AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING BRAIN STORMING TECHNIQUE ON THE STUDENTS DESCRIPTIVE WRITING ABILITY AMONG THE TENTH GRADERS OF SMK PGRI 1 CENTRAL LAMPUNG

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO 1440 H/ 2019 M

THE INFLUENCE OF USING BRAIN STORMING TECHNIQUE ON THE STUDENTS DESCRIPTIVE WRITING ABILITY AT THE TENTH GRADERS OF SMK PGRI 1 CENTRAL LAMPUNG

Presented as a Partial Fulfillment of the Requirements
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in English Education Department

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APPROVAL PAGE

The Title : THE INFLUENCE OF USING BRAINSTORMING TECHNIQUE ON THE STUDENTS DESCRIPTIVE WRITING ABILITY AMONG THE TENTH GRADERS OF SMK PGRI 1 PUNGGUR IN THE ACADEMIC YEAR OF 2018/2019

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Assalamu'alaikum, Wr. Wb

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

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Student Number : 1292077

Judul Skripsi   : The Influence Of Using Brainstorming Technique on The Students Descriptive Writing Ability among The Tenth Grader Of SMK PGRI 1 Punggur In Academic year 2018/2019

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum, Wr. Wb

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To: The Honorable the Dean
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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.

Wassalamu'alaikum, Wr. Wb

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RATIFICATION PAGE

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The undergraduate thesis entittled: THE INFLUENCE OF USING BRAINSTORMING TECHNIQUE ON THE STUDENTS DESCRIPTIVE WRITING ABILITY AMONG THE TENTH GRADE OF SMK PGRI 1 PUNGGUR IN THE ACADEMIC YEAR OF 2018/2019.

Written by Heru Irawan, Student Number 1292077 English Education Department, had been examined (Munaqosyah) in Tarbiyah Department on July 12th, 2019 at 10.30-12.00 a.m.

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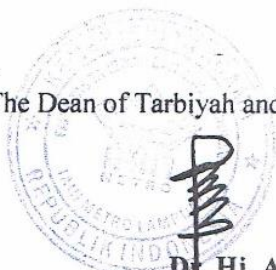
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THE INFLUENCE OF USING BRAIN STORMING TECHNIQUE ON THE STUDENTS' DESCRIPTIVE WRITING ABILITY AMONG THE   TENTH GRADERS OF SMK PGRI 1 PUNGGUR IN THE ACADEMIC YEAR OF 2018 / 2019

ABSTRACT

By : Heru Irawan

This research was intended to find out the influence of using brainstorming technique on the students' descriptive writing ability at the tenth grade of SMK PGRI 1 Punggur. To increase student's ability in descriptive writing.

This research was quantitative research. The population of this research was all student''s class X SMK PGRI 1 Punggur. The sample of this research were taken from 20 students of experimental class (X-AP) and 20 students of control class (X-P). The instrument for collecting data was a test.

After analyzed the data, the writer got; (1) The students'' achievement in writing descriptive text by brainstorming technique got the mean 82.27 and standard deviation was 4.65 (2) The student''s achievement in writing descriptive text who were taught conventionally got the mean 75.07 and standard deviation was 3.60. The value of ttest was 2.917 and t_{table} was 2.009.

So, the t_{test} was higher than t_{table}. It means that there was significant effect of using Brainstorming Technique on students'' achievement in writing. Before using brainstorming technique in descriptive writing the score of student's are low, and after using the technique the score of the student's better.

Keywords : *brainstorming technique, writing descriptive text*

STUDI PENGARUH PENGGUNAAN TEKNIK BRAINSTORMING PADA KEMAMPUAN MENULIS DESKRIPTIF SISWA KELAS XI DI SMK PGRI 1 PUNGGUR TAHUN AKADEMIK (2018/2019)

ABSTRAK

Oleh : Heru Irawan

Penelitian ini bertujuan untuk mencari pengaruh dari penggunaan tehnik brain storming pada kemampuan menulis teks deskripsi siswa kelas sepuluh di SMK PGRI 1 Punggur.

Penelitian ini berbentuk kuantitatif. Populasi penelitian ini adalah seluruh siswa kelas X SMK PGRI 1 Punggur. Sampel penelitian diambil 20 siswa dari seluruh kelas.(X-AP) dan 20 siswa (X-P). Jenis penelitian ini dengan menggunakan tehnik pengumpulan data. Instrumen pengumpulan data adalah test.

Setelah menganalisis data peneliti mendapat; (1) pencapaian siswa dalam menulis teks deskripsi menggunakan tehknik brainstorming mendapat 82.27 dari standar nilai 4.65 (2) pencapaian siswa dalam menulis teks deskripsi yang telah diajarkan biasanya mendapat skor 75.07 dan standarnya adalah 3.60. nilai dari t_{test} 2.917 dan t_{table} adalah 2.009.

Jadi, t_{test} lebih besar dari t_{table}. Itu berarti bahwa ada pengaruh yang signifikan dengan menggunakan tehnik brainstorming pada pencapaian menulis siswa. Jadi sebelum menggunakan tehnik brainstorming dalam menulis deskripsi siswa mendapat nilai yang kurang baik, setelah menggunakan test tersebut nilai siswa menjadi lebih baik.

Kata kunci : *tekhnik brainstorming, teks deskripsi*

ORISINILITAS PENELITIAN

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

Metro, 10 Juli 2019

Yang menyatakan

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: Heru Irawan
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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, July 10th, 2019

The writer

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MOTTO

Not everything that counts can be counted, and not everything that can be counted truly

counts

(Bob Marley)

Repetition is the mother of all forms of skill

(Heru Irawan)

DEDICATION PAGE

I highly dedicated this undergraduate thesis to:

- ✓ My beloved parents who always support me in their endless love.

- ✓ My lovely wife who always support me.

- ✓ My Sponsors of undergraduate thesis who has guided me well as long as I wrote and finished my undergraduate thesis.

- ✓ All of My Friends

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Bismillahirohmanirrohim,

Praise to ALLAH the almighty God for letting me to finish the research proposal entitled **"The Influence of Using Brainstorming Technique on The Students' Descriptive Writing Ability at The Tenth Grade of SMK PGRI 1 Punggur Central Lampung"**.
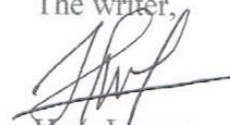
The writer intends to express his biggest appreciation to his parents who always support him all the time for both physically and mentally. His advisors Trisna Dinillah Harya, M.Pd and Dr. Umi Yawisah, M.Hum for giving her guidance and support during the research process. The writer's acknowledgement also goes to the Principal of IAIN Metro, Prof. Dr. Enizar, M.Ag, the Dean of Tarbiyah and Teacher Training Faculty Dr. Hj. Akla, M.Pd, the Head of English Department, Mr. Ahmad Subhan Roza, M.Pd.

In addition, the writer also would like to thank to all his friends of TBI who always support and accompany him in learning English.

With limitation of ability of the writer, still many mistakes in writing and presentation items. Therefore, the writer apologizes hopefully this research can be benefit to all of us properly.

Metro, July 10th, 2019

The writer,

Heru Irawan
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CURRICULUM VITAE

CHAPTER I

INTRODUCTION

A. **Background of the Study**

In Indonesia, English has included into curriculum as one of subjects in teaching and learning process in every level of schools. Meanwhile, there are four basic skills in learning English that must be mastered by language learners namely listening, speaking, reading, and writing. Consequently, the students should learn and master four basic skills of English because student's English mastery for all education levels will increase the quality of national education in Indonesia.

Writing as productive language skill is one of skills in written language form. Sanggam stated that writing is a psychological activity of the language user to put information in the written text.[1] It means that writing is the activity of language to communicate and give information in the written form. Writing is one of direct communication between the writer and the printed texts which are produced by the writers it selves. Certainly, it is different from the other skills because language learners use written language to communicate and to forward messages or ideas. Thus, language learners must learn and know how to write English well.

Writing is an important skill especially in English. Many types of writing that must be learnt by language learners to develop their ideas. But, in this occasion the writer or writer chooses descriptive writing skill as a research object. Language learners can express their feeling, thinking, expression, and opinion in writing performance. But, it is not easy to develop ideas to write well in Englishparagraph.

[1]SanggamSiahaan, *Issues In Linguistics* , (Yogyakarta: GrahaIlmu, 2008), p. 215.

Moreover, we must make purpose of paragraph clear in order the readers understand what we write about. In addition, we must determine types of our text writing for instance narrative, descriptive, argumentative or other kinds of English writing Text so that we are able to focus on our writing purpose.

Furthermore, writing consists of some paragraphs. It has main topic and topic elaboration. In topic elaboration, there are many ideas then the ideas are composed as paragraphs. Writing is not easy because generating ideas is like a challenge. It needs deep thinking or inspiration.

In one hand, the writer has done the pre-survey and the writer found any problems at tenth grade of SMK PGRI 1 Punggur. The problems are the students' descriptive writing scoreis still low, and the students have difficulties in generating new ideas.It means they have to solve the problem to make their writing well.

