

AN UNDERGRADUATE THESIS

IMPROVING WRITING ABILITY IN DESCRIPTIVE TEXT
BY USING BRAIN SKETCHING TECHNIQUE
AMONG THE SEVENTH GRADERS
AT SMP MUHAMMADIYAH 3 METRO

By:

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Tarbiyah and Teacher Training Faculty
English Education Department



STATE INSTITUTE FOR ISLAMIC STUDIES

OF METRO

2019 M / 1441 H

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Presented as a Partial Fulfillment of the Requirements
For The Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:

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Sponsor : Drs. Kuryani, M.Pd
Co-sponsor : Ahmad Subhan Roza, M.Pd

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ABSTRACT

**By :
ULFA PUSPA AYU**

The research aims to know that using Brain Sketching technique can improve the students' writing ability in descriptive text in teaching learning process. The subject of this research was twenty students in SMP Muhammadiyah 3 Metro. The action was done in two cycles. Each cycle consisted of planning, action, observation and reflection. The material which was used in this research was description. In this research the students were given pre test before treatment and post test.

This research is a classroom action research (CAR). The research is conducted in two cycles: each cycle consist of planning, acting, observing, and reflecting. In collecting the data, the researcher uses test, observation, documentation and field note.

The finding of this research shows that there is improving the students' descriptive writing ability by using Brain Sketching technique. It can be seen from the progress of the average score in pre test, post-test 1, and post test 2. The score of pre-tes in cycle I were 56 and in the post test, a test were 65 became 80. The conclusion of this research was using Brain Sketching technique as technique especially in English subject was very effective to improve the students' writing ability in descriptive text at the seventh graders of SMP Muhammadiyah 3 Metro.

Keywords : *Brain Sketching Technique, Writing Descriptive Ability, Classroom Action Reseaerch*

**UPAYA PENINGKATAN KEMAMPUAN MENULIS TEKS DESKRIPTIF
DENGAN MENGGUNAKAN TEKNIK *BRAIN SKETCHING*
DI KELAS VII SMP MUHAMMADIYAH 3 METRO**

ABSTRAK

**Oleh :
ULFA PUSPA AYU**

Penelitian ini bertujuan untuk menunjukkan bahwa penggunaan teknik *Brain Sketching* dapat meningkatkan kemampuan siswa dalam menulis teks deskriptif dengan benar dalam proses pembelajaran. Objek dalam penelitian ini adalah 20 siswa di SMP Muhammadiyah 3 Metro. Penelitian ini dilakukan dalam dua tingkatan (siklus). Setiap siklus terdiri dari empat tahapan yaitu, perencanaan (*planning*), pelaksanaan (*action*), pengamatan (*observation*), dan pengayaan (*reflection*). Materi yang digunakan dalam penelitian ini adalah deskripsi tentang situasi belajar. Dalam penelitian ini siswa diberikan tes awal (*pre test*) sebelum pelaksanaan penelitian dan tes akhir (*post test*) setelah pelaksanaan penelitian.

Penelitian ini adalah penelitian tindakan kelas. Penelitian ini dilaksanakan dalam dua siklus: Masing-masing siklus terdiri dari perencanaan, pelaksanaan, pengamatan, dan refleksi. Dalam mengumpulkan data, peneliti menggunakan metode tes, observasi, dokumentasi dan catatan lapangan.

Hasil penelitian ini menunjukkan bahwa terdapat peningkatan kemampuan siswa dalam penggunaan teknik *Brain Sketching* pada menulis teks deskriptif. Peningkatan ini dapat dilihat dari kemajuan nilai rata-rata siswa di pre test, post test 1 dan post-test 2. Skor pre test pada siklus I adalah 56 dan dalam post test adalah 65 menjadi 80. Kesimpulan dari penelitian ini adalah penggunaan teknik *Brain Sketching* khususnya dalam pelajaran bahasa inggris sangat efektif untuk meningkatkan kemampuan menulis deskriptif siswa kelas VIII di SMP Muhammadiyah 3 Metro.

Keywords : *Brain Sketching, Kemampuan Menulis Teks Deskriptif,
Penelitian Tindakan Kelas*



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APPROVAL PAGE

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NOTIFICATION LETTER

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Matter : **In order to hold the Munaqosyah of Ulfa Puspa Ayu**

To:
The Honorable the Head of Tarbiyah Department
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Assalamu'alaikum, Wr. Wb

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

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr. Wb

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AssalamualaikumWr.Wb.

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

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyahkan. Demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

No: B-3525/11-28-1/D/PP-00-9-10/2019

An Undergraduate Thesis entitled: IMPROVING WRITING ABILITY IN DESCRIPTIVE TEXT BY USING BRAIN SKETCHING TECHNIQUE AMONG THE SEVENTH GRADERS AT SMP MUHAMMADIYAH 3 METRO. Written by Ulfa Puspa Ayu, Student Number 1501070136 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on October 22th, 2019 at 09.00-11.00 p.m.

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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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 excerpted from the bibliographies mentioned.

Metro, 25 Oktober 2019
The Writer,



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

Metro, 25 Oktober 2019

Penulis,



ULFA PUSPA AYU
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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

اللَّهُ لَا إِلَهَ إِلَّا هُوَ الْحَيُّ الْقَيُّومُ ۚ لَا تَأْخُذُهُ سِنَّةٌ وَلَا نَوْمٌ ۚ لَهُ مَا فِي السَّمَاوَاتِ
وَمَا فِي الْأَرْضِ ۗ مَنْ ذَا الَّذِي يَشْفَعُ عِنْدَهُ إِلَّا بِإِذْنِهِ ۗ يَعْلَمُ مَا بَيْنَ أَيْدِيهِمْ وَمَا
خَلْفَهُمْ ۗ وَلَا يُحِيطُونَ بِشَيْءٍ مِّنْ عِلْمِهِ إِلَّا بِمَا شَاءَ ۗ وَسِعَ كُرْسِيُّهُ السَّمَاوَاتِ
وَالْأَرْضَ ۗ وَلَا يَئُودُهُ حِفْظُهُمَا ۗ وَهُوَ الْعَلِيُّ الْعَظِيمُ

Allah! There is no deity but Him, the Alive, the Eternal.
Neither slumber nor sleep overtaketh Him.
Unto Him belongeth whatsoever is in the heavens and whatsoever is in the earth.
Who could intercede in His presence without His permission?
He knoweth that which is in front of them and that which is behind them,
while they encompass nothing of His knowledge except what He wills.
His throne includeth the heavens and the earth,
and He is never weary of preserving them.
He is the Sublime, the Tremendous.

Terjemah Arti: Allah, tidak ada Tuhan (yang berhak disembah) melainkan Dia Yang Hidup kekal lagi terus menerus mengurus (makhluk-Nya); tidak mengantuk dan tidak tidur. Kepunyaan-Nya apa yang di langit dan di bumi. Tiada yang dapat memberi syafa'at di sisi Allah tanpa izin-Nya? Allah mengetahui apa-apa yang di hadapan mereka dan di belakang mereka, dan mereka tidak mengetahui apa-apa dari ilmu Allah melainkan apa yang dikehendaki-Nya. Kursi Allah meliputi langit dan bumi. Dan Allah tidak merasa berat memelihara keduanya, dan Allah Maha Tinggi lagi Maha Besar.

DEDICATION PAGE

This piece of work is dedicated to:

1. My beloved family, especially my parents (Mr. Rustamto and Mrs. Widi Atminingsih), my sister (Melati), then my brother (Shidqi Al Ghozali) who always pray and support in their endless love.
2. My sponsor Mr. Drs. Kuryani, M.Pd and Co-Sponsor Mr. Ahmad Subhan Roza, M.Pd And Mr. Much Deiniatur, M.Pd. BI, thanks for guiding and the times.
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Last but not least, the researcher's deepest gratitude also go to my classmate (Class B), my best friends, and all people in IAIN of Metro who involved directly and directly in making this writing. The researcher hopes this writing will become source of good for others.

Metro, 25 Oktober 2019
The Researcher,



Ulfa Puspa Ayu
St. Number: 1501070136

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CHAPTER I

INTRODUCTION

A. Background of The Study

English language teaching is an effective effort that has aim not only to transfer theoretical English knowledge, but also to habituate language students to be able to used English language in the daily life, both written and oral. That means the English language teaching has the most important role in delivering language studetns to master English as an International language.¹ In Indonesia, English is a foreign language that is not obtained since the beginning of birth. Therefore, in Indonesia, English language teaching plays a very important role in formal and nonformal institutions. English language teaching includes of four language skills consisting of listening, speaking, reading, and writing.

Moreover, writing is one of language skills that conveys meaningful information from the writer to the reader in written form. By writing, learners can express their feelings, ideas, thoughts, emotions, and attitudes. In writing the writers have to produce words, phrase, sentences, and paragraphs at the same time.² Furthermore, writing is the process of arranging words to sentences or paragraphs which are meaningful. The sentences or the paragraphs are the result of someone's ideas and thought,

¹ Judie Haynes and Debbie Zacarian, *Teaching English language Learners Across: The Content Areas*, (Unites States of America: ASCD, 2010), p. 9.

² Muhammad Javed, "A Study of Students' Assessment in Writing Skills of the English Language". *International Journal of Instruction*. Volume: 6, No.2. July 2013, p. 4.

their feeling and sometimes their opinion that they want to convey for the readers. It can be a message or medium for communication to other people. The truth is that writing is a process of discovery that involves a series of steps.

In addition, writing is one of the important skills in teaching English because it is one of the capabilities in teaching English. It needs basic knowledge which makes students fill all necessary things to comprehend writing such as grammar, vocab coherence, cohesion, expression, etc.³ Writing ability has benefits especially in the teaching and learning process. These benefits include of expanding and increasing vocabulary, improving writing fluency in writing and composing sentences. An essay its nature relates to language and life, writing activities to improve the ability of organize, and encouraging prospective writers to be accustomed to developing a personal writing style and used to seeking organization that fits his own ideas.

Writing skill in English is influenced by various aspects that can be categorized into aspects of linguistics and non-linguistic aspects. Linguistic aspects that affect writing including of vocabulary mastery, grammar mastery, reading ability, punctuation and writing mechanic. Mastery of high English vocabulary makes easier for writers to disclose information through writing by using the right word diction. Grammar mastery helps the writer to construct the message to be written with the

³ Ibid.

right language structure. The ability to read well provides input to the author in the form of vocabulary input and grammar so that the quality of the writing is better. The proper use of punctuation and writing mechanics produce quality writing that has quality coherence and cohesion. The ability to understand the context of writing strengthens the results of writing.

Furthermore, the ability of writing in English is also influenced by non-linguistic aspects including psychological aspects, environmental support, media learning, teaching strategy and writing habits. Psychology aspects also contribute to efforts to improve writing skills so writers must have high motivation, interest, self-esteem and self-confidence. Environmental support significantly supports the ability to write English that can be obtained from parents, classmates, society and learning community. The use of interesting media in the writing process increases the motivation and interest of the writer. The appropriate teaching strategy in the process of improving writing skills creates an effective learning process. Writing habits greatly affect the quality of reading comprehension skills because the more often someone writes the better the quality of the results.

However, writing is not an easy thing to master for English learners. There are many problems faced by the author in the process of writing in English. Problems in writing are due to limitations of linguistic and non-linguistic aspects. The linguistic limitations which are the causes of weak

writing skills include the lack of English vocabulary, poor grammar mastery, reading ability, punctuation and writing mechanic. The limited English vocabulary makes the author difficult to reveal the message that is written. The weak mastery of grammar causes the author to be unable to construct the message content with the right sentence structure. The low reading ability in English causes writers to have various comprehensive inputs so that they have limited knowledge. The weakness of the ability to apply the concept of punctuation and writing mechanic causes the writing results to be difficult to understand and untidy.

Furthermore, the problems in writing are also caused by various non-linguistic aspects which include the lack of suitable teaching and writing strategies, the lack of interesting learning media used in the author, lack of support from the environment, lack of motivation and interest in writing. Teaching writing strategies that are less precise with the aim become cause the writing learning process to be ineffective and boring so that students become less motivated in writing. Monotonous media for learning writing creates a saturating and difficult writing learning process. The limited support from the environment both from parents, classmates and the community to write causes weak motivation and interest in the writing process.

Moreover, in line with the writing problems, the researcher had found writing problems of the seventh graders at SMP Muhammadiyah 3 Metro. Pre-survey is conducted on Monday March 4, 2019 to find out

students' writing ability in descriptive text. The pre-survey results are illustrated in the following table.

Table 1
Writing scores the seventh graders at SMP Muhammadiyah 3 Metro

No	Students' Name	Score	Criteria
1	ADI	25	Incomplete
2	AMR	35	Incomplete
3	ATS	30	Incomplete
4	AR	60	Incomplete
5	DF	55	Incomplete
6	DS	55	Incomplete
7	FRS	60	Incomplete
8	FRM	60	Incomplete
9	FAS	65	Incomplete
10	GF	55	Incomplete
11	HGG	45	Incomplete
12	MAD	65	Incomplete
13	ML	60	Incomplete
14	RNS	55	Incomplete
15	RAP	45	Incomplete
16	RK	60	Incomplete
17	SGB	40	Incomplete
18	SA	45	Incomplete
19	ZAS	50	Incomplete
20	IAM	45	Incomplete
Total of students (n) = 20			
Total of the grade = 1010			
Average of writing grade = $1010 : 20$			

Writing ability among the seventh grade of SMP Muhammadiyah 3 Metro is classified into two criteria, namely complete and incomplete based on minimum passing grade or English language subjects in that

class, which is 75. The results of the classification of writing ability in the seventhth grade SMP Muhammadiyah 3 Metro students are shown in the following table:

Table 2
Grade classification of writing
among the seventh graders at SMP Muh 3 Metro

No	Grade	Frequency	Percentage	Criteria
1	≥ 75	0	0	Complete
2	≤ 75	20 students	100%	Incomplete

Based on the results of the pre-survey above, it is known that the students who are able to achieve the minimum passing grade is 0 students (0%) meanwhile, the students who are not able to achieve the minimum passing grade is 20 students (100%). It means that the percentage of students who are able to achieve minimum passing grade is lower than those the students who are not able to achieve minimum passing grade. It is concluded that the writing ability among the seventh grade students in SMP Muhammadiyah 3 Metro is low.

Moreover, the writing problems among the seventh grade students in SMP Muhammadiyah 3 Metro is caused by the limited vocabularies they have, poor grammar mastery, insufficient reading skill, difficulty in determining the context of the situation to be written. Besides that the weak writing ability among the seventh grade students in SMP Muhammadiyah 3 Metro is also caused by their low motivation and interest in writing in English, the limited learning media that are interesting to use in the writing learning process.

Furthermore, in connection with writing problems experienced by the seventh grade students in SMP Muhammadiyah 3 Metro classes, efforts need to be made to improve their writing skills. One effort to improve the writing skills is to apply the right teaching techniques. One technique that is suitable for improving writing skills is “brain-sketching technique”. The Brain-Sketching is a teaching technique that helps the teacher to make interactive and fun teaching processes because it can stimulate the student's creativity and their imagination. Brain sketching is a teaching technique that involves sharing ideas through drawing. In this technique, the students are then asked to sketch a proposed solution within a determined period of time.⁴

In addition, brain sketching technique makes the students easy to explain a technical point. Sketch is seen as essential to creativity in design place, object and people. Sketches provide a means to store design ideas, so that they can be revisited at a later point in time. The direction of brain sketching technique is to stimulate visual solutions in isolation and also facilitates systematic exchange of ideas for creative problem solving. Sketch ideas and solutions to the problem and then provide for sketches of others repeatedly while getting inspired by them.

Therefore, the great efforts to increase students in seventh grade SMP Muhammadiyah 3 Metro is carried out by implementing a classroom action research using the brain sketching technique. It is hoped that the

⁴ David Holston, *The Strategic Design: Tools and Techniques for Managing the Design Process*. (United States of America: HOW Books, 2011), p. 345.

brain sketching technique is very effective to improve the writing skills of seventh grade students in SMP Muhammadiyah 3 Metro. Therefore the researcher conducted a study entitled "Improving Writing Ability in Descriptive Text by Using Brain-Sketching Technique among the Seventh Graders at SMP Muhammadiyah 3 Metro"

B. Identification of Problems

Based on the pre-survey results listed on the background of the problem, the research problems are identified as follows:

1. The students have limited English vocabulary,
2. The students have poor grammar mastery,
3. The students have insufficient reading skill,
4. The students get difficulty in determining the context of the situation to be written,
5. The students have inadequate writing skill.

C. Problem Limitation

Based on the problems that have been identified, the writer limits the research problem by focusing on the inadequate writing ability of students. This research is in the form of classroom action research by implementing brain sketching in improving students' writing ability in descriptive text. Therefore, the title of this research is "Improving Writing

Ability in Descriptive Text by Using Brain-Sketching Technique among The Seventh Graders at SMP Muhammadiyah 3 Metro.”

D. Problem Formulation

After limiting the research problem, the writer formulated the research problems as follows:

1. Can the implementation of Brain Sketching Technique Improve Writing Ability in Descriptive Text Among The Seventh Graders of SMP Muhammadiyah 3 Metro ?
2. Can the implementation of Brain Sketching Technique Improve The Students’ Learning Activity Among The Seventh Graders at SMP Muhammadiyah 3 Metro ?

E. Objective and Benefits of Study

1. Objectives of Study

The objectives of study are as follows:

- a. To investigate whether the brain sketching, can improve the writing ability in descriptive text among the seventh graders at SMP Muhammadiyah 3 Metro.
- b. To know whether the brain sketching technique, can improve the students’ learning activity among the seventh graders at SMP Muhammadiyah 3 Metro.

