	9. <i>Bagus</i>
10	MUHAMMAD FADLI	10. <i>Fadli</i>
11	MUHAMMAD FADLY	11. <i>Fadly</i>
12	MUHAMMAD RISKI PRATAMA	12. <i>Riski</i>
13	NIKEN AYU DIAH PITALOKA	13. <i>Niken</i>
14	PUSPITA LIDIA PRATIWI	14. <i>Puspita</i>
15	REZA ALVIN SAPUTRA	15. <i>Reza</i>
16	REZA OKTA ADITYA	16. <i>Reza</i>
17	RIZKY VERNANDO	17. <i>Rizky</i>
18	SATRIA ABI MANYU	18. <i>Satria</i>
19	SANTI PUTRI	19. <i>Santi</i>
20	TRI WAHYUNI	20. <i>Tri</i>
21	TRI ROMADHONI SAPUTRA	21. <i>Tri</i>
22	YARDAN SAKHI PRANAJA	22. <i>Yardan</i>
23	ZAHWA ALIFIA	23. <i>Zahwa</i>
24	ZAKI ZUELHADI GALANG H	24. <i>Zaki</i>

TEST INSTRUMENT IN PRE-TEST

NAME : Reza Alvin

CLASS : VIIB

INSTRUCTION:

- > Don't cheat
- > Don't open book
- > Doing individual

Choose one of the topics below and write a descriptive text based on the topic you have chosen!

- | | |
|-----------|---------|
| 1. CAT | 3. LION |
| 2. RABBIT | 4. GOAT |

My cat is raka

75
4

I have handsome cat in my house. His name is raka. He is total local cat. He was on this house before I lived in this house. Raka is like another local cat, raka has two color of fur and it is not too thick. His fur are yellow and white. But, he has some wounds in his body and it makes him look so poor. It looks like star of claw because battle with another cat in this area. Look from this size of his body, raka is 2 years old. Raka body is long enough. The length of this body about 27 cm. Because of this, he looks more beautiful I think. Moreover, he is very active during playing with my brother. He play with my brother almost everyday. But, he like to sleep in my bed. I always feel that is not good for me or my brother.

"Good Luck"

TEST INSTRUMENT IN POST-TEST I

NAME : *Pera Alvin*

CLASS : **VII B**

INSTRUCTION:

- Don't cheat
- Don't open book
- Doing individual

Choose one of the topics below and write a descriptive text based on the topic you have chosen!

1. BEACH
2. MOUNTAIN
3. GARDEN
4. MARKET

Beach In Lampung

80
11

Lampung is a province in Indonesia which is located in the eastern part of the island of Sumatra. It is bordered by the Java Strait which connects the island of Sumatra and Java. Lampung has a long and beautiful beach tourism potential. There are so many beaches in Lampung province and all of them are exotic and beautiful tourist beaches. So it's only natural that many tourists visit Lampung just to see the beauty of the beaches. As a result, the government and the public try to attract foreign and local tourists. The number of tourists who attend is increasing.

"Good Luck"

TEST INSTRUMENT IN POST-TEST II

NAME : Ryan Alon Pratsam

CLASS : VIIB

INSTRUCTION:

- Don't cheat
- Don't open book
- Doing individual

Choose one of the topics below and write a descriptive text based on the topic you have chosen!

- 1. BAG
- 2. PEN
- 3. BOOK
- 4. SHOES

ME LOVE BACKPACK

The same reason makes me love this backpack. This is not only simple because we can put a bag on my back, but also because it has simple space in it so that I can almost carry whatever I need with just one bag. I bought this bag my life five years ago and it can still be used today. Its durability is unquestionable. The color of my favorite bag is black. It is made of thick cotton. Backpack are divided into three pockets, large pockets, average pockets, and small pockets. Each has its own zipper. The small pocket is slightly different from the others, because it is covered by rubber. A small pocket where I usually keep my flash drive, ear buds, and pen.

"Good Luck"

**PRE-TEST
THURSDAY, OCTOBER 24, 2019**



**CYCLE 1
MEETING 1
FRIDAY, OCTOBER 25, 2019**



**MEETING 2
POST-TEST 1
TUESDAY, OCTOBER 29, 2019**



CYCLE 2

MEETING 2

FRIDAY, NOVEMBER 1, 2019



MEETING 2

POST-TEST 2

TUESDAY, NOVEMBER 4, 2019



CURRICULUM VITAE



The name of the writer is Khusnul Khotimah. The writer was born in Batanghari, on July 18th 1997. She is the first child of a couple, Mr Iwan and Mrs Zulaikah.

She was enrolled her study in Metro at TK LPM in 2003. She continued her study at MIM of Metro and graduated in 2009. She continued her study at SMP MUHAMMADIYAH 3 METRO and graduated 2012.

She continued her study at MAN 1 METRO and graduated in 2015. In the same year of 2015, she was registered as S-1 student of English Education Department of The State Institute for Islamic College (IAIN) Metro. She hopes that one day she can continue her study to master of degree.