Moreover, the following is the result data score of descriptive text writing assignment at tenth graders of SMK PGRI 1 Punggur.

Table 1.1
The Results Data Score of Descriptive Text Writing of the First Semester Among the Students at tenth graders of SMK PGRI 1 Punggur in the academic year 2018 / 2019.

No	Score	Students	Percentage	Category
	>=81	-	0 %	Good

1	61- 71	5	22,5 %	Fair
2	51 - 61	6	32,5 %	Fair
3	0 - 51	9	45 %	Bad
TOTAL		20	100 %	

Source: The English teacher' archives, taken on the writing essay assignment of the first semester students on January, 29th 2017.

Referring to the table above, it can be inferred that the students'descriptive writing is low. It can be seen that no one of the students get the score >=81, there are 5 of the students that get the score>=71, there are 6 students get score >=61, there are 9 students get score >=51, and no stdudents get score >=0. It means that the score of the students are still low.

Moreover, to solve the problems, there are many techniques that can be used by the teacher and the students. One of them is brainstorming technique. Brainstorming is a useful technique in descriptive writing to develop a topic with open minded without judging our ideas. It means that the students can free to come up with their ideas and can help them to write a paragraph. So, it should be used in learning and teaching process in writing subject.

Regarding to all the explanation above, the writer would like to conduct a research to know whether there is any influence of using brainstorming technique. Thus, the writer would like to conduct a research entitled"The influence of using brainstorming technique onthe students descriptive writing ability among the tenth grade of SMK PGRI 1 Punggur."

B. Problem Identification

Based on the background above, the writer finds some problems as follows:

1. The students' descriptive writing score are low.

2. The students have difficulties in generating new ideas.

3. The students have low motivation to make descriptive writing.

C. Problem Limitation

Based on the identification of the problems the students' have difficulties in generating new idea, the writer conducts the research entitled the influence of brainstorming technique on the students' descriptive writing ability at the tenth grade of SMK PGRI 1 Punggur.

D. Problem Formulation

Based on the background of study and problems identification above, the writer formulates the problem in this research is "Is there any positive and significant influence using brainstorming technique on the students' descriptive writing ability among the tenth grade of SMK PGRI 1 Punggur?"

E. Objectives and Benefits of the Study

1. Objectives of the Study

   In general, the objective of this study is to find out whether there is positive and significant influence of using brainstorming technique on the students descriptive writing ability at the tenth grade of SMK PGRI 1 Punggur.

2. Benefits of the Study

   a. For the Students

      1) As contribution to solving the problem indescriptive writing.

      2) As information to the Students for applying the descriptive writing by using brainstorming technique effectively.

3) As stimulation to improve their confidence by using brainstorming technique effectively.

b. For the English Teachers:

1) As contribution to increase students' ability in English writing by using brainstorming technique, especially descriptive writing.

2) As guidance for English Teachers to make easier for teaching the Students by using brainstorming technique in descriptive writing.

c. For the Headmaster

As guidance for the headmaster in improving the students ability, so they can also increase the quality of the students.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Writing

1. The Definition of Writing

Writing is the activity of language to communicate and give information in the written form. There are some definitions about writing. Here are some definitions according to some experts.

According to I.S.P Nation argued that writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading.[2] It means the preparation can make it possible for words that have been used receptively to come into productive use. Furthermore, according to Yakhontova, Writing is a complex process that requires a number of various skills.[3] It means that writing is the most complicated skill because the writer must master the other skills such as listening, speaking and reading. Beside, Sanggam said that the written productive language skill is called writing. It is the skill of a writer to communicate information to a reader or group of readers.[4] It means that writing is the skill to give information for other people.

Writing is not an easy work. Writing needs the study of linguistics and non-linguistics factors. The linguistics factors of writing are vocabulary, grammar, structure, orthography and others. Beside linguistics factors of writing are reading habit, motivation, knowledge of the world and learning strategies.

According to the statement above, the writer can conclude that writing ability is one of the ways that productive to express, thought and feeling to the reader or

6   at the

reader understand about the meaning.

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[2] I.S.P Nation, *Teaching ESL/EFL Reading and Writing,* (New York: Routledge, Taylor & Francis Group, 2009), p. 113.
[3] T. V. Yakhontova, *English Academic Writing*, (UK: University of Liverpool, 2003), p.18.
[4] Sanggam Siahaan, *The English Paragraph,* Graha Ilmu, Yogyakarta, 2008, p.2.

2. Types of Writing

As we know that writing have some types which the English students should know, there are some types of writing as follows:

a. Descriptive / description

Descriptive is the way things look, smell, taste, feel, or sound. It may also evoke moods, such as happiness, loneliness, or fear.[5] It means that it used to describe more than the out ward appearance of people. It may tell about their traits of character or personality. Descriptive writing requires the use of specific details and vocabulary that carries a strong meaning.

b. Narrative / narration

Narrative is anaccount or description of events in the past which entails following a time sequence or chronological order.[6] That is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happen according to natural time sequence. It illustrates that narrative is to retell about the story in the past.

c. Exposition

Exposition is used in giving information, making explanations, and interpreting meanings.[7] It means that in exposition gives more information and explanation about something well.

d. Report

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[5]George E. Wishon and Julia M. Burks, *Let's Write Englishrevised edition*, (New York: Teachers College Press, 1980), p. 379.
[6]R.R Jordan, *Academic Writing Course Study Skill in English*, third edition, (England: Pearson Education Limited, 2003), p. 27.
[7]GeorgeE. Wishon and Julia M. Burks, *Let's Write.*, p. 382.

Report tells about the observation, research, or the study about thing, animal, people, or place.[8] It means that report tells about the characteristic above clearly.

e. Argumentative / argumentation

Argumentative is used in persuading and convincing. It is closely related to exposition and is often found combined with. Argumentation is used to make a case or to prove or disprove a statement of proposition.[9] On the other hand, it is the form of writing that is used to make a case or to prove a statement or proportion. That is content of the text is about our statement or opinion that has reason.

In this occasion the writer chooses descriptive writing skill as a research object. Because descriptive writing can help Language learners to express their feeling, thinking, expression, and opinion in writing performance for describing some texts.

3. The Concept of Descriptive Writing

According to some experts, descriptive writing is described clearly. Kane states that description is about sensory experience, how something looks, sounds, tastes. Mostly it is about visual experience but description also deals with other kinds of perception.[10] It means that descriptive can used to describe something by its appearance by using some kinds of perception.

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[8]Otong Setiawan Djuharie, *Book 3 Essay Writing*, (Bandung: Yrama Widya, 2009), p. 155.
[9] George E. Wishon and Julia M. Burks, *Let's Write.,*p. 383.

[10]S. Kane, Thomas, *Oxford, Essential*, p.351

Next, descriptive writing is like painting a still life picture. The writer has a picture in his/her mind that he/she wants to communicate to the reader.[11] It means that when the writer wants to describe something, he/she can use the picture to make the description easier to be described.

The next is description which is a part of paragraph which describes parts, qualities, and characteristics of the person or something that will be described. It should be described in detail, so the readers can get clear description of the object.[12] The purpose is to make the reader can easier to understand the information in the descriptive text when it is described in details.

Furthermore, the descriptive text has caracteristics, as follows:

1. *Introduction* is the part of the paragraph that introduces the character.

2. *Description* is the part of the paragraph that describes the character[13].

From the explanation above, it means that introduction is the part that can describe the name of object, kind of object, character of object, and etc. Next, description contains the detail information about the object, so it can make the reader understand the description about the object clearly.

The descriptive text also has a language features. They are:

a) Focus on specific participants.

b) Use of Simple Present Tense.

c) Use of descriptive adjectives.

[11]Angela Acott-Smith.*Writing Paragraphs and The Writing Process, (*National Literacy Secretariat of Human Resources Development Canada:Winter, 1999), p.34
[12]Faisal &KrisnaSuwandita,*The Effectiveness of FRESH Technique to Teach Descriptive Paragraph, Journal of Education and Learning.*Vol.7, 2013)p. 239-248.
[13]Artono Wardiman, et. Al, *English in Focus,* (Jakarta*:* Pusat Perbukuan Departemen Pendidikan Nasional, 2008) p. 16

d) Use of detailed Noun Phrase to give information about the subject.

e) Use of action verbs 'Material Processes'.

f) Use of Figurative language.[14]

Descriptive is used to describe what something look like. So, if we want to describe something we must be able to make the listener understand what we mean. For make it clear, here is the example of descriptive text[15]:

The Sea Eagle

Identification	There is an eagle nesting on the tree top near my grandparent's house in Pangandaran. It was a sea eagle.
Description	The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small birds. Eagles have many sizes, shapes, and colors, but the sea eagle is easy to recognise because it has astrong a streamlined, sharp beak and a stream-line body. Its forelimbs (or arms) serve as wings. This means that they are of little use for anything except flying.It walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers, and for many other jobs that non-flying animals do with paws, claws, or hands on their forelimbs.