2. Benefits of 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 as contribution significantly to improve students' writing skills. Through the implementation of brain sketching technique, 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 learning to write is expected to increase.

b. For the English Teachers

This research as an inspiration for teachers in choosing and applying the right strategies in teaching writing. Implementation of brain sketching is expected to help English teachers in guiding students in the learning process of writing effectively. Besides that the teacher is more creative in creating a learning atmosphere that is not monotonous.

c. For the Headmaster

The application of this research as the considerations for headmaster in the appeal of the use of appropriate and creative teaching strategies in the process of teaching English, especially writing. In addition, this research directs the school to provide adequate English language teaching media. Therefore, this research

is one of the references for the school in developing English learning.

F. Prior Research

This research is conducted by considering several previous studies related to the use of brain sketching in teaching writing. The first prior research titled Brain-Sketching Technique for Descriptive Text in Improving Writing Skills at Senior High School of Unismuh Makassar, conducted by Erwin Akib.⁵ The first prior research used the brain sketching technique in teaching writing. The first prior research sample is a Senior High School of Unismuh Makassar students. The research method used by the first prior research is Classroom Action Research. The first prior research results prove that journalistic question is effective to improve the students' writing in descriptive text.

The first prior research had similarities and differences with this study. The similarities between the first prior research and this research include of the language skills studied, teaching techniques, research methods. The skills of the language studied are writing; while the teaching techniques are brain sketching and the research method is classroom action research. The difference of the first prior research with this research is the research sample. The first prior research sample is students of the Senior High School of Unismuh Makassar; while, the sample of this research is

⁵ Erwin Akib, "Brain-Sketching Technique for Descriptive Text in Improving Writing Skills at Senior High School of Unismuh Makassar". *Exposure journal* 114. Muhammadiyah University of Makassar. Volume: 1 No. 2 Mei 2012.

the seventh grade (VII Khalid bin Walid) students of SMP Muhammadiyah 3 Metro.

In addition, the second prior research was entitled “The Effectiveness of Brain Sketching Technique in Writing Descriptive Text” which was conducted by Ratu Yulianti Nashir.⁶ The second prior research used brain sketching techniques in teaching writing. The second prior research sampling technique was purposive sampling. The research method used by the second prior research is quasi-experimental research. The results of the second prior research prove that it is effective to improve the students' writing in descriptive text.

The second prior research has similarities and differences with this study. The similarities between the second prior research and this research include of the language skills studied and teaching techniques. The skills of the language studied are writing; while the teaching technique is brain sketching. The differences in the second prior research with this research are research samples and research methods. The second prior research sampling technique was purposive sampling. The second prior research sample was choose 2 classes as samples; the first class was experimental group (class VIII A) was 20 students and the second was the control group (VIII B) was 20 students; while, the sample of this research was seventh grade (VII Khalid bin Walid) students of SMP Muhammadiyah 3 Metro.

⁶ Ratu Yulianti Nashir, “The Effectiveness of Brain Sketching Technique in Writing Descriptive Text”, *Exposure journal* 27, Muhammadiyah University of Makassar. Volume: 4 No. 1 Mei 2015.

The second prior research method is quasi-experimental research; while this research method is Classroom Action Research.

The third prior research was entitled “Brainsketching and How it Differs from Brainstorming” which was conducted by Remko van der Lugt.⁷ The third prior research used brain sketching techniques. The third prior research sampling technique was purposive sampling. The research method used by the third prior research is linkography research. The results of the third prior research prove that it is brainsketching does not necessarily provide a better idea generation process.

The third prior research has similarities and differences with this study. The similarities between the third prior research and this research include of applying techniques. The applying technique is brain sketching. The differences in the third prior research with this research are research samples and research methods. The third prior research sampling technique was purposive sampling. The third prior research method is linkography research; while this research method is Classroom Action Research.

⁷ Remko van der Lugt, “Brainsketching and How it Differs from Brainstorming”. *Blackwell Publishers Ltd.* Volume: 11 No 1. March 2002.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Writing Ability in Descriptive Text

1. The Nature of Writing

a. The Definition of Writing

According to Jhon W Creswell writing is more than recording ideas on paper or in a computer file. It is also organizing ideas, preparing interview questions, jotting down notes during an observation, and writing for permission to use someone else's questions or articles.⁸

According to I. S. P. Nation writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading.⁹ Writing is a peculiar activity, both easy and difficult. The more you think about how you do it, the more difficult it becomes, have an idea express it as a series of words and you write them down on a piece of paper. It is a natural and effortless process.¹⁰ Writing is a kind of linguistic behaviour; a picture is not. It presents the sounds of language through visual symbols. Writing may be very important for one group of students

⁸ Jhon W Creswell, *Educational Research: Planning, Conducting And Evaluating Wuantitative And Qualitative Research*, 4th Ed (United States of America:Pearson, 2018), p. 25.

⁹ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 113.

¹⁰ Mike Sharples, *How we write: Writing as Creative Design*, (London: Routledge, 1999), p.3.

but much less important for others. The decision on how much writing to include will be made independently according to the needs of each group of students. Writing is a skill which must be taught and practised. Writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stage.¹¹

Based on explanation above, it can be inferred that writing is human communication or an activity of expressing idea, creativities, by arranging words to be sentences to give information from the writer to the reader, written form represents language and emotion by signs and symbols.

b. Characteristics of Writing

The characteristics of writing are as follows:¹²

1) 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 permanence work. Therefore, the teacher can do as a guide and facilitator to help students to revise and to refine their work.

¹¹ Dr. M.F. Patel and Praveen M.Jain, *English Language Teaching (Methods, Tools And Techniques)*, (Jaipur: Sunrise Publishers, 2008), p. 125.

¹²H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, ed-2 (San Francisco: Longman, 2001), p. 341-342.

2) Production time.

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

3) Distance.

The good researcher can read their own writing from the perspective of the mind of the targeted audience. The researchers need to predict the audience's general knowledge, cultural, and literacy schemata, specific subject-matter knowledge, and very important, how their choice of language is interpreted.

4) Complexity.

Researchers 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.

5) Vocabulary.

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

c. Types of Writing

Types of writing activities to perform writing should be based on the students' level and capacity. According to 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.

1) Exposition

Exposition explains how things work an internal combustion engine. 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.

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.

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.¹³

¹³ Thomas S Kane, *The Oxford : Essential Guide to Writing*, (New York : The Barkley Publishing, 2000), p.6-7.

d. Writing Process

According to Harmer, there are four stages in the process of writing, as follows:¹⁴

1) Planning

In the process of planning, writers have to think about three main issues. In the first, 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 into 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.

4) Final version

The writers is now ready to send the written text to its intended audience.

¹⁴ Jeremy Harmer. *How To Teach Writing*, (Harlow: Longman Group, 2007), p. 4-5.

2. Writing Ability

a. The Definiton of Writing Ability

Individuals differ in their writing ability. Writing ability is often made operational by text quality or writing processes.¹⁵ According to Oxford Advanced Learner's Dictionary, the ability is the fact that somebody or something is able to do something. And according to Wikipedia "the ability can be defined as the quality or state of being able; power to perform, whether physical, moral, intellectual, conventional, or legal; capacity; skill or competence in doing; sufficiency of strength, skill, resources, etc. in the plural, faculty, and talent".

Based on explanation above, it can be inferred that writing ability is the skills of writing, by arranging words used the rules of grammar.

b. Aspect of Writing Ability

There are five aspects of writing ability deseve specific attention, they are: mechanics, syntax, semantic content, spatial distribution, ability to spell.¹⁶

¹⁵ Deborah Brandt, *The Rise Of Writing: Redefining Mass Literacy*, (America: Cambridge University Press, 2015), p. 23.

¹⁶ Jose van der Hoeven, *Children's Composing: A study into the relationships between writing processes, text quality and cognitive and linguistic skills*, p.97.

3. Descriptive Text

a. The Nature 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.¹⁷

According to Anker Susan said that Description is writing that creates a clear and vivid impression of the topic. Description translates your experience of a person, place, or thing into words, often by appealing to the physical senses: sight, hearing, smell, taste, and touch.¹⁸

According to Linda Gerot, Peter Wignel, 'Making Sense of Functional Grammar' in Mursyid that descriptive text is a kind of text with a purpose to give information. The context of this kind of text the description of particular thing, animal, person or others. The social function of descriptive text is to describe a particular person, place, or thing.¹⁹

¹⁷Alice Oshima And Ann Hogue. *Introduction To academic Writing Third Edition* . (Pearson Longman, New York 2007.

¹⁸Susan Anker, *Real Writing: Paragraphs and Essays for College, Work, and everyday life*, (New York: Bedford/St. Martin's, 2010), p.155.

¹⁹M Mursyid PW, English Learning Handout for Grade VIII : Learning Descriptive Text, (Karangdadap: Encarta, 2006), p.4.

Moreover, Description deals with perceptions most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern.²⁰

From some definitions above, we can conclude that descriptive text is a text that describes 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.²¹

- 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, some times it uses Past tense if the thing to be described doesn't exist anymore.

Significant Grammatical Features:

- 1) Focus on specific participants
e.g (My English teacher, Jhon's dog, My favourite song)
- 2) Use of Simple Present Tense

²⁰Thomas S Kane, *The Oxford : Essential Guide to Writing*, p.7.

²¹M Mursyid PW, *English Learning*, p.4.

- 3) Verbs of being and having 'Relational Processes'.
e.g (My dad is really humble, She has short black hair)
- 4) Use of descriptive adjectives
e.g (strong hand, sharp eyes)
- 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).²²

4. Writing Ability in Descriptive Text

a. Measurement of Writing Ability in Descriptive Text

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

²² *Ibid.*

Table 3
The Rubric Score of Writing Descriptive Text

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	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	
Organozation (O) 20% - Identification - Description	4	Identification is complete and description are arranged with proper connectives	2x
	3	Identification is almost complete and description are arranged with almost proper connectives	
	2	Identification is not complete and description are arranged	

		with a few misuse of connectives	
	1	Identification is not complete and description are arranged with a misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not	

		understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has a frequent errors of spelling, punctuation, and capitalization	
	1	It is a dominated by errors of spelling, punctuation, and capitalization	

Adapted from Brown (2007)

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10 \quad 23$$

B. The Concept of Brain Sketching Technique

1. The Nature of Brain Sketching Technique

According to David Holston brain sketching is involves sharing ideas through drawing. Brain sketching takes elements of brain writing but uses images rather than words.²⁴ The Brain sketching method recommends sketches, in addition to key words and short

²³ H Brown Douglas, *Principles Of Language Learning And Teaching* (San Fransisco State University: Pearson Longman, 2007)

²⁴ David Holston, *The Strategic Designe: Tools and Techniques for Managing the Design Process* (United States of America: HOW Books, 2011),`p. 345.

descriptions.²⁵ The brain sketching *technique* attempts to capitalize on this ability in a group situation by allowing people to compare idea sketches.²⁶

Based on explanation above, it can be inferred that brain sketching technique is a teaching technique that helps the teacher to make an interactive and fun teaching process because it can stimulate the student's creativity and their imagination.

2. The Functions of Brain Sketching

Brain sketching has some beneficial functions, as follows :

- a. Sketches make it easier to explain a technical point.
- b. Sketch is seen as essential to creativity in design place, object and people.
- c. Sketches provide a means to store design ideas, so that they can be revisited at a later point in time.²⁷

3. The Benefits of Brain Sketching Technique

Brain sketching has some benefits, they are as follows :

- a. quick and easy to obtain new ideas and solutions;

²⁵ Arthur B. Markman And Brian H. Ross, *Categories In Use : A Volume In The Psychology of Learning and Motivation* (United States of America: academic press of elsevier, 2007), p. 99.

²⁶ Arthur B VanGundy, *Getting To Innovation : How Asking The Right Questions Generates The Greatideas Your Company Needs.* (United States of America: Amacom, 2007), p. 185

²⁷ Erwin Akib, "Brain-Sketching Technique for Descriptive Text in Improving Writing Skills at Senior High School of Unismuh Makassar". *Exposure journal 114*. Muhammadiyah University of Makassar. Volume: 1 No. 2 Mei 2012.

- b. reduced costs for making use of the method;
- c. wide applicability in almost all areas;
- d. stimulates active participation and creates the possibility of contagion of ideas;
- e. develops creativity, spontaneity, self-confidence through deferred assessment process;
- f. develops the ability to work in teams.²⁸

4. The Implementation of Brain Sketching Technique in Improving Writing

Most of us use visual images to generate ideas. The writer should sketch these ideas to help us conceptualize them. The *brainsketching technique* attempts to capitalize on this ability in a group situation by allowing people to compare idea sketches. This particular brainwriting method originated during a discussion in one of my creativity classes. Brainsketching modifies this procedure by passing around idea sketches. The steps of implementation of Brain Sketching technique in improving writing, as follows:

- a. Each group member of student individually draws a sketch of how the problem might be solved. No talking is permitted during this activity.
- b. Group members pass their drawings to the person on their right.

²⁸ *Ibid.*

- c. These individuals modify the original drawings or add comments.
- d. This process of modifying and adding to the drawings continues for about twenty to thirty minutes.
- e. The group members examine all the drawings and select a final solution or construct a final solution from parts of different sketches.²⁹

C. Action Hypothesis

The action hypothesis of this research is state, as follows:

“By implementating the brain sketching, it can improve writing ability in descriptive text and learning activity among the seventh graders at SMP Muhammadiyah 3 Metro”

²⁹ Arthur B VanGundy, *Getting To Innovation : How Asking The Right Questions Generates The Greatideas Your Company Needs.*

CHAPTER III

RESEARCH METHOD

A. 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 Brain Sketching that is implemented to improve 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 Variables

Operational definition is the definition that based on characteristic of the things that is defined, and it can be observed or measured. Meanwhile, variable is defined as an attribute of a person or a subject which varies from object to object.³⁰ According to Raymond mark the definition an operational tells us what activities or operation we need to perform to measure a concept or variable.³¹

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

³⁰John cresswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, (Lincoln: SAGE Publications, 2002), p. 24.

³¹ Allen Rubin & Earl R Babie, *Essential research Method for Social Work*, (United State of America: Engaged Learning, 2010), p. 70.

a. Dependent Variable

According to Evelyn Hatch, Dependent Variable is the major variable that is measure in the research. Dependent variable is a variable that can improve by an independent variable.³² The dependent variable of this research is students' writing ability that focuses on the students' ability.

To measure writing ability of students, the writer conduct the writing test. The students is asked to compose a simple descriptive text in 25 minutes about their favorite moment. It is a simple test as a sample to know about the students' writing ability. The indicators of a written test in this variable are:

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

b. The independent Variable

According to Evelyn, Independent Variable is variable that the researcher suspects may relate to or improve the dependent variable.

³² Ibid., p. 63.

In a sense, the dependent variable “depends” on the independent variable.³³

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

- 1) The students are good respond to learn writing using Brain Sketching.
- 2) The students have more concentration to write the descriptive text in English.

B. Research Setting

The writer conducted the research at SMP Muhammadiyah 3 Metro located in Jl. Dr. Sutomo No.17, Hadimulyo Barat, Metro Pusat, Kota Metro, Lampung.

C. Research Subject

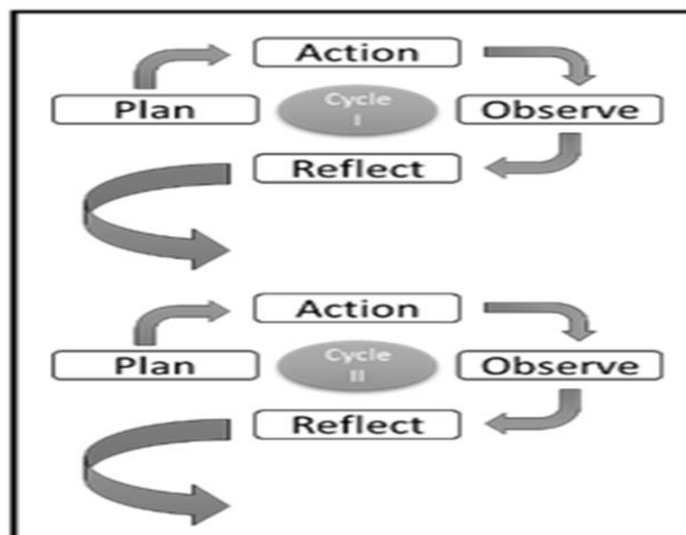
The subject of this research is the students of the seventh grade of SMP Muhammadiyah 3 Metro especially the students of VIIA. The students consist of 13 boys and 7 girls, so the total is 20 students.

³³ Evelyn Hatch and Anne Lazaraton, *The Research Design and Statistics For Applied Statistic*, (Unites States of America: Heinle Publisher, 1991), p. 64.

D. Research Procedures

The 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 improvement on the result of teaching learning process.³⁴ Therefore, the main purposes in classroom action research are to solve the problems in teaching learning process and to improve 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 is a spiral process. The cyclical classroom action research is presented as follow:³⁵

Figure 1: Cyclical Classroom Action Research by Kemmis and McTaggart



³⁴ Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p. 2.

³⁵ *Ibid*, p. 8-9.

From the design above, here are the explanations about procedures that 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 did not active the main goal. Here are the steps that the writer does in planning:

- 1) Preparing the lesson plan.
- 2) Preparing the material, source, and media of learning.
- 3) Preparing the type of the learning.
- 4) Preparing the instrument of observation.

b) Acting

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

(1) Pre Teaching Activities

- (a) Greeting the students and asking them to pray.
- (b) Checking the attendance list.
- (c) Choosing the appropriate material taught.