From the example above, it can be seen that the descriptive text is about the sea eagle which the identification explains about the name of the object and kind of the object. Next, the description explains about the characteristic and the detail information about the object.

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[14]M Mursyid PW, *Learning Descriptive Text,* (Jakarta: 2005), p.05
[15]*Ibid,* p. 16

4. The Process of Writing

In the teaching writing is not either focus on product of that writing or on the writing process itself. Writing is more than picking up a pen and putting the words on paper. It requires thought and planning if it is to mean anything to the receiver who read it. It requires and combines more basic skills than any other subject area. Moreover, Richard said that writing is viewed as the result of complex processes of planning,drafting, reviewing and revising and some approaches to the teaching of first and second language writing teach students to use these processes.[16] It means that writing is so complex activity that should be done by the writer itself. Because writing well is not easy to do, many things that are necessary considered in writing process. The writing process as follows:

a. Prewriting

Prewriting is preparation for writing. It means,that consists of a planning or what the writer does before he begins his first draft.

b. Drafting

Drafting is developing the first draft using a recursive process. The key to write a good first draft is to be sure good ideas roughed out. On the other hand, drafting is an early step of a piece of writing after prewriting. Sometimes most of us cannot compose anything well at the first when we try. So, we must write and rewrite. The more we draft, the result will be better.

c. Feedback

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[16] Jack C. Richards and Richard Schmidt, *Language Teaching and Applied Linguistics,third edition*,(Longman: Pearson education, 2002), p.592.

Feedback is the process of learning how an audience responds to one's writing. Feedback may come from teacher or peers after a draft is complete but before it is published or receives a final grade.

d. Revising

Revising is the process of making changes in a manuscript at many different levels from whole-text revisions. It means that revising is the re-evaluate the choice that has created a piece of writing.

e. Editing

Editing is the process of cleaning up a manuscript that focuses on lower level features of writing but which often gives rise to higher level revisions.

f. Publishing

Publishing is the processes by which students share their writing with others, including reading aloud to others, displaying the writing on bulletin boards, making small books of their writing, and developing classroom collections of writing.[17]

Based on quotations above, writing is one way to communicate. It is the skill which requires students to express their idea in written form. Writing involves the mastery of all components in target language such as grammar, content, vocabulary, spelling and mechanic together. It involves complex process.

5. Measurement of Writing Desccriptivce Text

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[17]George Hillocks Jr, *The Testing Trap (How State Writing Assessments Control Learning)*, (New York: Teacher College press, 2002), p. 30.

Writing involves the mastery of all elements in target language such as grammar, content, vocabulary, spelling and mechanics. It involves complex process. There are five general categories in writing, they are:

1) Content : the substance or writing ideas express the unity.

2) Vocabulary : the selection word that is suitable with the content.

3) Organization : the organization of contents or the ideas, it is coherence.

4) Grammar : the use of sentences that appropriate.

5) Mechanics : the use of graphic conventions of the language.

According to Joy M. Reid the criteria of each writing score are: content (13-30), organization (7-20), vocabulary (7-20), language use (5-25) and mechanic (2-5). So the total of the score of descriptive writing students is 100[18]. Here is the measurement rubric according to Joy M. Reid:

Table 2
The Measurement Rubrics of Descriptive Writing Ability

Writing Ability	Score	Criteria	Explanation
Content	30-27	Excellent to Very Good	Knowledgeable, substantive development of thesis, relevant to assigned topic
	26-22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to Bad	Limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very bad	Does not show knowledge of subject, non-substantive, not pertinent, or not

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[18]Joy M. Reid, *Teaching ESL Writing,* (USA: Prentice Hall Regent, 1993), p.236-237.

			enough to evaluate
Organization	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to Bad	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
	9-7	Very Bad	Does not communicate, no organization, or not enough to evaluate
Vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Bad	Limited range, frequent errors of work/idiom form, choice, usage, meaning confused or obscured.
	9-7	Very Bad	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, r not enough to evaluate
Language	25-22	Excellent to Very Good	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	17-11	Fair to Bad	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	Very Bad	Having no mastery in syntax rule, there are many mistakes and uncommunicative

	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
Mechanic	3	Fair to Bad	Frequent errors of spelling, punctuation, capitalization, paragraphing, bad handwriting, meaning confused or obscured.
	2	Bad	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.[19]

According to the explanation above, there are some criteria to measure the students' descriptive writing ability and it has each writing score and level of score for each criteria. And all of the score criteria it can be the total score of students' descriptive writing ability.

B. Concept of Brainstorming Technique

1. The Definition of Brainstorming

There are some definitions of brainstorming technique which is used in writing. Below are the definitions which taken from some experts.

As asserted by Brown, brainstorming is a technique whose purpose is to initiate some sort of thinking process.[20]To put more simply, brainstorming is a technique which help the people to overcome their problems in writing. For example, the writers who use brainstorming technique in writing because they have difficulties to develop main topic while they are elaborating or exploring

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[19]*Ibid*, p.236-237.
[20]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition* , (New York: Addison Wisley Longman, Inc., 2000), p. 184.

the ideas. But when they use brainstorming, it will help them inelaborating or exploring the ideas.

According to Alan, brainstorming is a structured process for having ideas.[21] In other words, brainstorming is process of thinking about an object. It has some procedures which organized to produce several ideas. The ideas can be an opinion, feeling, purpose, or thought. So, when this technique is used in writing, it can help the writer to generate ideas relate to the main topic which they have.

Furthermore, David stated that brainstorming is a very specific process. It essentially consists of freeform thinking out loud.[22] It would be better to say that brainstorming is thinking as free as possible, no impression and no limitation. They just call the idea in the mind. Hence, they get many ideas which will be used in writing process happily.

Moreover, Brendan explained that brainstorming means experimenting with word and idea associations, particularly making unusual sssociations, to see what happens.[23] In other word, brainstorming is the process to find several ideas which is done by analyzing the word correlation to get new idea. It also can be done by thinking critically about something, so they get the whole information.

To put more simply, the writers should keep in writing during the ideas in their mind, consequently they write continuously. To save time, the writers can write the ideas in the phrase quickly, or the key word only. It means not complete sentence. Those make the writers create many ideas and save more

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[21]Alan barker, *30 minutes...to Brainstorm Great Ideas*, (London: Kogan Page Imited, 1999), p.7
[22]David Perry and Rusel De Maria, *A Brainstorming Tool Book*, (Canada: Course Technology, 2009), p.5
[23]Brendan Hennessy, *Writing An Essay: How to Improve Your Performance for Coursework and Examinations*, (United Kingdom: How to Books ltd, 1999), p. 51

times. In other words, by brainstorming the writers will get easy way to start writing in the net stages. Besides, it also can guide the writers in developing the topic. In the contrary, without brainstorming before writing, sometimes the writers are confused while they are in the process of writing. They don't know what will they write and how to start writing. Therefore, brainstorming is very importance and very useful to be carried out previously.

Based on the quotation and explanation above, the writer takes conclusion that brainstorming is the useful technique which helps the writers generate many ideas creatively. While brainstorming a topic, they are generating many ideas like opinion, imaginations, feeling, and thought which used to develop main topic. By having many ideas, they write easily in the next sentence or paragraph.

2. **The Principles of Brainstorming**

According to the dictionary, principles a law, a rule or a theory that something is based on.[24] It means that principle can be seen as basic rule. Many principles should be known before the writers use brainstorming technique in order to use it well. Those principles or basic rules which are quoted from the experts will be explained below.

According to Osborn, there are four basic rules in brainstorming, they are:

a. Criticism is ruled out: adverse judgment of ideas must be withheld until later. It means that criticism of ideas are withheld during the brainstorming session as the purpose is on generating varied and unusual ideals and extending or adding to these ideas. Criticism is reserved for the evaluation stage of the

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[24]A.S. Hornby, *Oxford Advance,* p. 1223

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

b. 'Freewheeling' is welcomed: the wilder the idea, the better; it is easier to tame down than to think up. It means that unusual ideas are welcomed as it is normally easier to "tame-down" than to "tame-up" as new ways of thinking and looking at the world may provide better solutions.

c. Quantity is wanted: the greater the number of ideas, the more the likelihood of winners. It means that the greater number of ideas is generated the greater chance of producing a radical and effective solution.

d. Combination and improvement are sought: in addition to contributing ideas of their own, participants should suggest how ideas of others can be turned into better ideas; or how two or more ideas can be joined into still another idea. It means that it is not only a variety of ideas, but also ways to combine ideas in order to make them better.[25]

From the explanation above, the writer conclude that the instruction of brainstorming should be specific and clear. It is clear that the brainstorming technique helps the process of think to get a way in solving a problem. Besides that, this technique tends to produce the quantity of the idea, not the quality in short time. The writers just write down every idea in their mind, so they can generate ideas creatively. It means they should narrow the topic become specific one. Then the principles make the writers success in brainstorming before writing.

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[25] Alan Barker, *30 Minutes.,* p. 8.

3. The Procedure of Brainstorming

The brainstorming process is a series in which the writers generate the ideas about the particular topic that they have been chosen. Likewise, they imagine something to call the ideas. During the process of brainstorming, the writers permit to approach the topic with an open mind. They can free as their self to some up ideas.

This is the example of brainstorming procedur which asserted by Douglas:

Let's think about the future for a moment. Let's focus our attention on how might your present of future job. Have you thought about the changes that might occur in your field? To help you think about this question, you are going to make list of ideas concerning change in your field or in the field you plan to enter.

a) Prepare two sheet of paper with the following:

  (1) What changes have occurred in my field in the last twenty years? Your field-today's date

  (2) What changes do I expect to occur in my field in the next twenty years? Your Field-The date twenty years from now

b) As quickly as possible, think as many as ideas as you can to answer the question on sheet (1).

  (1) Take between five and ten minutes to list every idea that come in your mind.

  (2) Do not evaluate your ideas. That will come later.

c) When you have written down, everything you can think of, go over the list to evaluate what you have written. Cross the ideas that don't fit.

d) Repeat this process (steps b and c) for sheet 2.[26]

This example shows that there are some general steps in the brainstorming and based on the example, the writer infers several steps in brainstorming as follows:

a) Choose the topic for your writing.

b) Write the topic on the paper.

c) Brainstorm the topic.

d) List or write the ideas or the words under the topic.

e) When you have written all, revise all the ideas which are not necessary.

4. The Advantages and Disadvantages of Brainstorming

There are several advantages when the writers are using the brainstorming technique. On the other hand, there are also the disadvantages. Furthermore, Alan explained that brainstorming helps us think more clearly and creatively.[27]On the other hand, when the writers use brainstorming in writing, they will keep on writing because they have many ideas in their mind. Therefore, they need few minutes for writing when they generate the ideas.

Here are some advantages of brainstorming technique:

1) You don't have to be a highly qualified expert of highly paid consultant to use it.

2) Easy to understand, it's not a complicated technique.

3) It is inexpensive.

4) If controlled properly it is quick way of generating ideas.

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[26]H. Douglas Brown, *Teaching by,* p. 349.
[27]Alan Barker, *30 Minutes,* p.5.

5) Encourages creative thinking "out of the box'.

6) Generates ideas and solutions that can be used elsewhere.

7) Provides an opportunity of widespread participation and involvement.

However, brainstorming also has many disadvantages as follows:

1) Can take too much time if the group is not properly controlled and is allowed to run for too long.

2) Raising expectations of the brainstorming group by considering ideas that will never be implemented.[28]

From the explanation above, the writer concludes that brainstorming has many advantages and disadvantages. The advantages can help the students to generating ideas well, but the disadvantages is not as easy as to be implemented.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

This research is quantitative research. This research is aimed to knowing the influence between independent variable and dependent variable. There are two variables in this research, they are independent variable (X) and dependent

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[28]Taken from https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKEwjFn7LH6eTKAhVFtpQKHVtIDWAQFggnMAE&url=http%3A%2F%2Fyour.kingcounty.gov%2Femployees%2FHRD%2FCareerOrgServices%2Ftoolkit%2Fdocs%2FBrainstorming.pdf&usg=AFQjCNHwU8hxn2ajr1qNZEwvc4oJghjMPQ on February, 7th 2016 at 12.47 p.m

variable (Y). The independent variable (X) is brainstorming technique and dependent variable (Y) is descriptive writing ability.

To make the situation and learning run well, the writer will use brainstroming technique. This technique is expected to be able to attract students' interest in descriptive writing, exactly in generating new ideas. Furthermore, brainstorming technique will enable the students to solve the difficulties to generating new ideas. Therefore, there is any positive and significant influence of brainstorming technique toward the students' descriptive writing ability.

The theoretical framework in this research is "if brainstorming technique is applied perfectly in the English teaching and learning process, so the students'descriptive writing ability will be good. Whereas, if brainstorming technique is not applied perfectly in the teaching and learning process, so the students paragraph writing ability will be bad.

2. Paradigm

Based on the theoritical framework above, the writer describes the paradigm as follows:

Figure 1
The Influence of Brainstorming toward the Students'
Descriptive Writing Ability

C. →
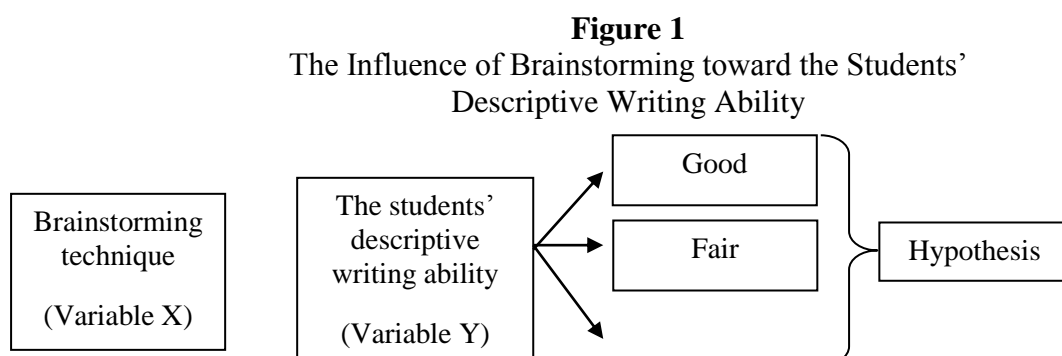
According to the figure above, if brainstorming technique can influence the students to creative thinking and have good paragraph writing, it means that the criteria of students' paragraph writing ability are good. If brainstorming technique give standard influence for the students in paragraph writing, it means the criteria of the students' paragraph writing is fair. And if brainstorming technique can't influence the students in paragraph writing, it means the criteria of the students' paragraph writing is bad.

D. Hypothesis Formulation

Based on the theoretical framework and paradigm above, the writer formulates the hypothesis of the research as follows:

1. H_a(Alternative Hypothesis):

There is positive and significant influence of using brainstorming technique on the students descriptive writing ability among the eleventh graders of SMK PGRI 1 Punggur.

2. H_o (Null Hypothesis):

There is not possitive and significant influence of using brainstorming technique toward the students' descriptive writing abilityat the eleventh grade of SMK PGRI 1 Punggur. According to the H_i and H_o above, it can be concluded that the statistical hypothesis are as follows:

1. If $F_o > F_t$, H_a is accepted and H_o is rejected.
2. If $F_o < F_t$, H_a is rejected and H_o is accepted.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research conducted a quantitative, quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)[29], in the experiment research form, one or more variables may be deliberately manipulated and the results analyzed and rationalized[30]. The characteristic of this research is compared and has group pre-test post-test design. In this design, the pretest and posttest were intended to investigate whether using Brainstorm as technique can be used to increase students' English learning result significantly. Then, the means (average score) of both pretest and posttest were counted to find out the progress before and after treatment. This research used one class as experimental group by using total sampling. This class had both pretest and posttest.

Graduated on the explanation above, the writer can assume that quantitative research is a research can be measured by statistical method. The writer used the quantitative research, because data which is collected by the writer include into the numeral data.

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[29] Daniel Muijs, *Doing Quantitative Research in Education*, SAGE Publications Ltd, London, 2004, p. 1

[30] James E. Mauch, *et. al*, *Guide to the Successful Thesis and Dissertation: A Handbook for Students and Faculty, Fourth Edition, Revised and Expanded*, Marcel Dekker, Inc, New York, 2003, p. 129

B. The Operational Definition of Variable

Variables of the research must be defined operationally and clearly in order to create multiple interruption. Based on the statement above, the operational of variable has two variables are independent variable and dependent variable.

Independent variable is the variable which influence the dependent variable. Independent variable in this research is brainstorming technique. Dependent variable is the variable which is observed and measured to determine the effect of the independent. The dependent variable of this research is the students' paragraph writing ability.

The research uses the quantitative research, which pretest and posttest is designed. In this design, the pretest and post test intended to investigate whether using brainstroming technique can influence the students' descriptive text writing ability possitively and significantly.

In pretest, there are 20 students as the research sample; It can be seen that no one of the students get the score >=81, there are 5 of the students that get the score >=71, there are 6 students get score >=61, there are 9 students get score >=51, and no students get score >=0. It means that the score of the students' descriptive writing is low. The pretest is conducted before giving the treatment. The treatment is implementing brainstorming technique.

After conducting a pretest, the writer would like to conduct the post test. During conducting a posttest the writer will give the treatment by implementing brainstorming technique to know the influence of brainstorming technique toward the students' descriptive writing ability.

C. Population, Sample and Sampling Technique

1. Population

Population is an individual or group that represents all the members of a certain group or category of interest.[31] The population of this research is the students at eleventh grade of SMK PGRI 1 Punggur. In this research, the whole of the students at the second semester are 75 students.

2. Sample

A sample is a subset drawn from the larger population.[32] In this research, the writer chooses class B at eleventh grade of SMK PGRI 1 Punggur as a sample which consists of 40 students, because the criteria of students in class A included in the criteria which will be known by the writer.