(2) While Teaching Process

- (a) Applying the lesson plan.

- (b) Instructing each group member of student individually to draw a sketch of different topic of descriptive text. No talking is permitted during this activity.
- (c) Asking the group members to pass their drawings of certain descriptive text topic to the person on their right.
- (d) Instructing the individual of students to modify the original drawings or add comments.
- (e) Asking the group members to examine all the drawings and selecting a final solution or construct a final solution from parts of different sketches.
- (f) Instructing each group to compose a complete descriptive text based on the topic that has been drawn.

(3) Post Teaching Activities

- (a) Asking the student to ask the questions related to unclear material mastery.
- (b) Answering the students' questions.
- (c) Giving the feedback.

c) Observing

The third step is observing. In observing the writer 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 is noted by the observer.

d) Reflecting

Reflecting is the last step in this process. In this last step of cycle I, the writer conducted post-test 1. The writer analyzed the result of post-test 1 and during the teaching process. The writer used data from the evaluation to make improvement for the second cycle. The writer decided that the next cycle if the result of cycle I did not achieve indicator of success. The writer focused 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 I. Here are the steps that the writer does in planning:

- 1) Preparing the lesson plan based on the reflection of cycle I.
- 2) Preparing the material, source, and type of learning.
- 3) Preparing the instrument of observation.
- 4) Determining the evaluation instrument of the test (pre-test and post-test).

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 writer are pointed as follows:

(1) Pre Teaching Activities

- (a) Greeting the students and asking them to pray.
- (b) Checking the attendance list.
- (c) Choosing the appropriate material taught.

(2) While Teaching Process

- (a) Applying the lesson plan.
- (b) Instructing each group member of student individually to draw a sketch of different topic of descriptive text.
No talking is permitted during this activity.
- (c) Asking the group members to pass their drawings of certain descriptive text topic to the person on their right.
- (d) Instructing the individual of students to modify the original drawings or add comments.
- (e) Asking the group members to examine all the drawings and selecting a final solution or construct a final solution from parts of different sketches.
- (f) Instructing each group to compose a complete descriptive text based on the topic that has been drawn.

(3) Post Teaching Activities

- (a) Asking the student to ask the questions related to unclear material mastery.
- (b) Answering the students' questions.

(c) Giving the feedback.

c) Observing

In this step, the writer observed the process of teaching learning by using instrument of observation. The writer conducted the activities in this step, such as: the students' activities, vocabulary, grammar, and content of the students' descriptive text result.

d) Reflecting

The writer corrected and analyzed the result of the action. The writer knew the weakness and strength of the action by reflecting. In the step the writer conducted post-test 2. The writer compared the score distribution of pre-test and post-test. The writer reviewed and reflected on the students' attitude whether it is going to positive or negative. This research is done in multiple cycles.

E. Data Collection

The writer used many techniques to collect the data in this research. They are observation, test, 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 give the treatment.

a. Pre-test

The pre-test was conducted before implementing *Brain Sketching* in preparations study. Pre-test of this research is essay form that asked the students to write a short composition of descriptive text in English.

b. Post-test

Post-test was given in the last meeting after implementing the technique, in order to know whether the technique gives good contribution to the students' imperative sentence ability at the seventh grade of SMP Muhammadiyah 3 Metro. The improvement is known if the score of post-test is higher than pre-test and the score achieve the minimum passing grade.

2. Observation

The writer used this technique to get the data about students' activities such as students' writing activity and students' participation in learning process. The learning activities is observed and noted by the observer.

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 use 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 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 apply writing test. The test is measuring the ability of the students about the topic on writing subject.

The test consists of pre-test and post-test, of this research is essay form that ask the students to write a composition of descriptive text in English.

Table 4
The table of specification of essay writing test:

Outcomes to Assess		Item Types (with Item numbers)	
Content Standard	Objectives	Essay TEST	TOTAL POINTS
3.1 Understanding social functions, text structure, and linguistic elements from descriptive texts by stating and asking about descriptions of people, animals and objects, very short and simple, according to the context of their use.	1. The students are able to understanding social functions, text structure, and linguistic elements from descriptive texts by stating and asking about descriptions of people, animals and objects, very short and simple, according to the context of their use.	No1. <i>Analyze the generic structure of the descriptive text below!</i>	15
4.12 Capturing meaning in oral and written descriptive texts, very short and simple	2. The students are able to capturing meaning in oral and written descriptive texts, very short and simple	No 2. <i>Write the meaning of the descriptive text below!</i>	15
4.13 Arrange descriptive oral and written texts, very short and simple, about people, animals and objects, taking into account social functions, text structures, and	3. The students are able to arrange descriptive oral and written texts, very short and simple, about people, animals and objects, taking into account social functions, text structures, and linguistic elements,	No.3. <i>Compose a new descriptive text about</i> <i>a. Cartoon</i> <i>b. Animal</i>	70

linguistic elements, correctly and in context.	correctly and in context.		
TOTAL POINTS			100

Source: *Silabus Bahasa Inggris VII Kurikulum 2013*

2. Observation sheet

Observation sheet is used to observe all of the aspects that can improve 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 Check List

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 is also applied during treatment in cycle. 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 is used for supporting the data gained from observation sheet of feedback implementation.

In other word, field notes is 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 uses two columns. The column on the right side contained the numbering 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 is taken from the average score of pre-test and post-test in cycle I and cycle II. Furthermore, the writer compare the score of pre-test and post-test after giving implementation treatment. Then, the result match by the minimum standard in this semester that is 75. In cycle I, there are many students who are not successful, so the researcher conduct the next cycle, cycle II. In this research, students are categorized successful if the result of test

achieves the indicator of success; 75% of the students get minimal score 75 and 75% of the students active in learning activities.

Furthermore, Donald Ary states that the average score or mean of pre-test and post-test were calculated by using the following formula:³⁶

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

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** = Class percentage

F = Frequency

N = Number of student

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 categorized successful if 75% of the students get minimal score 75 and 75% of the students are active in learning activities.

³⁶ Donald Ary, *Introduction to Research in Education*, (Unites States of America: Wadsword. 2010), p. 108-109.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The Brief History of The establishment of SMP Muhammadiyah 3 Metro

SMP Muhammadiyah 3 Metro was established in 1979. As for what drives the establishment of the school include:

- 1) Demanded by a sense of responsibility as a branch of Muhammadiyah that a branch of Muhammadiyah must have real practice.
- 2) Want to advance the community and nation through education.
- 3) Considering the number of students graduating from elementary school or ibtida'iyah who are not accommodated in public schools.
- 4) Educating students to be useful, pious, noble human beings and to become human beings who live and practice the teachings of Islam.
- 5) In addition, Muhammadiyah realizes that the education carried out is a tool to achieve the objectives of Muhammadiyah, namely to uphold and uphold the religion of Islam so as to realize the true Islamic society which is blessed by Allah SWT.

Based on the background above, SMP Muhammadiyah 3 Metro was opened precisely in July 1979 and was registered at Muhammadiyah College under Number 2752 / II-057 / LP-79/1970. And shelter under the Muhammadiyah Education and Culture Council.

While the leadership position of Muhammadiyah 3 Metro Middle School 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 an area of 2,100 square meters.

b. Vision and Mission SMP Muhammadiyah 3 Metro

1) School Vision

"Progress towards achieving Divine blessing."

Vision indicator:

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

2) School Mission

Mission indicator:

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

3) School Purpose

The school's objectives include:

- Increase students' knowledge to continue at a higher level of education and be able to develop themselves in line with the development of science, technology and the arts.

- Enhancing students' abilities as members of the community in establishing reciprocal relationships with the social, cultural and natural environment.

c. School Conditions

1) State of Facilities and Infrastructure

a) Room / Building

Table 5
Facilities and infrastructure SMP Muhammadiyah 3 Metro

Names of Building	Jml	Size (m)	Kondisi Ruangan		
			Baik	Rusak Ringan	Rusak Berat
1. R Kelas VII	3 ruang	7 x 8 m	-	3	-
2. R Kelas VIII	3 ruang	8 x 8 m	-	3	-
3. R Kelas IX	3 ruang	9 x 8 m	2	-	1
4. Perpustakaan	1 ruang	10 x 8 m	-	1	-
5. Laboratorium IPA	1 ruang	15 x 8 m	1	-	-
6. Laboratorium TIK	1 ruang	10 x 8 m	1	-	-
6. Ruang Penjaga	1 ruang	12 x 8 m	-	1	-
7. Ruang Kantor	1 ruang	13 x 8 m	-	1	-

b) Classroom situation

The classrooms at SMP Muhammadiyah 3 Metro are 9 classrooms. 5 classrooms are located on the second floor and 4 classrooms are located on the first floor. 3 rooms for classes VIII A, VIII B and VIII C, located on the second floor. The next 3 rooms for class VII A, VII B and VII C are located on the first floor. And the next 3 rooms for class IX A, IX B and IX C. Class IX A is located on the second

floor and class IX B is located under the principal's office and IX C is on the second floor above the MIPA laboratory.

c) State of the Library

The library at SMP Muhammadiyah 3 Metro provides books on subject packages, story books, literary works and general works.

2) The State of Teachers and Administrative Staff

There are 26 teachers of SMP Muhammadiyah 3 Metro as follows:

Table 6
List State of Teachers and Administrative Staff SMP Muhammadiyah 3 Metro

No	Name / NIP	L/P	Teaching Assignments I	Time/ Week	Teaching Assignments II	Time/ Week
1	Aris Sumanto,S.Sos.I	L	IPS	9	Kasek	18
2	Drs. Djumari Sidiq 196307111991031009	L	MTK	15	Waka Kesiswaan	12
3	Warsito, BA 195611101981031006	L	MTK	15	Waka Kurikulum	12
4	Dra. Husna 196310161984032004	P	IPS	30		
5	Romlah, S.Pd.Ind 196310091984122004	P	B. Indo	30		
6	Dra Batin Nimbang 196906061995122001	P	IPA Prakarya	15 10		
7	Sri Yuniarti, B.A 195906271991012001	P	B. Indo	30		
8	Laila Qomariyah, S.Pd 197702112007012026	P	B. Ingg	28		
9	Srimulat Wisworo, S.Pd	P	Pkn	30		

	197606192005012006					
10	Dra. Triik Setiawati	P	IPS	12	Kepala perpus	12
	196611222008012008					
11	Peni Rulia, S.Pd	P	IPS	12		
	198102282008012011		B.Lamp	10		
12	Ledi Hidayati, S.Si	P	IPA	15	Kepala Lab	12
	198208292009022006					
13	Multazam, S.Ag	L	Qur'an Hadits	4		
	197509222003121000					
14	Haminem	P	BK	24		
			KMD	6		
15	Muji Rahayu, S.Pd	P	IPA	20		
			Prakarya	6		
16	Saiful Bahri, S.Pd.I	L	BK	24		
			Seni	12		
17	Mistriningsih, S.Ag	P	PAI	21		
			Qur'an Hadits	6		
18	Mely Nurmawati, S.Pd	P	MTK	20		
19	Mujiono	L	Penjaskes	9	Kepala TU	
20	Agus Pujiyanto, S.Pd	L	IPS	6		
21	Umi Sabrina, S.Kom	P	TIK	32	Staff TU	
			Prakarya	4		
22	Eko Nugroho, S.Pd	L	B. Ingg	12	KMD	4
			Seni Budaya	8	Bendahara	
23	Surani, S.Pd	L	Penjaskes	12		
24	Iskan Ali Rahman, S.Pd	L	Penjaskes	9		
25	Burhan Isro'i, S.Pd	L	B. Arab	10		
26	Ratna Gusmita, S.Pd	P	Staff TU			

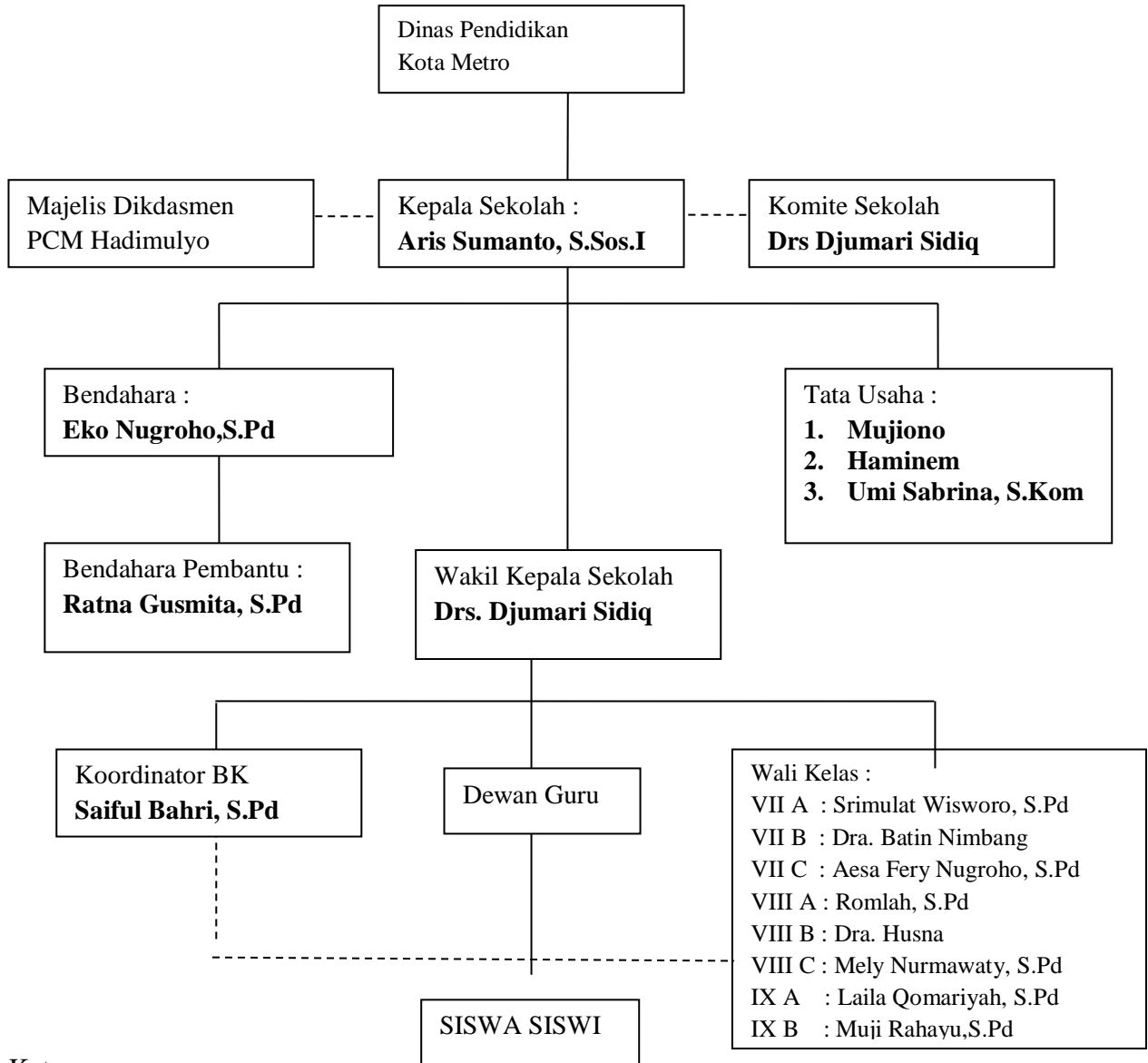
3) Student State

The condition of SMP Muhammadiyah 3 Metro students in the past 5 years is as follows:

Table 7**List the number of learners SMP Muhammadiyah 3 Metro**

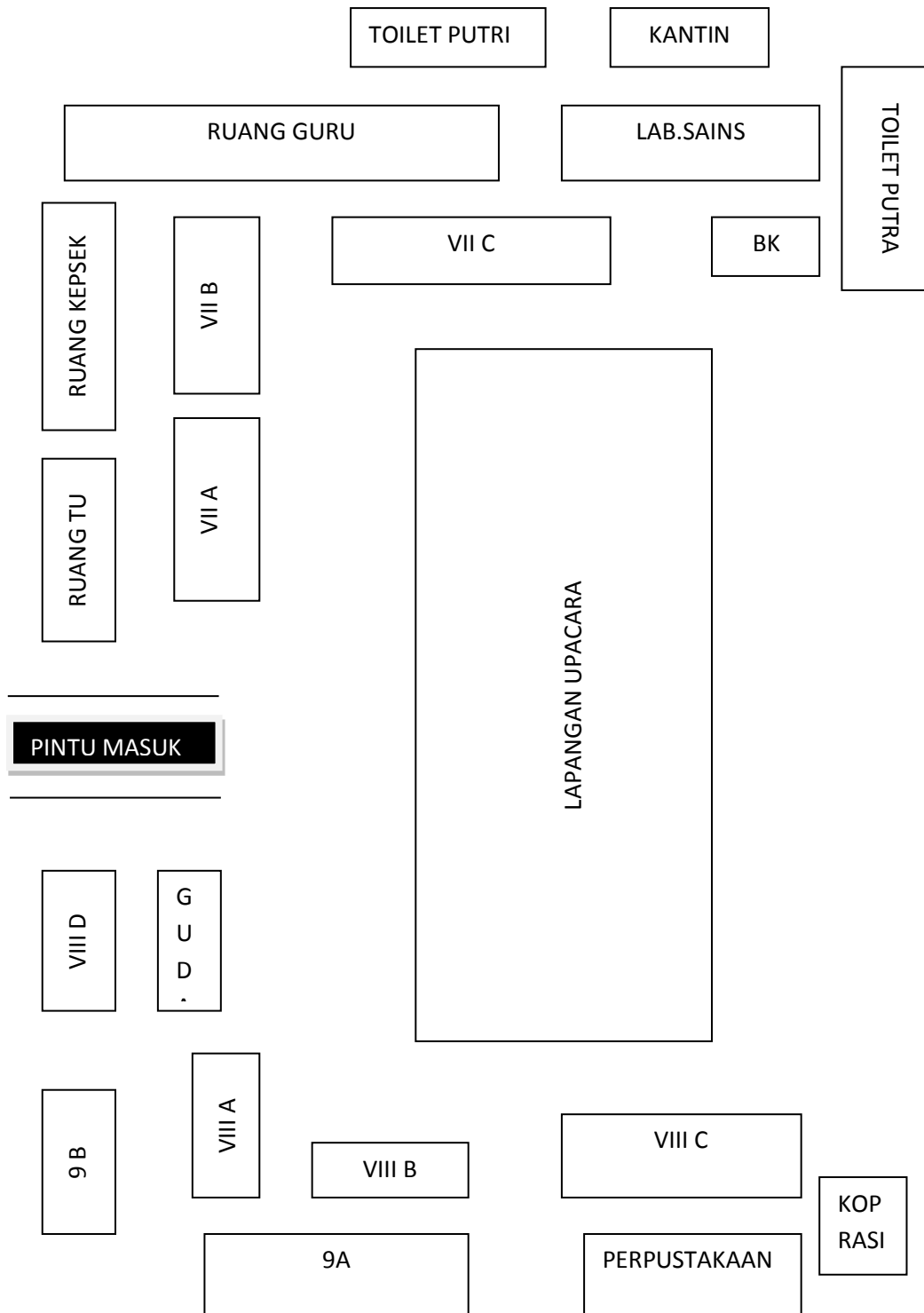
Tahun Ajaran	Jml Pendaftar	Kelas VII		Kelas VIII		Kelas IX		Jml Kls VII, VIII, IX	
		Jml	Jml	Jml	Jml	Jml	Jml	Jml	Jml
		Siswa	Rombel	Siswa	Rombel	Siswa	Rombel	Siswa	Rombel
2006/2007	110	101	3	74	2	54	2	229	7
2007/2008	134	125	3	84	3	69	2	278	8
2008/2009	135	130	3	125	3	89	3	338	9
2009/2010	101	93	3	118	3	116	3	327	9
2010/2011	102	93	3	93	3	114	3	300	9

Picture. 1
Organizational Structure SMP Muhammadiyah 3 Metro



Keterangan :
 _____ : Garis Komando
 - - - - - : Garis Koordinasi

Picture. 2
SMP Muhammadiyah 3 Metro Location Map



2. Description of Research Data

This research used classroom action research. In this research, the researcher used of Brain Sketching technique to improve writing ability in descriptive text. It was conducted in two cycles, there four steps in each cycle such as planning, action, observation, and reflecting. Furthermore, the action in cycles I and cycles II were conducted about two meeting and took 2x45 minute for each cycles.

a. Pre-test

The pre-test had been done before the classroom action research. It was conducted on Thursday, August 15th, 2019. There were 20 students of VII A followed the test. The test was a performance (writing) test. The students were asked to write a descriptive text about the favorite cartoon.

Table 8
The Students' Score of Pre-test in Writing Descriptive text

No	Name	Score	Notes
1	ADI	67	INCOMPLETE
2	AMR	47	INCOMPLETE
3	ATSS	49	INCOMPLETE
4	AR	70	INCOMPLETE
5	DF	47	INCOMPLETE
6	DS	65	INCOMPLETE
7	FRS	45	INCOMPLETE
8	FRM	61	INCOMPLETE
9	FAS	70	INCOMPLETE
10	GF	41	INCOMPLETE
11	HGG	32	INCOMPLETE
12	IAM	49	INCOMPLETE
13	MAD	76	COMPLETE

14	MLN	50	INCOMPLETE
15	RNS	70	INCOMPLETE
16	RAP	45	INCOMPLETE
17	RK	67	INCOMPLETE
18	SGB	54	INCOMPLETE
19	SA	45	INCOMPLETE
20	ZAS	61	INCOMPLETE
Total		1111	
Average $x = \frac{\sum x}{N}$		56	INCOMPLETE

Source: The result of pre-test on August 15th, 2019

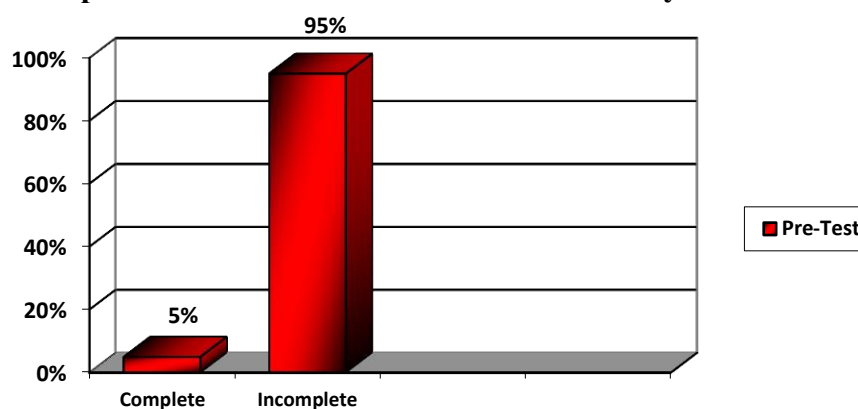
To know about percentage from the score of pre-test can be seen on the table as follows:

Table 9
Frequency of Students' Mark of Writing Ability Pre-Test

No	Mark	Frequency	Percentage	Category
1	≥ 75	1	5%	COMPLETE
2	≤ 75	19	95%	INCOMPLETE
Total		20	100 %	

Source: The result of pre-test at SMP Muhammadiyah 3 Metro on August 15th, 2019

Figure 2
Graph of Students' Pre-test SMP Muhammadiyah 3 Metro



Based on the data above, it could be analyzed that there were 1 student (5%) were successful and 19 students (95%) were not successful the pre-test. It could be seen that almost all of VII A students' ability in writing Descriptive Text was still very low. Besides that, it was known that the average score of the students was 56 so the researcher used Brain Sketching as the technique to improve the students' writing ability.

b. Cycle I

After analyzing and identifying the data from pre-test. The researcher knew the students' difficulties and problems in learning of writing descriptive text. Hence, the researcher determined to apply Brain Sketching technique in teaching writing of descriptive text to overcome those problems. The implementation of the action in cycle I was conduct on Tuesday, August 20th 2019 at VII A grade of SMP Muhammadiyah 3 Metro. There were 20 students followed this implementation. In this cycle consists of planning, acting, observing, and reflecting.

1) Planning

Planning was conducted after the researcher finished the pretest. Then, the researcher made lesson plan by selecting descriptive text as the material and brain sketching as the technique of teaching and learning English. The material includes the definition, the generic structure, the language

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

2) Acting

Acting is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 10
The Meeting Schedule of Action in Cycle I

Meeting	Day/Date
1 st	Tuesday, August 20 th , 2019
2 nd	Thursday, August 22 th , 2019

a) The First Meeting

The first meeting was conducted on Tuesday, August 20th, 2019. In implementing the acting, Mrs. Laila Qomariyah, S.Pd as a collaborator and the researcher acted as the English teacher who though writing descriptive text by using brain sketching technique. At the beginning of teaching learning process, the researcher greeted students. After that, he was asking student's condition and checking the attendance list. Then, the researcher explained about descriptive text that identified about person, place and thing. The researcher also explained about generic structure.

The researcher told students “today, we are going to learn about descriptive text”. The teacher asked students “do you know descriptive text” One of students answer the question. His name is MAD. He said that the meaning of descriptive text is describe about thing, person, and place. Now I will gave you the example of descriptive text the tittle is animal. The researcher explain about the purpose of descriptive text. The student’s gave attention to the teacher explanation.

After the researcher gave explanation about descriptive text. The researcher asked students to make a group. Every group consists of 4-5 students. Then, the researcher instructing each group member of student individually to draw a sketch of animal topic in descriptive text.

Asking the group members to pass their drawings of certain descriptive text topic to the person on their right. Instructing the individual of students to modify the original drawings or add comments. Asking the group members to examine all the drawings and selecting a final solution or construct a final solution from parts of different sketches.

Instructing each group to compose a complete descriptive text based on the topic that has been drawn. The students used dictionary in this technique.

After finish, the students submitted the paper. The researcher asked students go forward to reading slowly and aloud on the other group's answer sheet, and so on in that order. The teacher asked the students to pay attention.

After finished, the researcher asked students to close the book. The time was up the researcher asked students to learn and the learning will be continued in the next meeting. The researcher closed the meeting. Before going home, we should pray together and the researcher close the meeting and said greeting.

b) The Second Meeting

This meeting was conducted on Thursday, August 22th, 2019. In this meeting, the researcher did the opening like as

in the first meeting. After that, the teaching learning process was continued by giving some explanation more about descriptive text, how to apply Brain Sketching technique. The researcher give animal topic to the student. Then, the student make a descriptive text by using brain sketching technique. After the researcher gave explanation about descriptive text. The researcher asked students to make a group. Every group consists of 4-5 students. Then, the researcher instructing each group member of student individually to draw a sketch of animal topic in descriptive text. Asking the group members to pass their drawings of certain descriptive text topic to the person on their right. Instructing the individual of students to modify the original drawings or add comments. Asking the group members to examine all the drawings and selecting a final solution or construct a final solution from parts of different sketches. Instructing each group to compose a complete descriptive text based on the topic that has been drawn. The students used dictionary in this technique.

After finish, the students submitted the paper. The researcher asked students go forward to reading slowly and aloud on the other group's answer sheet, and so on in that order. The teacher asked the students to pay attention.

c. Post-Test

The post-test 1 was conducted on Tuesday, August 27th, 2019. The researcher gave post-test 1 with almost similar task on pre-test before. The post-test 1 was administrated to the students to be finished individually. Kinds of the test was essay. The students' post-test 1 result can be seen on the table below:

Table 11
The Students' Score of Post-test 1 in Writing Descriptive Text

No	Name	Score	Notes
1	ADI	75	COMPLETE
2	AMR	75	COMPLETE
3	ATSS	71	INCOMPLETE
4	AR	71	INCOMPLETE
5	DF	50	INCOMPLETE
6	DS	79	COMPLETE
7	FRS	54	INCOMPLETE
8	FRM	71	INCOMPLETE
9	FAS	75	COMPLETE
10	GF	62	INCOMPLETE
11	HGG	36	INCOMPLETE
12	IAM	54	INCOMPLETE
13	MAD	82	COMPLETE
14	MLN	50	INCOMPLETE
15	RNS	70	INCOMPLETE
16	RAP	57	INCOMPLETE
17	RK	75	COMPLETE
18	SGB	65	INCOMPLETE
19	SA	54	INCOMPLETE
20	ZAS	78	COMPLETE
Total		1304	
Average $x = \frac{\sum x}{N}$		65	INCOMPLETE

Source: The result of post-test 1 on August 22th, 2019

The following were the table of students' score mark of post-test 1:

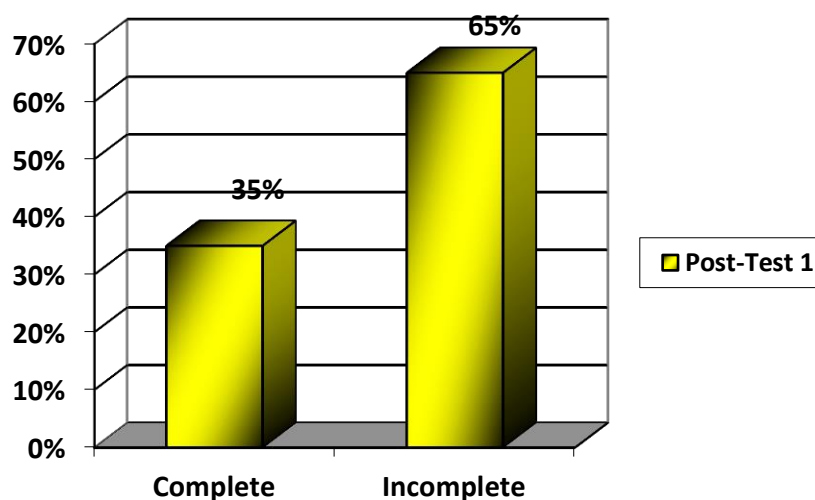
Table 12
Frequency of Students' Mark of Writing Ability Post-test 1

No	Mark	Frequency	Percentage	Category
1	≥ 75	7	35%	COMPLETE
2	≤ 75	13	65%	INCOMPLETE
	Total	20	100 %	

Source: The result of post-test 1 on August 22th, 2019

Figure 3

Graph of Students' Post-test 1 of SMP Muhammadiyah 3 Metro



Based on the data above, it could be seen that there were 7 students (35%) who passed the post-test 1 and 13 students (65%) who failed the post-test. The result of post test 1 was higher than the result of pre-test. Based on the indicator of success, learning process was categorized success if 75% students achieved Grade of minimum passing grade that is ≥ 75 . The fact showed that the result was unsatisfied.

3) Observing

While the treatment has given, observation was also conducted. The researcher was as teacher and the English teacher was as a collaborator who helped the researcher to observe the students' activities during teaching learning process. The observation wrote on the observation sheet. The result of the observation can be seen on the table below:

Table 13
Frequency of Students' Activities in the Cycle I

No	Students' Activitas	Frequency	Percentage
1	The students give attention to the teacher's explanation.	11	55%
2	The students' writing ability in descriptive text improve by using brain sketching technique.	5	25%
3	The students not find difficulties to write a new word by using brain sketching technique.	3	15%
4	The students were active in building teamwork.	4	20%
Total Students		20	

Source: The result of students' learning activity on August 22th, 2019.

The table showed that the frequency of the students who giving attention of the teacher explanation was 11 students (55%). Besides that, there were 5 students (25%) who the students' writing ability in descriptive text improve by using brain sketching technique, 3 students (15%) who not find difficulties to write a new word by using brain sketching

technique, and 4 students (20%) students were active in building teamwork.

Based on the result above, it could be concluded that the learning process of cycle I wasn't successful yet because no one activity passed the indicator or less than 75% students were active in the learning process.

4) Reflecting

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

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

The comparison between pre-test grade and post-test 1 grade was as follows:

Table 14
The comparison between Pre-Test and Post-Test 1 Grade in Cycle I

No	Name Initial	Pre-tes Score	Post-tes 1 Score	Notes
1	ADI	67	75	IMPROVE

2	AMR	47	75	IMPROVE
3	ATSS	49	71	IMPROVE
4	AR	70	71	IMPROVE
5	DF	47	50	IMPROVE
6	DS	65	79	IMPROVE
7	FRS	45	54	IMPROVE
8	FRM	61	71	IMPROVE
9	FAS	70	75	IMPROVE
10	GF	41	62	IMPROVE
11	HGG	32	36	IMPROVE
12	IAM	49	54	IMPROVE
13	MAD	76	82	IMPROVE
14	MLN	50	50	CONSTANT
15	RNS	70	70	CONSTANT
16	RAP	45	57	IMPROVE
17	RK	67	75	IMPROVE
18	SGB	54	65	IMPROVE
19	SA	45	54	IMPROVE
20	ZAS	61	78	IMPROVE
	Total	1111	1304	
	Average $\bar{x} = \frac{\sum x}{N}$	56	65	IMPROVE

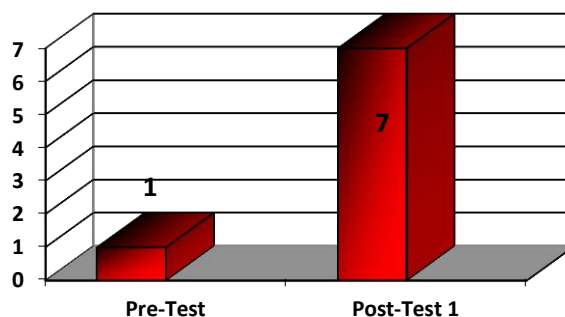
Table 15
The Comparison of Students' Pre-Test and Post-Test 1 In Cycle I

No	Mark	Pre-Test	Post-Test 1	Category
1	≥ 75	1	7	COMPLETE
2	≤ 75	19	13	INCOMPLETE
	Total	20	20	

Then, the graph of comparison students' mastery of writing ability in descriptive text based on the result of pre-test and post-test 1 in cycle I could be seen as follow:

Figure 4

The Comparison of Studnets' Complete in Pre-test and Post-test 1.



Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II.

d. Cycle II

After finding the result from the cycle 1, the result showed that the research should be continued in the next cycle that was cycle II. This cycle was conducted on Thursday, August 29th, 2019.

1) Planning

In this step, the researcher as the teacher in this learning process gave some additional to the lesson plan that has been made before and revised to be better one. The additions were the teacher gave more motivation to the students in order to study harder, gave more detail explanation and questions after explaining the material to control the students' activity, In this cycle also used observation sheet to observe the students' activity in the learning process and it used test that was like the test in the cycle I by using different themes to be chosen.

2) Acting

Acting is the second step in this research. The researcher also conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 16
The Meeting Schedule of Action in Cycle II

Meeting	Day/Date
1 st	Thursday, August 29 th , 2019
2 nd	Tuesday, September 3 th , 2019

a) The First Meeting

The first meeting conducted on Thursday, August 29th, 2019. In this meeting, after greeted the students, the teacher motivated the students. After that, the teacher asked the students to study in write descriptive text again. The theme of the write about cartoon were different from cycle I. The student asked to use the brain sketching to write descriptive text. After that, they should discuss and make sure the result of their writing. After the researcher gave explanation about descriptive text. The researcher asked students to make a group. Every group consists of 4-5 students. Then, the researcher instructing each group member of student individually to draw a sketch of animal topic in descriptive text.