3. Sampling Technique

In this research, the writer uses cluster sampling technique, because the writer has conclude that the class to be observed. This sampling technique is used to know the influence of using brainstorming technique on the students' descriptive writing ability at the tenth graders of SMK PGRI 1 Punggur.

D. Data Collection Method

To collect the data, the writer uses test, observation and documentation method.

1. Test

According to Donald Ary, etc., test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can

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[31] Timothy C. Urdan, *Statistics in Plain English, Second Edition,* (London: LEA publisher, 2005), p.1.

[32] *Ibid.*

be assigned. This score, based on a representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured.[33] It means that the test is the most research that used as the main tool to measure the ability of each individual.

In conclusion, the writer uses test to collect the data. The writer uses pre-test and post-test as data collection method to measure the students' descriptive writing ability by using composing in written form. Composing test is about the student should make paragraphs writing about the title which they get from the writer, and it minimum consist of two paragraphs.

This test is chosen by the writer because to know the students successful learning outcomes during at the tenth graders especially in descriptive text writing ability and how high brainstorming technique influence their descriptive text writing ability.

2. Observation

Observation is the data collecting method that has goal of observation to explain, elaborate the condition that examine, and the activities that conduct between individual and activities. The writer uses this method to get detail information and the process of the event while the research is conducted at SMK PGRI 1 Punggur, exactly the condition and the data of the students, teachers, and class/school.

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[33] Donald Ary, *et.al.*, *Introduction to Research in Education*, (USA: Wadsworth, Cengage Learning, 2010), p.201.

3. Documentation

Documentation is as the method which is used to get information from written languages or documents, such as books, magazine, rule, note and other. The writer uses documentation method to get the detail information about the profile, history and the organization structure at SMK PGRI 1 Punggur.

E. Research Instrument

The functional of using research instrument is also to get the data that useful when the writer has done to collect information in the field. The research instruments are:

1. Intrument Blueprint

The instrument blueprint which will be used are as follows:

a. The instrument which will be used in observation method is observation guidance, as follows; 1) Observation the location sketch of SMK PGRI 1 Punggur; 2) Observation the establishment of SMK PGRI 1 Punggur; 3) Observation about building of SMK PGRI 1 Punggur.

b. The instrument which will be used in documentation method is documentation guidance, as follow; 1) Documentation about teachers and official at SMK PGRI 1 Punggur; 2) Documentation about students of SMK PGRI 1 Punggur; 3) Documentation about the organization structure of SMK PGRI 1 Punggur.

c. The instrument which will be used in test includes the pre-test and post-test. The pre-test is taken from the students' paragraph writing assignment in a first semester. The post-test will be taken from the score of the students' after

making a descriptive text writing. The writer will give a topic then the students should make descriptive text writing in written form. The score of post-test will be taken after giving treatment by implementing brainstorming technique.

2. **Instrument Calibration**

Instrument calibration is the scale of measurement which will be used to decide the instrument standard which will be used. There are three distinct aspects of validity, they are content validity, criterion validity, and construct validity. Moreover, in this research, the writer only sees from content and constructs validity. Content validity refers to whether or not the content of the manifest variable is right to measure the talent concept that the writer tries measure.[34] The focus of content validity is on the adequacy of the sample and not simply on the appearance of the test. It means, the items of the test should represent the material being used. The writer will compose the test instrument based on the subject matter content of syllabus. Meanwhile, construct validity is concerned with whether the test is actually in line with the theory of what it means to know the certain language knowledge or certain language skill. It is evident that knowing the structure means that the students are able to construct or generate new ideas, in a certain occasion. Related to this theory, the test items given here should really measure or really test the students' ability to generate or construct new ideas. Moreover, the writer will collect the data by using the test. The test is descriptive text writing. The teacher is going to give a

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[34] Daniel Muijs, p. 66

theme then the students should make descriptive text writing, then by analyze the validity test, reliability test, and difficulty level test.

F. Data Analysis Technique

To investigate whether there is the influence of Venn diagram on descriptive writing at eighth grade junior high school of Islamic Education Center (IEC) Roudlatul Qur'an the researcher uses the true experiment in the form of paired by using control group pre-test and post-test design and here is the formulation of t-test:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

t : t-test

M_y : Mean Sample Experiment

M_x : Mean Sample Control

N_x : Number Study Control

N_y : Number Study Experiment

X : Deviation X^2 and X^1

Y : Deviation Y^1 from the Mean Y^1.[35]

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[35] Suharsini Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* PT.Rineka Cipta, Jakarta, 2006, p. 311-312

CHAPTER IV

RESULT OF THE RESEARCH

A. **Description of the Data**

1. **Research Setting**

   a. A Brief History of Establishment on SMK PGRI 1 Punggur

   SMK PGRI 1 Punggur Lampung Tengah is located in Tanggul angin, Punggur district of Central Lamung. It was established on May, 1985. SMK PGRI 1 Punggur has accreditation status of C and had been lead by the following principals:

   - 1st July 1984 – 31 July 1987 had been lead by Mr. Bayu Suprihyanto, B.Sc
   - 1st August 1987 - 31 July 1990 had been lead by Drs. Sujadi Margono
   - 1st August 1990 - 31 Juli 1993 had been lead by Mr. Dwi Suhardiyono, S.Pd
   - 1stAugust 1993 - 31 Juli 1996 had been lead Mr. Bayu Suprihyanto, B.Sc
   - 1stAugust 1996 - 31 Juli 1999 had been lead Mr. Dwi Suhardiyono, S.Pd
   - 1stAugust 1999 - 31 Juli 2002 had been lead Drs. Sujadi Margono
   - 1stAgust 2002 - 31 Juli 2005 had been lead Mr. Dwi Suhardiyono, S.Pd
   - 1stAugust 2005 - 31 Juli 2008 had been lead Mr. Mardiyono, HS, BA
   - 1stAugust 2008 - 31 Juli 2011 had been lead Mr. Mardiyono, HS, S.Pd
   - 1stAugust 2011- 31 Juli 2015 had been lead Hi. Mardiyono, HS, S.Pd
   - 10 July 2015 -until now had been lead Mrs. Harnani, S.Pd

SMK PGRI 1 Punggur established on area ± 8.440 m^2 with school statistic number 344120206005. SMK PGRI 1 Punggur has four skill program. Those are marketing, accountancy, office administration, and computer program with the total class are 3 for each the skill program. SMK PGRI 1 Punggur has 30 teachers and 6 official employees.

b. Vision and Mission

1) Vision

"Produce skilled, independent, competitive and noble graduates"

2) Mission

"Preparing students to be a skilled, honest, polite, and be cautious medium level manager to make leaders competitive in work"

c. The Condition of Teacher and Official Employers at SMK PGRI 1 Punggur.

Table 2.1

The Condition of Teachers and Official Employers in SMK PGRI 1 Punggur in the Academic Year of 2018/2019

No.	Name / NIP	Education last	Teacher status	Position
1	Harnani, S.Pd	S.1	DPK	Headmaster
2	Dra. Ernawati	S.1	DPK	Vice curriculum
3	Wahana Widjanarko, S.Pd	S.1	GTY	Vice student
4	Hi. Mardiyono, HS, S.Pd	S.1	GTY	Civics teacher
5	Ir. Suyoto, MM	S.2	GTY	English Teacher
6	Drs. Cahyo Purwono	S.1	GTT	History Teacher
7	Drs. Tugiman	S.1	GTY	Office admin Teacher
8	A. Agus Gunardiyanta, BA	S.1	GTT	Civics Teacher
9	Drs. Tribono Budi Rumpoko	S.1	DPK	Computer Teacher
10	Dra. Rupiyah	S.1	DPK	Management Bussines Teacher
11	Dra. Masturyatun	S.1	GTT	Computer Teacher

12	Dwi Suhardiyono, S.Pd	S.1	GTT	Counceling Teacher
13	Dra. Ari Retnani	S.1	GTT	History Teacher
14	May Farida S.Pd.	S.1	GTT	Indonesian Teacher
15	Drs. Sungedi	S.1	GTT	Islamic Religion Teacher
16	Suwito	SGO	GTY	Indonesian Teacher
17	Eni Purwiyati, BA	SARMUD	GTY	Art Teacher
18	Indriani Srimuryantini,SE.M.S, Ak	S.1	GTY	Accountant Economic Teacher
19	Dra. Salbiah	S.1	GTY	Islamic Religion Teacher
20	Lusy Yusarniati, SE.	S.1	GTT	Economic Teacher
21	Dyah Ayu Novitasari ,SE.	S.1	GTY	Economic Teacher
22	Sumartini, S.Pd	S.1	GTY	Management Teacher
23	Agung Tri Hardono	SMA	GTY	Consult Teacher
24	Desi Anawati, S.Pd	S.1	GTY	Indonesian Teacher
25	Bekti Adarani, S.Pd	S.1	GTY	English Teacher
26	Willy Artanika Rikarda,ST	S.1	GTY	Computer Teacher
27	Rofita Handayani, S.Pd	S.1	GTY	Mathematics Teacher
28	Nuari Anisa Sivi, S.Kom	S.1	GTY	Computer Teacher
29	Asri Puji Astuti, S.Pd	S.1	GTY	English Teacher
30	A.Ali Hanafiah, S.Pd	S.1	GTT	Mathematics Teacher
31	Drs. Sudarminto	S.1	GTT	Islamic Religion Teacher
32	Alggi Fani Rama Santi, S.Pd	S.1	GTT	English Teacher
33	Miftahudin	S.1	GTT	Marketing Teacher
34	Supanto	PGSMTP	PTY	Head of Administration
35	Suhadi	PGSMTP	PTY	Treasury
36	Suparjo	SMP	PTY	Staff of Administration
37	Dwi Haryanti	D.1 Komputer	PTY	Staff of Administration
38	I Made Sugiarta	SMA	PTY	Staff of Administration
40	Avfrillia Suzanty	SMA	PTT	Staff of Administration

Quantity of SMK PGRI 1 Source   : *School Documentation*

a. Students Punggur

The student's quantity of SMK PGRI 1 Punggur in the academic year of

2018/2019 is that can be identified as follows:

Table 2.2
The Table of Students Quantity of SMK PGRI 1 Punggur in the Academic Year of
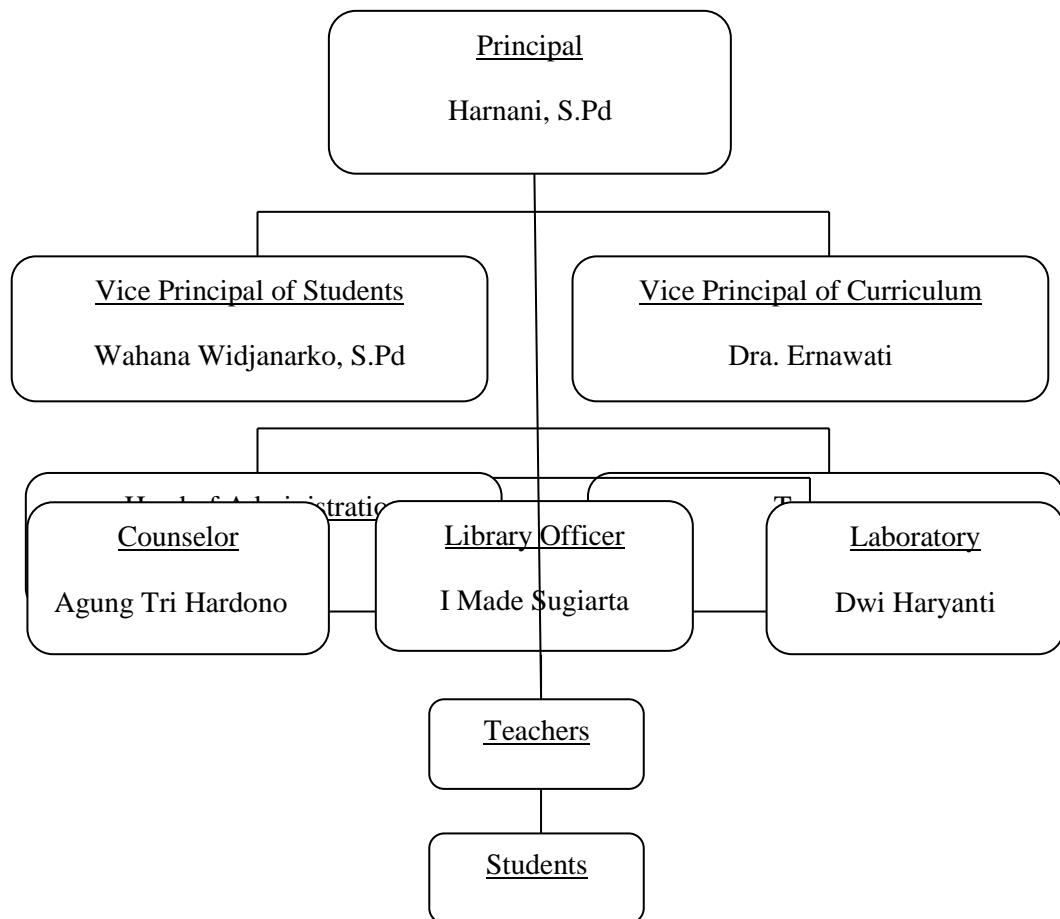2018/2019

NO	CLASS	DEPARTMENT				SEX		TOTAL
		TKJ	AK	AP	P	MALE	FEMALE	
1	X	20	15	22	23	30	45	75
2	XI	24	13	12	13	27	35	62
3	XII	20	18	16	11	25	40	62
	TOTAL					81	120	202

Source   : *School Documentation*

b. Structure Organization of SMK PGRI 1 Punggur

The structure organization of SMK PGRI 1 Punggur academic year

2018 / 2019 can be shown in the figure as follows :

Figure II
The Structure Organization of SMK PGRI 1 Punggur


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                          Principal
                        Harnani, S.Pd

    Vice Principal of Students        Vice Principal of Curriculum
    Wahana Widjanarko, S.Pd                Dra. Ernawati

         Head of Administration                    T

    Counselor          Library Officer          Laboratory
  Agung Tri Hardono    I Made Sugiarta          Dwi Haryanti