Asking the group members to pass their drawings of certain descriptive text topic to the person on their right. Instructing the individual of students to modify the original drawings or add comments. Asking the group members to examine all the drawings and selecting a final solution or construct a final solution from parts of different sketches.

Instructing each group to compose a complete descriptive text based on the topic that has been drawn. The students used dictionary in this technique.

After finish, the students submitted the paper. The researcher asked students go forward to reading slowly and aloud on the other group's answer sheet, and so on in that order. The teacher asked the students to pay attention.

b) The Second Meeting

In the second meeting that was conducted on Tuesday, September 3th, 2019. The teacher asked the students to check their wrote result. After the students finished, they asked to show the presentation about their result of writer in front of the class. The other groups paid attention to the presentation. Then, the teacher added the material that on the presentation.

After the researcher gave more explanation about descriptive text. The researcher asked students to make a group. Every group consists of 4-5 students. Then, the researcher instructing each group member of student individually to draw a sketch of animal topic in descriptive text. Asking the group members to pass their drawings of certain descriptive text topic to the person on their right. Instructing the individual of students to modify the original drawings or add comments. Asking the group members to examine all the drawings and selecting a final solution or construct a final solution from parts of different sketches. Instructing each group to compose a complete descriptive text based on the topic that has been drawn. The students used dictionary in this technique.

After finish, the students submitted the paper. The researcher asked students go forward to reading slowly and aloud on the other group's answer sheet, and so on in that order. The teacher asked the students to pay attention.

e. Post-Test 2

Post-Test 2 was conducted on Thursday, September 5th, 2019. This meeting used to post-test 2 at the end of cycle II for 2x45 minutes after the students given the action. The researcher gave

post test 2 to the students. In this meeting almost all of the students could answer well. It could be seen from the result of the post test 2. There were only 3 of 20 students achieved the Grade under the minimum passing grade in SMP Muhammadiyah 3 Metro.

Table 17
The Students' Score of Post-test 2 in Writing Descriptive Text

No	Name	Score	Notes
1	ADI	92	COMPLETE
2	AMR	87	COMPLETE
3	ATSS	80	COMPLETE
4	AR	84	COMPLETE
5	DF	89	COMPLETE
6	DS	87	COMPLETE
7	FRS	75	COMPLETE
8	FRM	85	COMPLETE
9	FAS	75	COMPLETE
10	GF	75	COMPLETE
11	HGG	36	INCOMPLETE
12	IAM	75	COMPLETE
13	MAD	91	COMPLETE
14	MLN	86	COMPLETE
15	RNS	96	COMPLETE
16	RAP	62	INCOMPLETE
17	RK	95	COMPLETE
18	SGB	84	COMPLETE
19	SA	62	INCOMPLETE
20	ZAS	87	COMPLETE
Total		1603	
Average $x = \frac{\sum x}{N}$		80	COMPLETE

Source: The result of post test 2 on September 5th 2019.

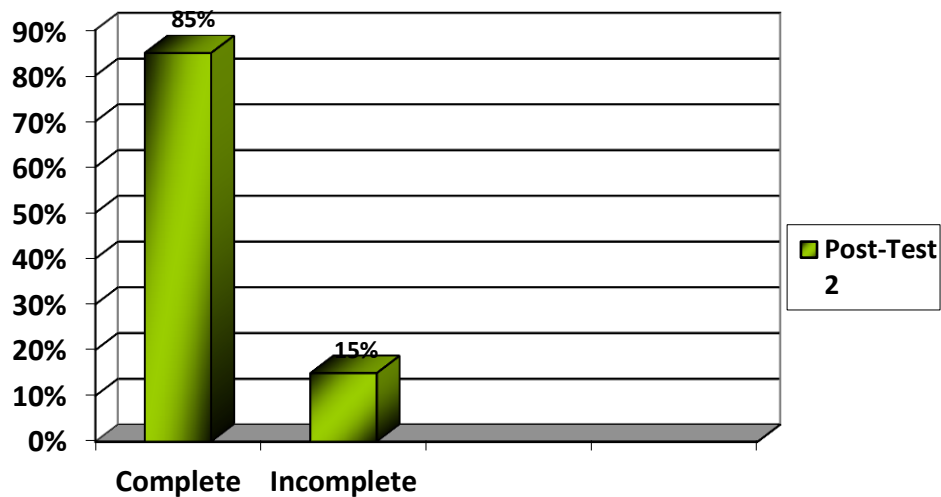
The following were the table of students' score mark of post-test 2:

Table 18
Frequency of Students' Mark of Writing Ability Post-test 2

No	Mark	Frequency	Percentage	Category
1	≥ 75	17	85%	COMPLETE
2	≤ 75	3	15%	INCOMPLETE
	Total	20	100 %	

Source: The result of post-test 2 on September 5th, 2019

Figure 5
Graph of Students' Post-test 2 of SMP Muhammadiyah 3 Metro



Related to the result of the post-test 2 that was shown on the data of the students' score of post-test 2, the average score was 80 in which there were 17 students achieved minimum passing grade and 3 students failed. It was higher than post test 1 in cycle I. It mean that cycle II was success.

3) Observing

While the treatment has given, observation was also conducted in this cycle II. The result of the observation can be seen on the table below:

Table 19
Frequency of Students' Activities in the Cycle II

No	Students' Activitas	Frequency	Percentage
1	The students give attention to the teacher's explanation.	17	85 %
2	The students' writing ability in descriptive text improve by using brain sketching technique.	17	85 %
3	The students not find difficulties to write a new word by using brain sketching technique.	16	80%
4	The students were active in building teamwork.	15	75%
	Total Students	20	

Source: The result of students' learning activity on September 3th, 2019.

The table showed that the frequency of the students who gave attention to the teacher's explanation was 17 students (85%). Besides that, there were 17 students (85%) who writing ability in descriptive text improve by using brain sketching technique, 16 students (80%) who not find difficulties to write a new word by using brain sketching technique, and 15 (75%) students were active in building teamwork.

Based on the result above, the researcher indicated that learning process in cycle II was success because the students' activity achieved percentage 75%.

4) Reflecting

The reflecting of Classroom Action Research was carried out after the teacher getting the score result of the post-test. The

researcher felt satisfied with the result. The students could improve their writing ability. There were >75% of students passed the examination. It means that the students' writing ability had improve. From the result above, the researcher concluded that the research was success and would not be continued to the next cycle. The comparison between students post test 1 Grade and post-test 2 Grade could be compared on the following table.

Table 20
The Comparison Between Students' Score of Post-test 1 and Post-test 2

No	Name	Pre-tes 1 Score	Pre-tes 2 Score	Notes
1	ADI	75	92	IMPROVE
2	AMR	75	87	IMPROVE
3	ATSS	71	80	IMPROVE
4	AR	71	84	IMPROVE
5	DF	50	89	IMPROVE
6	DS	79	87	IMPROVE
7	FRS	54	75	IMPROVE
8	FRM	71	85	IMPROVE
9	FAS	75	75	CONSTANT
10	GF	62	75	IMPROVE
11	HGG	36	36	CONSTANT
12	IAM	54	75	IMPROVE
13	MAD	82	91	IMPROVE
14	MLN	50	86	IMPROVE
15	RNS	70	96	IMPROVE
16	RAP	57	62	IMPROVE
17	RK	75	95	IMPROVE
18	SGB	65	84	IMPROVE
19	SA	54	62	IMPROVE
20	ZAS	78	87	IMPROVE

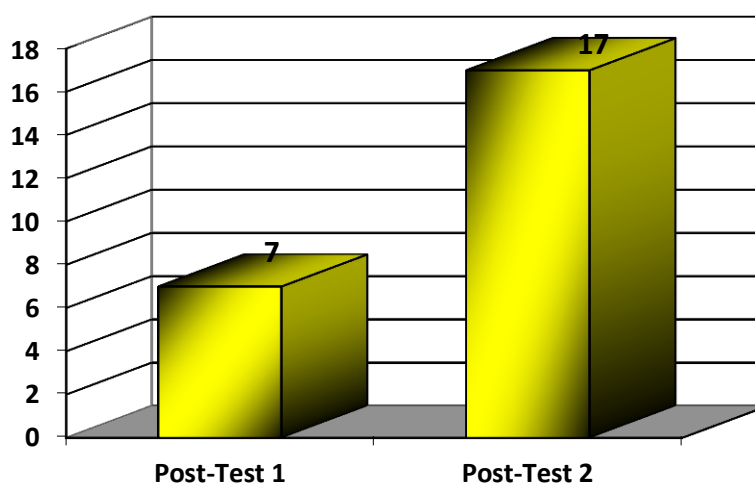
	Total	1304	1603	
	Average $\bar{x} = \frac{\sum X}{N}$	65	80	IMPROVE

Table 21
The Comparison of Students' Grade in Post-Test 1 and Post-Test 2

No	Mark	Post-Test 1	Post-Test 2	Category
1	≥ 75	7	17	COMPLETE
2	≤ 75	13	3	INCOMPLETE
	Total	20	20	

Then, the graph of comparison students' complex sentence mastery post-test 1 and post-test 2 Grade in cycle II could be seen as follow:

Figure 6
The Comparison of Students' Complete in Post Test I and Post Test II



Based on the data above, it could be seen that the grade of the students in post-test 2 was various. The highest grade was 96 and the lowest grade is 36. The average grade of post-test 2 was 80. Besides, the percentage of students' success of post-test 2 grade was 85% or 17 students. 15% or 3 students did not pass

the minimum passing grade. It means that the indicator of success of this research had been achieved because there was 85% students were able to achieve grade 75. It indicated that the students' writing ability in descriptive text was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that Brain Sketching technique improve students' writing ability in descriptive text.

B. Interpretation

The discussion of data after implementing the action consisted of three parts. Those are the discussion of cycle I, cycle II, and the students' learning activity of the research.

1. Cycle I

In this research, before doing the implementation, the researcher gave the students pre-test individually for the purpose to investigate the students writing ability. After the researcher getting the pre-test score of the students that was only 1 students (5%) could pass the test and the average score in this test was 56, so the researcher gave the treatment to the students in cycle I.

The treatment in the cycle I was conducted by teaching the students using brain sketching technique. Furthermore, the researcher also gave the post-test in this cycle that was named post-test 1. Afterwards, by analyzing the result of the post-test 1, the researcher concluded that there were 7 students (35%) who passed the post-test 1 and the average was 65.

From the result of the students' score in the pre-test and post-test 1, there was an improvement from the students' result score. It could be seen from average score in pre-test was 56 and post-test 1 was 65. Although there was an improvement of the students' achievement, cycle I was not successful yet because only 7 or 35% students who passed the test in the post-test 1. It means that cycle I could improve the students writing ability in descriptive text but it was not yet successful because the students did not passed yet to the indicator of success.

2. Cycle 2

After analyzing the students' score in the post-test 1, the researcher had to conduct the next cycle because only 7 students (35%) passed the test and got the score that was ≥ 75 .

In this cycle, the researcher gave the treatment and then gave post-test 2. Furthermore, the researcher analyzed the result of post-test 2 and inferred that there were 17 students (85%) passed the test because their score was ≥ 75 and the average score was 80. From the result of the

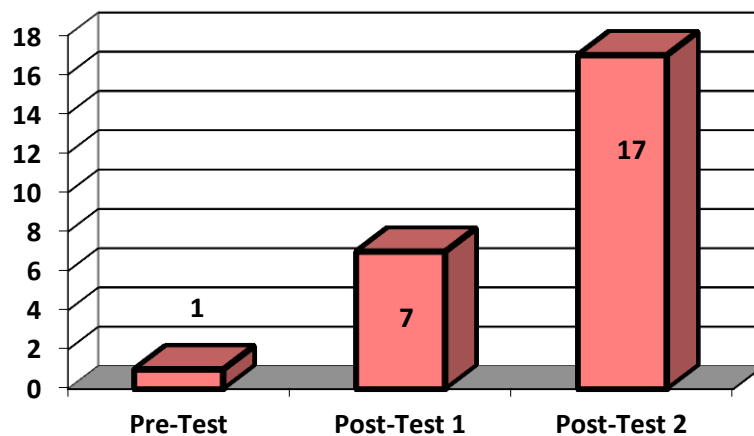
students' score from post-test 2, it could be concluded that there were score improvement. The improvement score could be seen on the average score. The average score in the post-test 1 and post-test 2 were 65 and 80. In the pre-test, post-test 1 and post-test 2, the total of students who got the score ≥ 75 were 1, 7, and 17 students. Because the achievement of the students had improved enough and the indicator of success was reached, the research was successful and could be stopped in cycle II.

Table 22
The Average of the writing Test Result

	Test		
	Pre-test	Pre-test 1	Pre-test 2
Total	1111	1304	1603
Average	56	65	80

Moreover, the comparison of the students' average score can be seen on the graph bellow:

Figure 7
Graph of the Complete of Students' Pre-test, Post-test 1, and Post test 2



Based on the result of pre-test, post-test 1, and post-test 2, it was showed that there was an improvement of the students' score. It could be seen from the average score from 56 to 65 the different being 9, the average score from 65 to 80 the different being 15. Therefore, the researcher conducted that the research was successful because the indicator of success in this research had been achieved.

3. The Students' Learning Activity

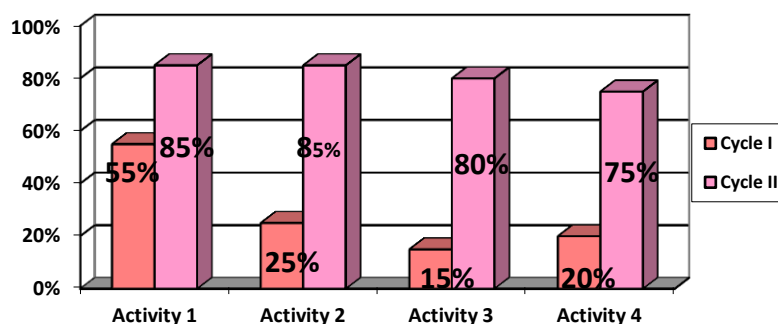
The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of this research, as follows:

Table 23
The Improvement of Students' Activities I in the Cycle 1 and Cycle II

No	Students Activities	Cycle 1		Cycle II		Improving
		F	Percentage	F	Percentage	
1	The students give attention to the teacher's explanation.	11	55%	17	85 %	Improved
2	The students' writing ability in descriptive text improve by using brain sketching technique.	5	25%	17	85 %	Improved
3	The students not find difficulties to write a new word by using brain sketching technique.	3	15%	16	80%	Improved
4	The students were active in building teamwork.	4	20%	15	75%	Improved

Based on the table of the improvement of the students' activities in the cycle I and cycle II, it can be described in the graph as follows:

Figure 8
The Improvement of Students' Activities I in the Cycle 1 and Cycle II



Based on the data had gotten, it can be explained as follows:

- a. The students give attention to the teacher's explanation

The students' attention to the teacher's explanation from the cycle I to cycle II was improve. In cycle I was only 55% and in cycle II 85%, it was improved 30%.

- b. The students' writing ability in descriptive text improve by using brain sketching technique.

The students' writing ability in descriptive text improve by using brain sketching technique was improve from the cycle I to cycle II, in cycle I was only 25% and in cycle II 85%, it was improved 60%.. It showed when in the learning process the students were be able to describe text improve by using brain sketching technique.

c. The students not find difficulties to write a new word by using brain sketching technique.

The students not find difficulties to write a new word by using brain sketching technique were improved. It could be seen on the cycle I and cycle II. For cycle I was only 15% and in cycle II 80%, it was improved 65%.

d. The students were active in building teamwork.

The students active in building teamwork were improved. It could be seen on the cycle I and cycle II. In cycle I was only 20% and in cycle II 75%, it was improved 50%.

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most of the students shown good improvement in learning activities when the teacher used brain sketching technique to improve the students' writing ability in cycle I and cycle II.

C. Discussion

Based on the explanation of cycle I and cycle II, it could be inferred that the use of brain sketching technique could improve the students' writing ability. There was progress average score from pre-test was 56, post-test 1 was 65 and became 80 in post-test 2. It could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test 1, and post-test 2.

In this case, students of SMP Muhammadiyah 3 Metro have low skill in writing. Therefore, the researcher has to be more creative to make students more active in learning process especially in writing. It was the reason why the researcher chooses brain sketching technique to improve the students' writing ability in descriptive text. Brain sketching technique contained some steps that made the students more active in learning. Then, it could improve the students' writing ability in descriptive text after it was trained continuously.

Moreover, the researcher used brain sketching technique contained of some steps in order to improve the students' writing ability in analytical exposition essay. The researcher asked students to make a group. Every group consists of 4-5 students. Then, the researcher instructing each group member of student individually to draw a sketch of different topic of descriptive text. Asking the group members to pass their drawings of certain descriptive text topic to the person on their right. Instructing the individual of students to modify the original drawings or add comments for about twenty to thirty minutes. Asking the group members to examine all the drawings and selecting a final solution or construct a final solution from parts of different sketches. Instructing each group to compose a complete descriptive text based on the topic that has been drawn. The students had to create writing descriptive text by the themes of cartoon that was given in 45 minutes. After did the cycle I and cycle II, the students'

writing ability in descriptive text improved because the researcher used brain sketching technique as the technique in the learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

SMP Muhammadiyah 3 Metro was established in 1979. SMP Muhammadiyah 3 Metro was built on an area of 2,100 square meters. School Vision of SMP Muhammadiyah 3 Metro is "Progress towards achieving Divine blessing." The classrooms at SMP Muhammadiyah 3 Metro are 9 classrooms. 5 classrooms are located on the second floor and 4 classrooms are located on the first floor. The class studied by researcher is class VII.