                          Teachers

                          Students
```

Source : *School Documentation*

B. Research Data

1. The Result of the Students' Pre-Test

The researcher conducted pre-test in the first meeting of hir research in order to find out the initial different between the classes who have similar level. The pre-test used in this research is in the form of writing test. The result of pre-test can be identified as follows:

Table 2.3

The Result of Students' Experimental Class Pre-Test at the Tenth Graders of SMK
PGRI 1 Punggur in the Academic of Year 2018/2019

NO	NAME	CO	OR	VO	GR	M	SCORE
1.	Ahmd	19	14	11	8	3	55
2.	Thh	18	13	10	7	2	50
3.	Amr	17	13	11	7	2	50
4.	Ags	17	13	11	7	2	50
5.	Anr	16	18	11	8	2	55
6.	Rhm	17	13	9	6	-	45
7.	Ans	14	16	11	6	3	50
8.	Dms	19	15	12	6	3	55
9.	Frs	19	15	12	6	3	55
10.	Fkr	19	15	12	6	2	55
11.	Hnk	17	14	11	6	2	50
12.	Nvr	17	13	10	5	-	45
13.	Hsn	20	14	12	7	2	55
14.	Hstn	20	15	11	7	2	55
15.	Lia	20	15	11	7	2	55
16.	Agng	17	14	11	6	2	50
17.	Hsn	20	17	12	7	2	58
18.	Bdw	13	17	10	5	-	45
19.	Spr	20	15	12	8	3	58
20.	Nsh	19	16	12	7	2	56
Total							1249
Average							54.3
The highest score							58
The lowest							45
The number of the students who got 62 or more							-

Based on the table above, the writer then measured the class interval

using Arikunto formulation as follows:

R = the highest score – the lowest score

= 58-45

=13

K = 1+3.3 log n

= 1+4.494 = 5.494

$$= 6$$

$$P = \frac{R}{K}$$

$$= \frac{13}{6}$$

$$= 2.17 = 2$$

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution, as follows:

Table 2.4
Frequency Distribution as the Result of Experimental Class Pre-Test
at the Tenth Graders of SMK PGRI 1 2018/2019

Interval	Frequency	Percentages %
45-46	4	17.39%
47-48	-	-
49-50	6	26.09%
51-52	-	-
53-54	-	-
55-56	11	47.83
57-58	2	8.69
	32	100%

Based on the table of frequency distribution above, it can be inferred that all of the students is noting who got more than 62 which is the minimum mastery criteria (KKM). Therefore, it can be inferred that the students' descriptive writing ability is very low.

And the data of pre-test score at the control class as follows:

Table 2.5

The Result of Students' Control Class Pre-Test at The Tenth Graders of
SMK PGRI 1 in Academic Year 2018/2019

NO	NAME	CO	OR	VO	GR	M	SCORE
1.	Ui	18	15	9	14	4	**60**
2.	Whd	18	13	11	14	4	**60**
3.	Ulm	20	17	13	11	4	**65**
4.	Rzk	18	18	15	11	3	**65**
5.	Ai	19	16	15	12	3	**65**
6.	Hd	19	16	15	12	3	**65**
7.	Akr	20	16	13	13	3	**65**
8.	Sr	19	18	13	11	4	**65**
9.	Nm	18	19	13	11	4	**65**
10.	Ash	22	20	14	11	3	**70**
11.	Tn	20	21	14	12	3	**70**
12.	Irm	22	19	14	12	3	**70**
13.	Isn	20	18	13	11	3	**65**
14.	Indh	20	18	13	10	4	**65**
15.	Hy	22	20	13	11	4	**70**
16.	Fdlh	26	20	14	11	4	**75**
17.	Gst	19	17	13	12	4	**65**
18.	Dk	20	18	12	12	3	**65**
19.	Chls	21	18	12	11	3	**65**
20.	Bt	20	18	13	11	3	**65**
Total							**1510**
Average							**65.6**
The highest score							**75**
The lowest							**60**
The number of the students who got 62 or more							**20**

Based on the table above, the writer then measured the class interval using Arikunto formulation as follows:

R = the highest score – the lowest score

= 75-60

=15

$K = 1+3.3 \log n$

= 1+4.493= 5.493

$$= 6$$

$$P = \frac{R}{K}$$

$$= \frac{15}{6}$$

$$= 2.5 = 2$$

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution, as follows

Table 2.6
Frequency Distribution as the Result of Control Class Pre-Test
at the Tenth Graders of SMK PGRI 1 2018/2019

Interval	frequency	Percentages %
60-61	3	13.04%
62-63	-	-
64-65	15	65.22%
66-67	-	-
68-69	-	-
70-71	4	17.4%
72-73		
74-75	1	4.34%
	23	100%

Based on the table of frequency distribution above, it can be inferred that 20 (86.95%) students got more than 62 which is the minimum mastery criteria (KKM). Therefore, it can be inferred that the students' descriptive writing ability is good.

2. The Result of the Students' Post-Test

And the data of post-test score at the control class as follows:

Table 2.7

The Result of Students' Control Class Post-Test at The Tenth Graders of SMK
PGRI 1 in Academic of Year 2018/2019

NO	NAME	CO	OR	VO	GR	M	SCORE
1.	Um	20	14	11	11	4	**60**
2.	Whd	19	15	10	17	4	**65**
3.	Ulm	19	14	11	17	4	**65**
4.	Rzk	19	13	17	11	5	**65**
5.	Ad	19	12	16	11	5	**65**
6.	Hd	18	15	16	9	4	**65**
7.	Akr	20	10	19	11	5	**65**
8.	Sr	20	16	12	12	5	**65**
9.	Nm	18	13	12	17	5	**65**
10.	Ash	19	18	12	17	4	**70**
11.	Tn	22	19	13	11	5	**70**
12.	Irm	23	17	10	16	4	**70**
13.	In	18	16	12	15	4	**65**
14.	Idh	19	15	11	16	4	**65**
15.	Hy	18	19	18	11	4	**70**
16.	Fdlh	25	18	11	17	4	**75**
17.	Gst	19	19	11	12	4	**65**
18.	Dk	19	19	10	18	3	**65**
19.	Chls	20	20	8	12	5	**65**
20.	Bt	22	18	12	9	4	**65**
Total							**1515**
Average							**65.8**
The highest score							**75**
The lowest							**60**
The number of the students who got 62 or more							**21**

Based on the table above, the writer then measured the class interval
using Arikunto formulation as follows:

R   = the highest score – the lowest score

= 75-60

=15

K   = 1+3.3 log n

= 1+4.493= 5.493

$$= 6$$

$$P \quad = \frac{R}{K}$$

$$= \frac{15}{6}$$

$$= 2.5 = 2$$

Table 2.8

Frequency Distribution as the Result of Experimental Class Post-Test
at the Tenth Graders of SMK PGRI 1 2018/2019

Interval	Frequency	Percentages %
60-61	8	34.7%
62-63	-	-
64-65	5	21.74%
66-67	-	-
68-69	-	-
70-71	7	30.43%
72-73		
74-75	3	13.04%
	23	100%

Based on the table of frequency distribution above, it can be inferred that

21 (91.30%) students got more than 62 which is the minimum mastery criteria

(KKM). Therefore, it can be inferred that the students' descriptive writing ability

is good.

The writer also conducted post-test for the experimental class. The result

of the students' post-test at the experimental class can be identified as follows:

Table 2.9

The Result of Students' Experimental Class Post-Test at the Tenth Graders of SMK PGRI 1 in Academic of Year 2018/2019

NO	NAME	CO	OR	VO	GR	M	SCORE
1.	Ahmd	20	7	19	7	4	**57**
2.	Thh	19	15	10	14	4	**62**
3.	Amr	19	8	11	9	4	**51**
4.	Ags	19	9	11	9	5	**53**
5.	Anr	16	19	11	19	5	**70**
6.	Rhm	13	17	18	16	4	**70**
7.	Ans	20	7	11	6	5	**51**
8.	Dns	21	12	12	11	5	**63**
9.	Frs	23	15	17	15	5	**75**
10.	Fkr	18	11	14	11	4	**58**
11.	Hnk	19	9	11	8	5	**52**
12.	Nvr	18	16	10	15	4	**65**
13.	Hsn	21	15	12	16	4	**70**
14.	Hstn	19	8	11	8	4	**50**
15.	Li	19	5	18	4	4	**50**
16.	Agng	10	11	11	12	4	**48**
17.	Hsn	21	14	19	15	4	**75**
18.	Bdw	10	11	10	11	3	**45**
19.	Spr	20	16	18	16	5	**75**
20.	Nsh	22	9	12	8	4	**57**
Total							**1445**
Average							**62.826**
The highest score							**75**
The lowest							**45**
The number of the students who got 62 or more							**10**

Based on the table above, the writer then measured the class interval using Arikunto formulation as follows:

R = the highest score − the lowest score

= 75-45

=30

K = 1+3.3 log n

$$= 1+4.493= 5.493$$

$$= 6$$

$$P = \frac{R}{K}$$

$$= \frac{30}{6}$$

$$= 5$$

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution, as follows:

Table 14

Frequency Distribution as the Result of Experimental Class Post-Test
at the Tenth Graders of SMK PGRI 1 2018/2019

Interval	frequency	Percentages %
45-49	3	13.043 %
50-54	5	21.739 %
55-59	4	17.391 %
60-64	3	13.043 %
65-69	1	4.347 %
70-75	7	30.434 %
	23	100 %

Based on the table of frequency distribution above, it can be inferred that 10 (43.47) students got more than 62 which is the minimum mastery criteria (KKM). Therefore, it can be inferred that the students' descriptive writing ability in post test is increased or easy to say is good.

C. **Hypotheses Testing**

After applying the method, the writer analyzed the data by using t-test in order to prove whether there is any influence between experimental classes which using Brainstorming technique and control class which didn't using

Brainstorming technique at the Tenth Graders of SMK PGRI 1' Students in

Academic Year of 2018/2019, as follows:

1. Preparing the table in order to proved whether there is any difference

between the experimental class and the control class at the Tenth Graders

of SMK PGRI 1' Students in Academic Year of 2018/2019

Table 2.10
The Authentic Table Of the Differences between Experimental Class and Control
Class at the Tenth Graders of SMK PGRI 1' Students
In Academic Year of 2018/2019

NO	Subject	Experimental Class			NO	Subject	Control Class		
		Pre-Test (X1)	Post-Test (X2)	Difference (X)			Pre-Test (Y1)	Post-Test (Y2)	Difference (Y)
1.	Ahmd	55	57	2	1.	Um	60	60	-
2.	Thh	50	62	12	2.	Whd	60	65	5
3.	Amr	50	51	1	3.	Ulm	65	65	-
4.	Ags	50	53	3	4.	Rzk	65	65	-
5.	Anr	55	70	15	5.	Ad	65	65	-
6.	Rhm	45	70	25	6.	Hd	65	65	-
7.	Ans	50	51	1	7.	Akhr	65	65	-
8.	Dns	55	63	8	8.	Sr	65	65	-
9.	Frs	55	75	20	9.	Nm	65	65	-
10.	Fkr	55	58	3	10.	Ash	70	70	-
11.	Hnk	50	52	2	11.	Tn	70	70	-
12.	Nvr	45	65	20	12.	Irm	70	70	-
13.	Hsn	55	70	15	13.	Isn	65	65	-
14.	Hstn	55	50	-5	14.	Indh	65	65	-
15.	Lia	55	50	-5	15.	Hy	70	70	-
16.	Agng	50	48	-2	16.	Fdlh	75	75	-
17.	Hsn	58	75	17	17.	Gst	65	65	-
18.	Bdw	45	45	-	18.	Dk	65	65	-
19.	Spr	58	75	17	19.	Chls	65	65	-
20.	Nsh	56	57	1	20.	Bt	65	65	-
The Result		1249	1271	$\sum X = 157$	The Result		1510	1515	$\sum Y = 5$

2. Putting the data into formula t-test in order to get $t_{observed}$:

$M_x = \dfrac{157}{23} = 5.565$

$\sum x^2 = \sum X^2 - \dfrac{(\sum X)^2}{N}$

$\quad = 2781 - \dfrac{(157)^2}{23}$

$\quad = 2781 - \dfrac{24649}{23}$

$\quad = 2781 - 1071.695$

$\sum x^2 = 1709.305$

$M_y = \dfrac{5}{23} = 0.22$

$\sum y^2 = \sum Y^2 - \dfrac{(\sum Y)^2}{N}$

$\quad = 25 - \dfrac{(5)^2}{23}$

$\quad = 25 - \dfrac{25}{23}$

$\quad = 25 - 1.087$

$\sum y^2 \quad = \quad 23.913$