Based on the result, it could be concluded that the use of brain sketching technique can improve the students' writing ability in descriptive text at the seventh graders of SMP Muhammadiyah 3 Metro.

It can be seen that the result of pre-test and post-test on cycle I to cycle II. From the result of pre-test was lower than the result of post-test. The average score of pre-test was 56, the average score of post-test 1 in cycle I was 65. Then, the cycle II from the post-test 2 the average score was 80. Therefore, there was progress from the pre-test. It means that brain sketching technique could improve the students' writing ability in descriptive text. Therefore, it can be used as the alternative choice in learning activity.

The implementation of brain sketching technique in writing research in the cycle II was successful. That was known from the students' writing ability in descriptive text result that was more than 85% or 17 students passed the indicator of success. As a result the cycle II could not be conducted to the next cycle.

In addition, it could be concluded that the students felt comfortable and active with the learning process because most of the students shown good improvement in learning activities when the teacher used brain sketching technique were improved from 20% become 85%..

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions, as follows:

1. The students are expected to be more active in learning English therefore the students can understand and comprehend the material which teacher has given and improve their knowledge especially in writing so that the students' ability in writing will be improve.
2. It would be better for the English teacher to use brain sketching as a technique to stimulate active participation and creates the possibility of contagion of ideas before the students do write because the benefit of brain sketching technique can improve the students' ability in writing descriptive text and also other skill of English.

3. The English teacher is supposed to give more motivation to the students in order to the students to be more excited in English learning since many students regard that English is difficult subject to learn. Based on the observation, the students will be more active after the teacher give more motivation and positive stimulus to the students that English is not difficult subject.
4. It is suggested for the headmaster in order to persuade the teachers to use this technique, because it is very effective technique to be applied for the teacher in teaching and delivering the material.

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APPENDICES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : 4261/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 : **ULFA PUSPA AYU**
 NPM : 1501070136
 Semester : 7 (Tujuh)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Pendidikan Bahasa Inggris
 Judul : IMPROVING WRITING ABILITY IN RECOUNT TEXT BY USING BRAIN-SKETCHING TECHNIQUE AT THE SEVENTH GRADERS OF SMP MUHAMMADIYAH 3 METRO 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, 27 Desember 2018

Ketua Jurusan
 Tadris Bahasa Inggris

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



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH HADIMULYO
SMP MUHAMMADIYAH 3 METRO
TERAKREDITASI "A"**

Jl. Imam Bonjol No.102a Hadimulyo Barat Kota Metro, Telp (0725) 7851754

SURAT REKOMENDASI

Nomor: 050/IV.4/AU/REK/2019

Yang bertanda tangan di bawah ini:

Nama : **ARIS SUMANTO, S. Sos. I**
NBM : 996547
Jabatan : Kepala Sekolah
Sekolah : SMP Muhammadiyah 3 Metro

Memberikan Izin kepada :

Nama : **ULFA PUSPA AYU**
Npm : 1501070136
Semester : 7 (Tujuh)
Fakultas : Tarbiyah Dan Ilmu Keguruan
Judul : *IMPROVING WRITTING ABILITY IN RECOUNT TEXT BY USING
BRAIN SKETCHING TECHNIQUE AT THE SEVENTH GRADERS OF SMP
MUHAMMADIYAH 3 METRO IN THE ACADEMIC YEAR OF 2018/2019.*

Untuk Melaksanakan pra-survey di SMP Muhammadiyah 3 Metro.

Demikian surat tugas ini dibuat, semoga dapat dipergunakan sebagaimana mestinya.

Metro, 27 Februari 2019
Kepala Sekolah



ARIS SUMANTO, S. Sos. I
NBM.996547



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Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	10-05-2014	✓		Revisi footnote & Bibliography	
2	15-05-2014	✓		Revisi Bab I	
3	17-5-2014	✓		Revisi Daftar P.	
4	22-5-2014	✓		Ace Bab I-II Ace Seminar.	

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No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis 28/03/19		✓	Chapter I : add prior research	
2.	Kamis 28/03/19		✓	chapter I :-add theoris of your research - revise limitation of the Problem	
3.	Selasa 09/04/19		✓	ACC chapter I Chapter II :-add the theories of recount text - the measurement of writing - the Advantages disadvantages	
4.	Selasa 23/04/19		✓	chapter II : check citation	
5.	Jum'at 26/04/19		✓	Chapter II : ACC	
6.	Tuesday, March 7th 2019		✓	Chapter III - add lesson Plan - Revise Data Collection - Revisi Instrumen	
7.	Wednesday, May 8th 2019		✓	Chapter IV ACC	

Mengetahui
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Ulfa Puspa Ayu
NPM : 1501070136

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
✓	29 7 07 2019	✓		- Observation sheet of teacher activities - lembar penilaian writing descriptive text - Pedoman dokumentasi	
2	01 8 2019	✓		Ace LPD	

Mengetahui
Ketua Jurusan TBI

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NIP. 19620215 199503 1 001



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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : Ulfa Puspa Ayu
NPM : 1501070136

Jurusan : TBI
Semester : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
			✓	ACC APD Instrument	

Mengetahui,
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Nomor : B-2656/In.28/D.1/TL.00/08/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

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

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2655/In.28/D.1/TL.01/08/2019, tanggal 12 Agustus 2019 atas nama saudara:

Nama : **ULFA PUSPA AYU**
NPM : 1501070136
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP MUHAMMADIYAH 3 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING WRITING ABILITY IN DESCRIPTIVE TEXT BY USING BRAIN SKETCHING TECHNIQUE AT THE SEVENTH GRADERS OF SMP MUHAMMADIYAH 3 METRO".

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

Wassalamu'alaikum Wr. Wb.



Metro, 12 Agustus 2019
Wakil Dekan I,

[Signature]
Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH HADIMULYO
SMP MUHAMMADIYAH 3 METRO
TERAKREDITASI "A"
JL. IMAM BONJOL NO. 102A HADIMULYO BARAT KOTA METRO TELP. (0725)7851754

SURAT KETERANGAN

Nomor : 020/IV.4/AU/KET/2019

Yang bertanda tangan dibawah ini :

Nama : **ARIS SUMANTO, S. Sos. I**
NBM : 99647
Jabatan : Kepala Sekolah

Menerangkan Bahwa

Nama : **ULFA PUSPA AYU**
NPM : 1501070136
Jurusan : Pendidikan Bahasa Inggris
Semester : 9 (Sembilan)

Adalah benar mahasiswa tersebut telah melakukan penelitian di SMP Muhammadiyah 3 Metr, dalam rangka menyelesaikan tugas akhir/ skripsi dengan judul “ IMPROVING WRITING ABILITY IN DESCRIPTIVE TEXT BY USING BRAIN SKETCHING TECHNIQUE AT THE SEVENTH GRADERS OF SMP MUHAMMADIYAH 3 METRO”.

Demikian Surat keterangan ini dibuat, semoga dapat dipergunakan sebagaimana mestinya.

Metro, 27 Agustus 2019
Kepala Sekolah

ARIS SUMANTO, S. Sos.I
NBM: 99647




**MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH HADIMULYO
SMP MUHAMMADIYAH 3 METRO
TERAKREDITASI "A"**

JL. IMAM BONJOL NO. 102A HADIMULYO BARAT KOTA METRO TELP. (0725)7851754

Nomor : 019/IV.4/AU/A/2019
Lampiran : -
Hal : *Izin Pra Survey*

Kepada Yth:
Bpk/Ibu Ketua Jurusan Tarbiyah dan Ilmu Keguruan
INSTITUT AGAMA ISLAM NEGERI MERO
Di Tempat

Assalamualaikum Wr. Wb

Segala Puji bagi Allah SWT atas segala limpahan rahmat serta hidayah Nya kepada kita semua. Sholawat serta salam semoga tetap tercurahkan kehadiran Uswatun Khasanah Rosulullah SAW.

Berdasarkan surat saudara nomor : B.2656/In.28/D.1/TL.00.08.2019

Tertanggal 12 Agustus 2019 perihal Izin Research/Survey.

Dengan ini kami memberikan izin kepada mahasiswa tersebut dibawah ini :

Nama : **ULFA PUSPA AYU**
NPM : 1501070136
Jurusan : Pendidikan Bahasa Inggris
Semester : 9 (Sembilan)

Untuk mengadakan Pra Survey dalam rangka Menyelesaikan Tugas Akhir/ Skripsi dengan judul " IMPROVING WRITING ABILITY IN DESCRIPTIVE TEXT BY USING BRAIN SKETCHING TECHNIQUE AT THE SEVENTH GRADERS OF SMP MUHAMMADIYAH 3 METRO".

Demikian surat ini kami sampaikan, atas kerjasamanya kami ucapkan terima kasih.

Wassalamualaikum Wr. Wb

Metro, 27 Agustus 2019
Kepala Sekolah

ARIS SUMANTO, S. Sos.I
NBM.996547





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO**

Nama : Ulfa Puspa Ayu
NPM : 1501070136

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	9/7 2019	c		Revisi Chapter IV & V	
2	23/9 2019	✓		ACC Nimmagayon	

Mengetahui
Ketua Jurusan TBI

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ulfa Puspa Ayu
NPM : 1501070136

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu 11/9/2019		✓	Revise Chapter I - V	
2	Jum'at 13/9/2019		✓	Revisi Daftar isi Footnote Abstrak	
3	Senin 16/9/2019		✓	Revisi Abstrak	
4	Rabu 18/9/2019		✓	Aku Muzonir Se Indonesia	

Mengetahui
Ketua Jurusan TBI

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Dosen Pembimbing II

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

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
Mensyukuri 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					

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>					
<p>3.1 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>	<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</p>	<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 	<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 	<p>24 JP</p>	<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

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan 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>orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</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</i>, dst.; <i>our, my, your, their</i>, dst.</p> <p>(3) Kata sifat yang sangat lazim, <i>young, old, clever, big, small, easy, difficult, dilligent, tired, tall, short, beautiful</i>, dll.</p> <p>(4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take</i>, dll.</p>	<p>mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks 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 	<p>orang, binatang, benda dalam teks derkriptif.</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. 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:</p>		<p>internet, seperti:</p> <ul style="list-style-type: none"> www.dailyenglish.com http://america.english.state.gov/files/ae/re_source_files http://learnenglish.britishcouncil.org/en/ https://www.google.com/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p>Topik</p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.</p>	<p>cermat dengan cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> - fungsi sosial setiap teks - nama orang, binatang, benda yang dideskripsikan - sifat orang, binatang, benda yang dideskripsikan - tindakan orang, binatang, benda yang dideskripsikan - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <ul style="list-style-type: none"> • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai 	<p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>sumber tersebut di atas.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). Siswa menyampaikan beberapa teks deskriptif yang telah dibaca atau dibuat sendiri kepada teman-temannya, dengan cara antara lain membacakan, menyalin/menulis dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi deskripsi, dsb. 	<p>jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat. Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda. 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<ul style="list-style-type: none"> Lembar soal dan hasil tes 		
<p>3.2 Memahami fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.14 Menangkap makna lagu.</p>	<p>Teks lagu pendek dan sederhana</p> <p>Fungsi sosial</p> <p>Memahami pesan moral lagu dan menghargai lagu sebagai karya seni</p> <p>Unsur kebahasaan</p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Ucapan, tekanan kata, intonasi</p> <p>(3) Ejaan dan tanda baca.</p> <p>(4) Tulisan tangan</p> <p>Topik</p> <p>Hal-hal yang memberikan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan beberapa lagu berbahasa Inggris sangat sederhana yang memberikan keteladanan atau menginspirasi di dalam buku koleksi lagunya. Siswa berusaha memahami isi pesan lagu dengan menguasai unsur kebahasaan di dalamnya. Hanya jika memungkinkan semuanya, siswa menyanyikan lagu-lagu tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan isi pesan dan unsur kebahasaan yang</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial lagu. Tingkat kelengkapan dan keruntutan dalam memahami isi pesan lagu. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya 	<p>8 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Contoh lagu dalam CD/VCD/ DVD/kaset Kumpulan lirik lagu Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://america.english.state.gov/files/ae/re/source_files http://learnenglish.britishcouncil.org/en/ http://www.menglishpages.com

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai.	<p>digunakan.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa membaca (dan jika memungkinkan, mendengarkan) salah satu lagu yang telah disalin. Siswa menirukan membaca nyaring (dan jika memungkinkan, menyanyikan) lagu tsb. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (isi pesan dan unsur kebahasaan) lagu tsb. Siswa menuliskan pendapat dan perasaannya tentang isi lagu tsb. dalam buku koleksi lagunya. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan isi pesan dan unsur kebahasaan yang terdapat dalam beberapa lagu dalam buku koleksi lagunya tersebut di atas atau dengan lagu-lagu lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang pendapat dan perasaannya tentang lagu-lagu tersebut. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membacakan dan 	<p>diri yang menyertai pemaparan tentang isi pesan serta pendapat dan perasaan siswa tentang isi pesan lagu.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas untuk menyebutkan isi pesan lagu secara singkat dan menyatakan kesan atau pendapatnya.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap interaksi siswa berusaha memahami fungsi sosial dan unsur kebahasaan dalam lagu. Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses 		<p>com/site_php_files/lyrics_and_songs.php</p>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>melaporkan analisisnya tentang satu lagu lain pilihan sendiri dalam kerja kelompok, dengan cara menyebutkan isi pesan serta pendapat dan perasaannya tentang lagu tersebut.</p> <ul style="list-style-type: none"> • Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam memahami isi lagu dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi tentang lagu. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami fungsi sosial dan unsur kebahasaan dalam lagu, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca pemahaman tentang isi pesan lagu.</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan lagu yang ditulis tangan • Kumpulan hasil analisis tentang beberapa lagu yang telah dibuat. 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<ul style="list-style-type: none">• Lembar soal dan hasil tes		

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 1)

Satuan Pendidikan : SMP Muhammadiyah 3 Metro
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/2
Tema : Descriptive Text
Alokasi Waktu : 2 pertemuan (4 jam)

A. 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 dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI.4 Mengolah, menyaji, dan menalar 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

B. Kompetensi Dasar dan Tujuan Pembelajaran

- 1.1 Mensyukuri 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
- 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.
- 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.

C. Tujuan Pembelajaran

Setelah selesai pembelajaran peserta didik dapat :

Siswa terampil menyusun teks descriptive lisan dan tulis sangat pendek dan sederhana tentang orang, binatang dan benda-benda di sekitar dengan memperhatikan fungsi social, struktur teks dengan unsur kebahasaan yang benar, percaya diri, dan penuh tanggung jawab.

D. Materi Pembelajaran

Teks deskriptif pendek dan sederhana tentang orang, binatang dan benda.

- *Fungsi sosial*
Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik.
- *Struktur teks*
 - menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
 - menyebutkan sifat orang, binatang, benda dan bagiannya.
 - menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks kurang lebih 6 (tiga) kalimat

- *Unsur kebahasaan*
 - Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s)
 - Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
 - Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very, smart*.
 - Frasa nominal seperti *dark brown, cute little cat, beautiful red flower*
 - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
 - Ucapan, tekanan kata, intonasi, ejaan dan tanda baca.
- *Fokus nilai nilai yang harus dimiliki peserta didik.*
 - Jujur
 - Kerjasama
 - Tanggung jawab

E. Metode Pembelajaran

Metode : CTL

Teknik : Brain Sketching

Pendekatan scientific dan Pendekatan Komunikatif

F. Sumber Belajar

- Buku Bahasa Inggris “When English Rings a Bell” kelas VII.

G. Media Pembelajaran.

1. Alat dan bahan

- spidol
- white board

H. Langkah – langkah Kegiatan Pembelajaran.

Pertemuan Ke 1 (2x 40 menit)

1. Pendahuluan (10 Menit)

- Guru mempersiapkan peserta didik
- Guru membuka kelas dengan mengucapkan salam.
- Guru memberi motivasi siswa.
“Fastabiqul Khoirot”
- Guru mengabsensi siswa.

2. Kegiatan Inti (60 menit)

Mengamati

- Rangsangan untuk memusatkan perhatian pada topik.
- Peserta didik mengamati gambar beserta isi text.

Menanya

- Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam gambar dan teks yang telah disaksikan.
- Dengan bimbingan guru merumuskan pertanyaan tentang kata sifat (physical appearance)
- Dengan bimbingan guru peserta didik merumuskan pertanyaan tentang bagaimana mendeskripsikan orang

MenalarMencoba/Mengumpulkan Data atau Informasi

- Membaca semua teks deskriptif tentang orang, binatang, dan benda lain. Secara lebih cermat dengan mengidentifikasi dan menyebutkan fungsi sosial dari setiap teks,nama orang, binatang atau benda yang di deskripsikan, kosa kata dan tata bahasa, ucapan, tekanan, ejaan, dan tanda yang digunakan.

Mengasosiasi/Menganalisis Data atau Informasi

- Memperoleh balikan dari guru dan teman tentang fungsi sosial,struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.

Mengomunikasikan

- Guru meminta siswa membuat kelompok yang terdiri dari 4-8 orang.
- Para siswa duduk mengelilingi meja.
- Pernyataan masalah disepakati, dan siswa dalam kelompok berdiskusi sampai memahami.
- Setiap siswa menggambar satu sketsa
- Para siswa mengambil sketsa pada orang di sebelah kanan mereka dan kembangkan ide dalam sketsa teman-teman mereka.
- Kemudian guru meminta siswa untuk mendeskripsikan sketsa mereka.
- Guru mengumpulkan kertas siswa.
- Guru mengoreksi.

3. Penutup (10 menit)

- Peserta didik dengan bimbingan guru menyimpulkan materi yang telah dipelajari
- Peserta didik memberikan umpan balik dengan mengajukan pertanyaan.
- Guru menyampaikan informasi pembelajaran yang akan datang.

Pertemuan Ke 2 (2x 40 menit)

1. Pendahuluan (10 Menit)

- Guru mempersiapkan peserta didik.
- Guru membuka kelas dengan mengucapkan salam.
- Guru memberi motivasi siswa.
“If We Never Try, We Will Never Know”
- Guru mengabsensi siswa.

2. Kegiatan Inti (60 menit)

Mengamati

- Peserta didik diberikan motivasi atau rangsangan untuk memusatkan perhatian pada topik.

- Peserta didik mengamati gambar beserta isi text.

Menanya

- Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam gambar dan teks yang telah disaksikan.
- Dengan bimbingan guru merumuskan pertanyaan tentang kata sifat (physical appearance)
- Dengan bimbingan guru peserta didik merumuskan pertanyaan tentang bagaimana mendeskripsikan orang

MenalarMencoba/Mengumpulkan Data atau Informasi

- Membaca semua teks deskriptif tentang orang, binatang, dan benda lain. Secara lebih cermat dengan mengidentifikasi dan menyebutkan fungsi sosial dari setiap teks, nama orang, binatang atau benda yang di deskripsikan, kosa kata dan tata bahasa, ucapan, tekanan, ejaan, dan tanda yang digunakan.

Mengasosiasi/Menganalisis Data atau Informasi

- Memperoleh balikan dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.

Mengomunikasikan

- Guru meminta siswa membuat kelompok yang terdiri dari 4-8 orang.
- Para siswa duduk mengelilingi meja, atau di lingkaran kursi.
- Pernyataan masalah disepakati, dan siswa dalam kelompok berdiskusi sampai memahami.
- Setiap siswa menggambar satu sketsa
- Para siswa mengambil sketsa lulus pada orang di sebelah kanan mereka daripada kembangkan ide dalam sketsa teman-teman mereka.

- Akhirnya guru meminta siswa untuk menggambarkan sketsa mereka teks deskriptif.
- Guru mengumpulkan kertas siswa.
- Guru mengoreksi.

3. Penutup (10 menit)

- Peserta didik dengan bimbingan guru menyimpulkan materi yang telah dipelajari
- Peserta didik memberikan umpan balik dengan mengajukan pertanyaan.
- Guru menyampaikan informasi pembelajaran yang akan datang.

- Peserta didik memberikan umpan balik dengan mengajukan pertanyaan.
- Guru menyampaikan informasi pembelajaran yang akan datang.

I. Penilaian

1. Teknik penilaian

- Sikap spiritual
- Sikap sosial
- Pengetahuan
- Keterampilan
 - 1) Pengetahuan
 - Teknik : Test Tulisan
 - Bentuk Instrumen : Uraian Singkat

Penilaian yang digunakan adalah menggunakan *rubrics of writing*. Aspek-aspek yang dinilai adalah *content (C)*, *organization (O)*, *grammar (G)*, *vocabulary (V)*, dan *mechanics (M)*.

(The Rubric Score of Writing Descriptive Text)

Pedoman penilaian

$$\text{Nilai sempurna} = \text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

Guru Mata Pelajaran



LAILA QOMARIYAH, S.Pd

NIP.197702112007012026

Metro, Agustus 2018

Peneliti



ULFA PUSPA AYU



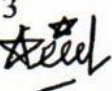
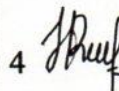
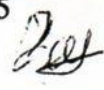


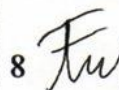

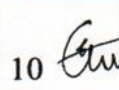

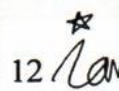
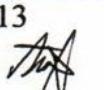
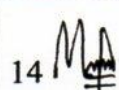
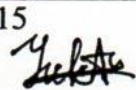
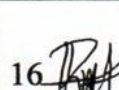
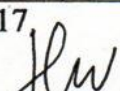
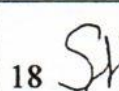
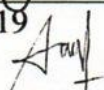
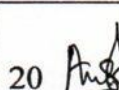
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STUDENTS ATTENDANCE LIST

(PRE-TEST)

Class: VII.A

Day/Date:

NO	NAME	SIGNATURE	
1	ADHNAN DWI IRAWAN	1	
2	ANISA MAY RANI	2	
3	ANUGRAH TRI SETIAWAN SAPUTRO	3	
4	AWALIYAH RAHMADANNISA	4	
5	DAVID FEBRIANTO	5	
6	DINI SANUSTIKA	6	
7	FANDY RAHMAT SANJAYA	7	
8	FATHUR RAHMAN MAULANA	8	
9	FIRSTLY ANANDA SEFIRA	9	
10	GHANY FIRMANSYAH	10	
11	HAFIZH GIMNASTIAR GANI	11	
12	IKHSAN ALFIN M	12	
13	M. AKBAR DARUSSALAM	13	
14	MELINA	14	
15	RACHMATIKA NUR SAPUTRI	15	
16	RIDHO ABDI PRATAMA	16	
17	RIZKY KURNIAWANSYAH	17	
18	SATRIA GUS BASTIAN	18	
19	SYAFIG ANJUAN	19	
20	ZADA ASYIFA SALSABILLA	20	

PRE-TEST INSTRUMENT
OF WRITING DESCRIPTIVE TEXT

Subject : English (writing)

Class : VII A

Time allocation : 45 minutes

Direction :

- ❖ Please write your name and class on answer sheet.
- ❖ Please use your own hand writing.
- ❖ Please write carefully.

Exercise :

1. Please write descriptive paragraphs about your favorite cartoon character 4 till 5 sentences.
2. Remember to include the part of a descriptive text (generic structure and language feature)
3. Your written a descriptive text will be scored on these considerations:
 - a. Content
 - b. Organization (Identification - Description)
 - c. Grammar
 - d. Vocabulary
 - e. Mechanics

ANSWER SHEET

Name : DAVID FEBRIANTO

Date :

Class : VII A

Time : 45 Minutes

SPONSBOB

SPONSBOB Body kotak, ~~the~~ yellow skin, long legs,
Small head, Nose hot, ~~the~~ big eyes, and turt long.
SPONSBOB memakai Clana kotak berwarna Brown.
SPONSBOB Berada di KRASU KRAB
Dan mempunyai Malikan ~~nama~~ bernama KRAB
And friends bernama ~~Petrik~~ Petrik, Squid, Senny,
Lerry, and Planton

C : 3

O : 2

G : 1

V : 1

M : 1

47

$9 + 4 + 3 + 1 + 5 + 1 + 5 \times 10$

40

ANSWER SHEET

Name : father Rahman

Date :

Class : VII.A.....

Time : 45 Minutes

SPONSBOB

SPONSBOB yellow ~~skin~~ skin, Big
eyes, long legs, small head, turt
long, Big Body, long nose,
in hobby Drawing, bekerja di
kosti ktab

C = 3

O = 2

G = 2

V = 3

M = 2

60
9+4+4+4+3 x 10
40

ANSWER SHEET

Name : ZADDA ASMPA S.

Date :

Class : VII A

Time : 45 Minutes

" Marshes And the bear "

Marsha ~~best~~ like it candy

Marsha like playing with a bear

Bear has a brown skin

Bear is friend marsha

They Bare Best friends forever and never

C : 3

O : 2

G : 2

U : 2

M : 3

62/1

$9 + 9 + 4 + 3 + 95 \times 10$

40

GOOD LUCK ☺

STUDENTS' SCORES OF PRE-TEST


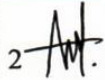



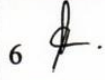





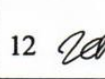

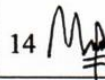
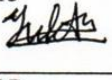
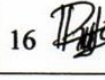
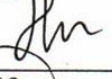
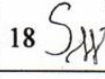


No	Student Code	Aspects of Writing					Score
		Content	Organization	Grammar	Vocabulary	Mechanics	
1	ADI	2	3	3	3	3	67
2	AMR	3	2	1	1	1	47
3	ATSS	3	2	1	2	1	49
4	AR	3	2	3	3	3	70
5	DF	3	2	1	1	1	47
6	DS	4	2	2	2	2	65
7	FRS	3	2	1	1	1	45
8	FRM	3	2	2	3	2	61
9	FAS	3	2	3	3	3	70
10	GF	2	2	1	2	1	41
11	HGG	2	1	1	1	1	32
12	IAM	3	2	1	2	1	49
13	MAD	3	4	3	3	2	76
14	MLN	3	2	2	1	1	50
15	RNS	3	2	3	3	3	70
16	RA	3	2	1	1	1	45
17	RK	2	3	3	3	3	67
18	SG	3	2	2	2	1	54
19	SA	3	2	1	1	1	45
20	ZAS	3	2	2	2	3	61

STUDENTS ATTENDANCE LIST

(POST-TEST 1)

Class: VII.A

Day/Date:

NO	NAME	SIGNATURE	
1	ADHNAN DWI IRAWAN	1	
2	ANISA MAY RANI	2	
3	ANUGRAH TRI SETIAWAN SAPUTRO	3	
4	AWALIYAH RAHMADANNISA	4	
5	DAVID FEBRIANTO	5	
6	DINI SANUSTIKA	6	
7	FANDY RAHMAT SANJAYA	7	
8	FATHUR RAHMAN MAULANA	8	
9	FIRSTLY ANANDA SEFIRA	9	
10	GHANY FIRMANSYAH	10	
11	HAFIZH GIMNASTIAR GANI	11	
12	IKHSAN ALFIN M	12	
13	M. AKBAR DARUSSALAM	13	
14	MELINA	14	
15	RACHMATIKA NUR SAPUTRI	15	
16	RIDHO ABDI PRATAMA	16	
17	RIZKY KURNIAWANSYAH	17	
18	SATRIA GUS BASTIAN	18	
19	SYAFIG ANJUAN	19	
20	ZADA ASYIFA SALSABILLA	20	

POST-TEST 1
OF WRITING DESCRIPTIVE TEXT

Subject : English (writing)

Class : VII A

Time allocation : 45 minutes

Direction :

- ❖ Please write your name and class on answer sheet.
- ❖ Please use your own hand writing.
- ❖ Please write carefully.

Exercise :

1. Please draw a cartoon character based on your own imagination and describe it, 4 till 5 sentences.
2. Remember to include the part of a descriptive text (generic structure and language feature)
3. Your written a descriptive text will be scored on these considerations:
 - a. Content
 - b. Organization (Identification - Description)
 - c. Grammar
 - d. Vocabulary
 - e. Mechanics

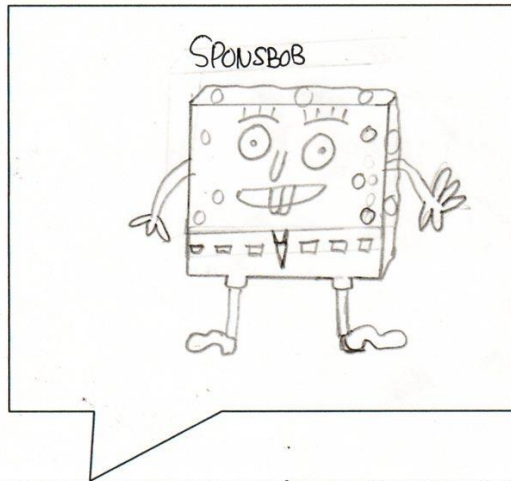
ANSWER SHEET

Name David Fabricio

Date : 29-08-2019

Class : VIIA

Time : 45 Minutes



SPONSBOB IS SPONS and the color yellow, SPONSBOB have a
BESTFRIENDS my name is Patrick, Patrick is STAR FISH
and SPONSBOB have ~~an~~ neighbor, Squidward, Squidward is
OCTOPUS, • Squidward color is grey.

C : 3

O : 2

G : 2

U : 1

M : 2

CA

$$\frac{9+4+4+1+5+3}{40} \times 100$$

GOOD LUCK ©

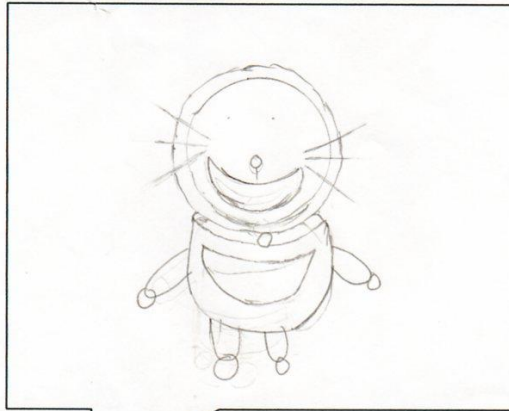
ANSWER SHEET

Name : ZADDA ASYIFA S.

Date : 29-8-2019

Class : VU.A

Time : 45 Minutes



DORAEMON

Doraemon is my favorite cartoon he is funny and fat. Doraemon has a magic bag. Doraemon is smart. Doraemon his friend named is nobita, nobita is lazy child. Doraemon and nobita best friends forever and never.

C : 4

O : 3

S : 3

V : 3

M : 2

7,8

$$12 + 6 + 6 + 4.5 + 3 \times 10$$

40

GOOD LUCK ©

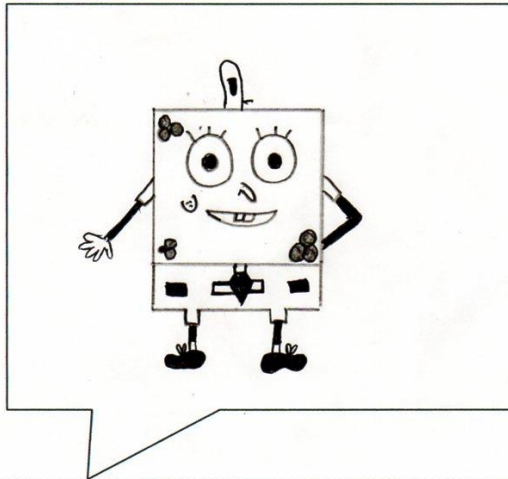
ANSWER SHEET

Name : Galur Rahmay Maulana

Date :

Class : Nil A

Time : 45 Minutes



~~Sponbob is sponge but he resembles~~
Sponbob is sponge. Sponbob have a color
is yellow and he is work in the restoran
the name of restoran is Krusty Krab and
Sponbob be a chef in the Krusty Krab.
Sponbob have a stingy boss and
his name is Mr. Krab.

C : 3

O : 4

G : 2

V : 3

W : 2

710
11
 $9 + 8 + 4 + 4.5 + 3 \times 100$

40

GOOD LUCK ☺

STUDENTS' SCORES OF POST-TEST 1

No	Student Code	Aspects of Writing					Score
		Content	Organization	Grammar	Vocabulary	Mechanics	
1	ADI	3	4	2	3	3	75
2	AMR	3	3	3	3	3	75
3	ATSS	3	3	3	3	2	71
4	AR	3	3	3	3	2	71
5	DF	3	2	2	1	2	54
6	DS	4	3	3	3	2	79
7	FRS	3	2	2	2	1	54
8	FRM	3	4	2	3	2	71
9	FAS	3	3	3	3	3	75
10	GF	3	2	3	3	1	62
11	HGG	2	1	1	2	1	36
12	IAM	3	2	2	2	1	54
13	MAD	4	3	3	3	3	82
14	MLN	3	2	2	1	1	50
15	RNS	3	2	3	3	3	70
16	RA	3	2	2	3	1	57
17	RK	3	3	3	3	3	75
18	SG	3	2	2	3	3	65
19	SA	3	2	2	2	1	54
20	ZAS	4	3	3	3	2	78

**OBSERVATION SHEET OF STUDENTS' ACTIVITIES
CYCLE I**

No	Name	Activities			
		1	2	3	4
1	ADI	✓	✓		
2	AMR	✓	✓	✓	✓
3	ATSS	✓	✓		
4	AR	✓		✓	
5	DF				
6	DS	✓			
7	FRS				
8	FRM				
9	FAS	✓			✓
10	GF	✓	✓		
11	HGG				
12	IAM				
13	MAD	✓	✓	✓	✓
14	MLN				
15	RNS	✓			
16	RA				
17	RK	✓			
18	SG				✓
19	SA				
20	ZAS	✓			
Total					
Percentages (%)					

NOTES:

Indicator of the teacher's activities that observed are:

1. The students give attention to the teacher's explanation.
2. The students' writing ability in descriptive text improve by using brain sketching technique.
3. The students don't find difficulties to write a new word by using brain sketching technique.
4. The students were active in building teamwork.

DIRECTION:

1. Give a tick (✓) for the active students
2. Give a tick (-) for unactive students

Metro, Agustus2019.

Collaborator



LAILA QOMARIYAH, S.Pd

NIP.197702112007012026

Reseacher



ULFA PUSPA AYU

NPM.1501070136

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 2)

Satuan Pendidikan : SMP Muhammadiyah 3 Metro
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/2
Tema : Descriptive Text
Alokasi Waktu : 2 pertemuan (4 jam)

I. 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 dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI.4 Mengolah, menyaji, dan menalar 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

J. Kompetensi Dasar dan Tujuan Pembelajaran

- 1.1 Mensyukuri 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
- 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.
- 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.

K. Tujuan Pembelajaran

Setelah selesai pembelajaran peserta didik dapat :

Siswa terampil menyusun teks descriptive lisan dan tulis sangat pendek dan sederhana tentang orang, binatang dan benda-benda di sekitar dengan memperhatikan fungsi social, struktur teks dengan unsur kebahasaan yang benar, percaya diri, dan penuh tanggung jawab.

L. Materi Pembelajaran

Teks deskriptif pendek dan sederhana tentang orang, binatang dan benda.

- *Fungsi sosial*
Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik.
- *Struktur teks*
 - menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
 - menyebutkan sifat orang, binatang, benda dan bagiannya.
 - menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks kurang lebih 6 (tiga) kalimat

- *Unsur kebahasaan*
 - Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s)
 - Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
 - Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very, smart*.
 - Frasa nominal seperti *dark brown, cute little cat, beautiful red flower*
 - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
 - Ucapan, tekanan kata, intonasi, ejaan dan tanda baca.
- *Fokus nilai nilai yang harus dimiliki peserta didik.*
 - Jujur
 - Kerjasama
 - Tanggung jawab

M. Metode Pembelajaran

Metode : CTL

Teknik : Brain Sketching

Pendekatan scientific dan Pendekatan Komunikatif

N. Sumber Belajar

- Buku Bahasa Inggris “When English Rings a Bell” kelas VII.

O. Media Pembelajaran.

1. Alat dan bahan

- spidol
- white board

P. Langkah – langkah Kegiatan Pembelajaran.

Pertemuan Ke 3 (2x 40 menit)

4. Pendahuluan (10 Menit)

- Guru mempersiapkan peserta didik
- Guru membuka kelas dengan mengucapkan salam.
- Guru memberi motivasi siswa.
”Man Jadda Wa Jadda”
- Guru mengabsensi siswa.

5. Kegiatan Inti (60 menit)

Mengamati

- Rangsangan untuk memusatkan perhatian pada topik.
- Peserta didik mengamati gambar beserta isi text.

Menanya

- Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam gambar dan teks yang telah disaksikan.
- Dengan bimbingan guru merumuskan pertanyaan tentang kata sifat (physical appearance)
- Dengan bimbingan guru peserta didik merumuskan pertanyaan tentang bagaimana mendeskripsikan orang

MenalarMencoba/Mengumpulkan Data atau Informasi

- Membaca semua teks deskriptif tentang orang, binatang, dan benda lain. Secara lebih cermat dengan mengidentifikasi dan menyebutkan fungsi sosial dari setiap teks,nama orang, binatang atau benda yang di deskripsikan, kosa kata dan tata bahasa, ucapan, tekanan, ejaan, dan tanda yang digunakan.

Mengasosiasi/Menganalisis Data atau Informasi

- Memperoleh balikan dari guru dan teman tentang fungsi sosial,struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.

Mengomunikasikan

- Guru meminta siswa membuat kelompok yang terdiri dari 4-8 orang.
- Para siswa duduk mengelilingi meja.
- Pernyataan masalah disepakati, dan siswa dalam kelompok berdiskusi sampai memahami.
- Setiap siswa menggambar satu sketsa
- Para siswa mengambil sketsa pada orang di sebelah kanan mereka dan kembangkan ide dalam sketsa teman-teman mereka.
- Kemudian guru meminta siswa untuk mendeskripsikan sketsa mereka.
- Guru mengumpulkan kertas siswa.
- Guru mengoreksi.

6. Penutup (10 menit)

- Peserta didik dengan bimbingan guru menyimpulkan materi yang telah dipelajari
- Peserta didik memberikan umpan balik dengan mengajukan pertanyaan.
- Guru menyampaikan informasi pembelajaran yang akan datang.

Pertemuan Ke 4 (2x 40 menit)

1. Pendahuluan (10 Menit)

- Guru mempersiapkan peserta didik.
- Guru membuka kelas dengan mengucapkan salam.
- Guru memberi motivasi siswa.
“Do Your Best At Every Opportunity That You Have”
- Guru mengabsensi siswa.

2. Kegiatan Inti (60 menit)

Mengamati

- Peserta didik diberikan motivasi atau rangsangan untuk memusatkan perhatian pada topik.
- Peserta didik mengamati gambar beserta isi text.

Menanya

- Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam gambar dan teks yang telah disaksikan.
- Dengan bimbingan guru merumuskan pertanyaan tentang kata sifat (physical appearance)
- Dengan bimbingan guru peserta didik merumuskan pertanyaan tentang bagaimana mendeskripsikan orang

Menalar/Mencoba/Mengumpulkan Data atau Informasi

- Membaca semua teks deskriptif tentang orang, binatang, dan benda lain. Secara lebih cermat dengan mengidentifikasi dan menyebutkan fungsi sosial dari setiap teks, nama orang, binatang atau benda yang di deskripsikan, kosa kata dan tata bahasa, ucapan, tekanan, ejaan, dan tanda yang digunakan.

Mengasosiasi/Menganalisis Data atau Informasi

- Memperoleh balikan dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.

Mengomunikasikan

- Guru meminta siswa membuat kelompok yang terdiri dari 4-8 orang.
- Para siswa duduk mengelilingi meja.
- Pernyataan masalah disepakati, dan siswa dalam kelompok berdiskusi sampai memahami.
- Setiap siswa menggambar satu sketsa
- Para siswa mengambil sketsa lulus pada orang di sebelah kanan mereka daripada kembangkan ide dalam sketsa teman-teman mereka.
- Kemudian guru meminta siswa untuk mendeskripsikan sketsa mereka.

- Guru mengumpulkan kertas siswa.
- Guru mengoreksi.

3. Penutup (10 menit)

- Peserta didik dengan bimbingan guru menyimpulkan materi yang telah dipelajari
- Peserta didik memberikan umpan balik dengan mengajukan pertanyaan.
- Guru menyampaikan informasi pembelajaran yang akan datang.

Q. Penilaian

1. Teknik penilaian

- Sikap spiritual
- Sikap sosial
- Pengetahuan
- Keterampilan

1) Pengetahuan

- Teknik : Test Tulisan
- Bentuk Instrumen : Uraian Singkat

Penilaian yang digunakan adalah menggunakan *rubrics of writing*. Aspek-aspek yang dinilai adalah *content (C)*, *organization (O)*, *grammar (G)*, *vocabulary (V)*, dan *mechanics (M)*.

(The Rubric Score of Writing Descriptive Text)

Pedoman penilaian

$$\text{Nilai sempurna} = \text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

- Peserta didik memberikan umpan balik dengan mengajukan pertanyaan.
- Guru menyampaikan informasi pembelajaran yang akan datang.

I. Penilaian

1. Teknik penilaian

- Sikap spiritual
- Sikap sosial
- Pengetahuan
- Keterampilan

1) Pengetahuan

- Teknik : Test Tulisan
- Bentuk Instrumen : Uraian Singkat

Penilaian yang digunakan adalah menggunakan *rubrics of writing*. Aspek-aspek yang dinilai adalah *content (C)*, *organization (O)*, *grammar (G)*, *vocabulary (V)*, dan *mechanics (M)*.

(The Rubric Score of Writing Descriptive Text)

Pedoman penilaian

$$\text{Nilai sempurna} = \text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

Guru Mata Pelajaran



LAILA QOMARIYAH, S.Pd
NIP.197702112007012026

Metro, Agustus 2018

Peneliti













ULFA PUSPA AYU
NPM.150107136

STUDENTS ATTENDANCE LIST

(POST-TEST 2)

Class: VII.A

Day/Date:

NO	NAME	SIGNATURE	
1	ADHNAN DWI IRAWAN	1	
2	ANISA MAY RANI	2	
3	ANUGRAH TRI SETIAWAN SAPUTRO	3	
4	AWALIYAH RAHMADANNISA	4	
5	DAVID FEBRIANTO	5	
6	DINI SANUSTIKA	6	
7	FANDY RAHMAT SANJAYA	7	
8	FATHUR RAHMAN MAULANA	8	
9	FIRSTLY ANANDA SEFIRA	9	
10	GHANY FIRMANSYAH	10	
11	HAFIZH GIMNASTIAR GANI	11	
12	IKHSAN ALFIN M	12	
13	M. AKBAR DARUSSALAM	13	
14	MELINA	14	
15	RACHMATIKA NUR SAPUTRI	15	
16	RIDHO ABDI PRATAMA	16	
17	RIZKY KURNIAWANSYAH	17	
18	SATRIA GUS BASTIAN	18	
19	SYAFIG ANJUAN	19	
20	ZADA ASYIFA SALSABILLA	20	

POST-TEST 2
OF WRITING DESCRIPTIVE TEXT

Subject : English (writing)

Class : VII A

Time allocation : 45 minutes

Direction :

- ❖ Please write your name and class on answer sheet.
- ❖ Please use your own hand writing.
- ❖ Please write carefully.

Exercise :

1. Please write descriptive paragraphs about the main character in your favorite movie, 4 till 5 sentences.
2. Remember to include the part of a descriptive text (generic structure and language feature)
3. Your written a descriptive text will be scored on these considerations:
 - a. Content
 - b. Organization (Identification - Description)
 - c. Grammar
 - d. Vocabulary
 - e. Mechanics

ANSWER SHEET

Name : David Febrianto

Date :

Class : VII A

Time : 45 Minutes

Sponsbob

My ~~for~~ favorite cartoon movie is Sponsbob.
Sponsbob is SPONS. Sponsbob has ~~eyes~~ BOX
Body. Sponsbob ~~is~~ Has yellow skin. SPONSBOB
has two ~~eyes~~ eyes. SPONSBOB has ~~two~~ long
nose. SPONSBOB HAS MOUTH. SPONSBOB HAS
two hands. SPONSBOB has two legs.
SPONSBOB IS happy karakter.

80/11

C = 3

O = 4

G = 4

V = 4

M = 3

$$\frac{9 + 8 + 8 + 6 + 4,5 \times 100}{40}$$

ANSWER SHEET

Name : Fahrul.....

Date :

Class : VII.....

Time : 45 Minutes

Sponge bob

~~My favorite cartoon movie is sponge bob~~
Sponge bob is one of my favorite cartoon movie

Sponge bob is spongy, sponge bob has yellow skin, sponge bob has two eyes, sponge bob has long nose, sponge bob has big mouth, sponge bob has small hand, sponge bob has small legs, sponge bob happy character.

C : 3

O : 4

G : 4

V : 3

W : 3

9 + 8 + 8 + 45 + 45 x 100

40

85

ANSWER SHEET

Name : ZADDA ADYITA

Date : 5-09-2019

Class : VII A

Time : 45 Minutes

My favorite cartoon movie is Doraemon.
Doraemon film usually show on Sunday
morning. Doraemon was send back to the
20th century because Nobita's grandson
can't bear to see his grandfather suffer.
So he sent Doraemon miraculous pocket.
Doraemon's favorite food is Dorayaki and
he usually eat Dorayaki every day.

$$\frac{3+6+8+6+6}{40} \times 100$$

$$C = 3$$

$$O = 3$$

$$6 = 4$$

$$V = 4$$

$$M = 4$$

87

GOOD LUCK ☺

STUDENTS' SCORES OF POST-TEST 2

No	Student Code	Aspects of Writing					Score
		Content	Organization	Grammar	Vocabulary	Mechanics	
1	ADI	3	4	4	4	4	92
2	AMR	4	4	3	3	3	87
3	ATSS	3	3	4	3	3	80
4	AR	3	4	3	3	4	84
5	DF	3	4	4	4	3	89
6	DS	4	4	3	3	3	87
7	FRS	3	3	3	3	3	75
8	FRM	3	4	4	3	3	85
9	FAS	3	3	3	3	3	75
10	GF	3	3	3	3	3	75
11	HGG	2	1	1	2	1	36
12	IAM	3	3	3	3	3	75
13	MAD	4	3	4	4	3	91
14	MLN	4	3	3	4	3	86
15	RNS	4	4	4	4	3	96
16	RA	3	3	2	2	2	62
17	RK	4	3	4	4	4	95
18	SG	3	3	4	4	3	84
19	SA	3	3	2	2	2	62
20	ZAS	3	3	4	4	4	87

**OBSERVATION SHEET OF STUDENTS' ACTIVITIES
CYCLE II**

No	Name	Activities			
		1	2	3	4
1	ADI	✓	✓	✓	✓
2	AMR	✓	✓	✓	✓
3	ATSS	✓	✓	✓	✓
4	AR	✓	✓	✓	✓
5	DF	✓	✓	✓	✓
6	DS	✓	✓	✓	✓
7	FRS	✓	✓	✓	✓
8	FRM	✓	✓	✓	✓
9	FAS	✓	✓	✓	✓
10	GF	✓	✓	✓	✓
11	HGG	✓	✓	✓	✓
12	IAM	✓	✓	✓	✓
13	MAD	✓	✓	✓	✓
14	MLN	✓	✓	✓	✓
15	RNS	✓	✓	✓	✓
16	RA	✓	✓	✓	✓
17	RK	✓	✓	✓	✓
18	SG	✓	✓	✓	✓
19	SA	✓	✓	✓	✓
20	ZAS	✓	✓	✓	✓
Total					
Percentages (%)					

NOTES:

Indicator of the teacher's activities that observed are:

1. The students give attention to the teacher's explanation.
2. The students' writing ability in descriptive text improve by using brain sketching technique.
3. The students don't find difficulties to write a new word by using brain sketching technique.
4. The students were active in building teamwork..

DIRECTION:

1. Give a tick (√) for the active students
2. Give a tick (-) for unactive students

Metro, Agustus2019.

Collaborator



LAILA QOMARIYAH, S.Pd
NIP.197702112007012026

Reseacher



ULFA PUSPA AYU
NPM.1501070136

OBSERVATION SHEET OF TEACHER ACTIVITIES

CYCLE I

Day/Time :

Teacher Activity	3	2	1
1. Pre teaching a. Prepare the lesson plan b. Prepare the media that will be used c. Ability in opening the learning process	✓		
2. While teaching a. Inform the objective of learning b. Explain the material chronological c. Guide students to follow the lesson d. The teacher delivers competency that the students want to achieve e. The teacher explains the material based on the material topic. f. The Teacher asks the students to make a group of 4-8 people. g. The students sit around a table, or in a circle of chairs. h. The problem statement is agree, and the students in the group discuss until understand. i. Each student draw one sketch j. The students take the sketches pass on the person on their right than develop the idea in their friends' sketches. k. Finally the teacher asks the students to describe their sketch into descriptive text. l. The teacher collected the student's paper. m. The teacher gave correctness. n. The teacher make conclusion.			
3. Post teaching a. Conclude the result learning b. Close the learning activities			
Total			

NOTES:

- 1 = Bad
- 2 = Enough
- 3 = Good

DIRECTION:

1. Give a tick (√) for the active students
2. Give a tick (-) for unactive students

Collaborator



LAILA QOMARIYAH, S.Pd
NIP.197702112007012026

Metro, Agustus2019.

Reseacher



ULFA PUSPA AYU
NPM.1501070136

FIELD NOTE

Cycle/Meeting : 1 / 1 (one)
Class : VII
Day/Date : Tuesday / August 20th, 2019
Times :

No.	Notes
1.	Some students pay attention on teacher's explanation.
2.	Students looked so interested and motivated with the new technique in teaching writing
3.	Students need to explore their hard vocabulary. Some students feel hard to find out the vocabulary they need.
4.	Teacher should give the way how to get the vocabulary, because most of students have lack vocabulary

FIELD NOTE

Cycle/Meeting : 1 / 2 (Two)
Class : VII
Day/Date : Thursday / August 22th, 2019
Times :

No.	Notes
1.	Students looks Cooperative
2.	Students are enthusiastic in writing and revising their sketch
3.	The teacher give activity to get the goal of teaching
4.	The teacher reminded the students that they should pay attention to the content and organization.
5.	In general students still feel difficult in comprehending the technique, so the teacher should give explanation more clearly.

FIELD NOTE

Cycle/Meeting : II / 1 (one)
Class : VII
Day/Date : Thursday / August 29th, 2019
Times :

No.	Notes
1.	More students pay good attention on a new topic
2.	Some students feel interested of the brain stretching technique.
3.	My notification of the class still noisy.
4.	The teacher should have effort to make the student keep silent.
5.	The teacher should make her voice louder.
6.	In general, the program is running well.

FIELD NOTE

Cycle/Meeting : II / 2 (two)
Class : VII
Day/Date : Tuesday / September 3rd, 2019
Times :

No.	Notes
1.	The teacher gave enough explanation and guidance to the students in the stage of writing
2.	All of the students did every aspect of learning process.
3.	The teacher checked the students to make sure the entire student understand about the instruction.
4.	Most of students felt interested and enthusiastic in learning descriptive writing using brain sketching technique.
5.	Teacher checked the students work by walking to their table and giving comments.
6.	The teacher should make sure if the students are ready to listen to his explanation. Don't forget to give the rewards.
7.	In general, the program is running very well.

DOCUMENTATION

Pre-Test



Treatment Cycle I, Give a material descriptive text



Give a material using Brain Sketching technique and guiding the student in the Class



Ask the student to present what they write



Post-Test 1



Treatment Cycle II, Open the class and Give a material descriptive text



Give a Material about descriptive of Sponge Bob



Make a group, Give a material using Brain Sketching technique and guiding the student in the Class



Post-Test 2



CURRICULUM VITAE



The writer was born in Pekalongan, on January 1st, 1997. She is the daughter of happy family of Mr. Rustamto and Mrs. Widi Atminingsih. She lives in Banjarsari, Metro Utara Lampung.

She took her Elementary School at SD N 01 Metro Utara, on 2004-2009 and Junior High School at MTS AL-MUHSIN Purwosari, on 2010-2012. And then, in period of 2013-2015 she continued her study at Senior High School at SMA Muhammadiyah 1 Metro.

After she graduated from Senior High School, she choose IAIN Metro to continue her education. She was registered as student of S1 English Education Study Program of State Institute for Islamic Studies Metro (2019).