Therefore the researcher counted by using the formula of t-test as follow:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{6.826 - 0.22}{\sqrt{\left(\frac{1709.305 - 23.913}{23 + 23 - 2}\right)\left(\frac{1}{23} + \frac{1}{23}\right)}}$$

$$= \frac{6.606}{\sqrt{\left(\frac{1733.218}{44}\right)\left(\frac{2}{23}\right)}}$$

$$= \frac{6.606}{\sqrt{(39.391 x 0.086)}}$$

$$= \frac{6.606}{\sqrt{3.3876}} = \frac{6.607}{1.840} = 3.590$$

Moreover, after putting the data above into formula t-test, the writer got $t_{observed}$ is 3.590

D. Interpretation

Last but not list, after applying the treatment the writer found $t_{observed}$ is 3.590, whereas, the determined of hypothesis testing is, if the $t_{observed}$ higher than t_{table}, Ha is accepted and Ho is rejected and on the other way $t_{observed}$ smaller that t_{table}, Ha is rejected and Ho is accepted.

1. Interpretation of $t_{observed}$

   If $t_{observed} > t_{table}$, Ha is accepted and Ho is rejected

   If $t_{observed} < t_{table}$, Ha is rejected and Ho is accepted

   The critical value $t_{observed}$ was 3.590, the researcher interpret it base on the quotation above. It can be know that there is significant influence of using Venn diagram toward the students' descriptive writing ability at Tenth Graders of SMK PGRI 1.

2. Statistical Significance

   To know the critical value of t-test (t-observed), the researcher firstly counted degree of freedom (df). The formulation of $df = N_x + N_y - 2$.

   $df = N_x + N_y - 2$

   $= 23 + 23 - 2$

   $= 44$

   After considering the t-test table by using df 44, the researcher not found it in t-table. So, it is done interpolation because 44 are higher than 40 and smaller than 60.

Table 2.11

Critical Value of t_{table}

	5%	1%
d.f 40	2.000	2.660
d.f 60	1.980	2.617

	5%	1%
$\dfrac{\text{d.f } 40 + \text{d.f } 60}{2}$	$\dfrac{2.021 + 2.000}{2}$	$\dfrac{2.704 + 2.660}{2}$
	= 2.010	= 2.682

From all data analysis above, it can be known that:

$t_{observed} = 3.590$

t_{table} = 2.010 (5%) and 2.682 (1%)

The data confirm that $t_{observed}$ is higher than t_{table}. Therefore, it can be inferred that Ha is accepted and Ho is rejected. It means that there is significant influence of Brainstorming technique on students' descriptive writing ability at Tenth Graders of SMK PGRI 1, in the academic year of 2018/2019.

E. **Limitation**

However after conducting the research and gaining the data from test and documentation, the researcher found the problem faced by the students, as follows:

1. This research was conducted on the Tenth Graders of SMK PGRI 1, so the result was limited only to this class. Moreover, this research was held on the academic year of 2018/ 2019, and then the result of this research is only for that year.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After considering the t-test table by using df.44, the researcher not found it in the table. So it's done interpolation because 44 is higher than 40 and smaller than 60, and as the result, from interpolation by using df 44, it can be known that the critical value of t_{table} for the 5% level is 2.010, the critical value of t_{table} for the 0.01% level is 2.682. From those all of the data analysis, it can be seen that $t_{observed}$ (3.590) is higher than t_{table} (5% = 2.010, 0.01% = 2.682).

The data confirm that $t_{observed}$ is higher that t_{table}, therefore it can be inferred that Hi is accepted and Ho is rejected. It means that there is significant influence of Brain storming technique through the students descriptive writing ability at the eleventh grade of SMK PGRI 1 Punggur Central Lampung, in the Academic Year of 2018/2019.

B. Suggestion

Based on the explanation above, the writer suggests some points as follows:

1. For the Teachers

The teacher should choose the suitable technique in teaching English especially in writing class in order that the student can understand the material delivered by the teacher, because by an interesting technique in learning, it can automatically improved the student motivation in learning process and it can make them try the best effort to accepting the material taught by the teacher.

2. For The Students

   a. Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.

   b. The students are suggested to improve their descriptive writing.

3. For The School

   a. The writer greatly expects that this study can give contribution for the school, such as a reference for further studies in learning descriptive writing ability.

The school is recommended to make the further studies in applying the Brainstorming technique which is done by the teacher in learning descriptive writing.

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　　　　cd=2&cad=rja&uact=8&ved=0ahUKEwjFn7LH6eTKAhVFtpQKHVtID
　　　　WAQFggnMAE&url=http%3A%2F%2Fyour.kingcounty.gov%2Femplo
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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Nama : **Heru Irawan**
NPM : 1292077

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Semester/ T.A : X/ 2017-2018

No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
1.			
2.	Rabu, 10/7 -19	- Revision is OK - ACC for munaqosyaf	

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No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
	5 July 2019 Senin 8/7 -19	Revise table 2. 9. Acc ch. IV Acc to 1st Advisor	

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NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the Munaqosyah
of Heru Irawan**

To: The Honorable the Dean
of Faculty of Tarbiyah and Teacher Training
State Institute for Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

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

Name   : Heru Irawan

Student Number   : 1292077

Title   : The Influence Of Using Brainstorming Technique on The Students
Descriptive writing Ability among The Tenth Graders Of SMK
PGRI 1 Punggur In Academic year 2018/2019

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.

Wassalamu'alaikum, Wr. Wb

Metro,   2019

Sponsor   Co-Sponsor

Dr. Umi Yawisah, M.Hum   **Trisna Dinillah Harya, M.Pd.**
NIP. 196204241999032001   NIP. 198305112009122004

KEMENTRIAN AGAMA
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NOTA DINAS

Nomor   :
Lampiran   :
Perihal   : **Pengajuan Munaqosyah**
               Saudara Heru Irawan

KepadaYth.
DekanFakultasTarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamu'alaikum, Wr. Wb

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

Nama   : Heru Irawan
Student Number   : 1292077
Judul Skripsi   : The Influence Of Using Brainstorming Technique on The Students Descriptive Writing Ability among The Tenth Grader Of SMK PGRI 1 Punggur In Academic year 2018/2019

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum, Wr. Wb

Metro,   2019

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BLANGKO PERSTUJUAN TIM MUNAQOSAH
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

SEMESTER .... TAHUN AKADEMIK ....

PENGUMUMAN PENUNJUKKAN
No. P. 22.58 .... In.28.1.1.PP.00.9. 07. 2018

Nama/NPM	:	Heru Irawan / 1292077
Judul Skripsi	:	The influence of Using Brainstorming Technique on the student writing descriptive ability among the tenth graders of SMK PGRI 1 Punggur in the academic year of 2018/2019
Hari/Tanggal	:	Jumat 12 Juli 2019
Waktu	:	10-30 - 12.30.
Tempat	:	Lab micro Gt-1

TIM	Nama Dosen	Paraf/Tanda Tangan
Ketua/Moderator	Dr. Umi Yawisah, M.Hum.	
Penguji I	Ahmad Subhan Roza, M.Pd	
Penguji II	Trisna Dinillah Harya, M.Pd	
Sekretaris	Eka Yuniasih, M.Pd	
Petugas		

Metro. ....
Ketua Jurusan TBI

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APPROVAL PAGE

Title : The Influence of Using Brainstorming Technique on The Students' Descriptive Writing Ability at The Tenth Graders of SMK PGRI 1 Punggur Central Lampung

Name : Heru Irawan

Student Number : 1292077

Department : English Education Department

Faculty : Teacher Training and Tarbiyah Faculty

APPROVED

To be examined in seminar proposal Tarbiyah Faculty State Islamic Institut (IAIN) of Metro. Thank you very much.

Metro,May   , 2017

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PERSETUJUAN

Judul : The Influence of Using Brainstorming Technique onThe Students' Descriptive Writing Abilityat The Tenth Gradersof SMK PGRI 1 Punggur Central Lampung

Nama : Heru Irawan

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Jurusan : Tadris Bahasa Inggris (TBI)

Fakultas : Tarbiyah dan Ilmu Keguruan

MENYETUJUI

Untuk diseminarkan dalam seminar proposal Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Metro.

Metro, Mei 2017

Pembimbing 1

Dra. Umi Yawisah, M. Hum
Nip. 19620424199903 2 001

Pembimbing 2

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

Diketahui
Wakil Dekan 1 BidangAkademik

Dra.Isti Fatonah, M.A
NIP. 19670531 199303 2 003

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN)
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jln. Ki. Hajar Dewantara Kampus 15 A Iring Mulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, Email: iain@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN

Nama : **Heru Irawan** Jurusan/ Fakultas : TBI/ Tarbiyah dan Ilmu Keguruan

NPM : 1292077 Semester/ T.A : X/ 2017-2018

No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
1.	Selasa 12 April 2017	Revise	
2.	Rabu 19/4-2017	acc for seminar	

Diketahui

~~An. Dekan FTIK~~

Wakil Dekan I Bidang Akademik

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Dosen Pembimbing 1

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

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Nama : **Heru Irawan**   Jurusan/ Fakultas : TBI/ Tarbiyah dan Ilmu Keguruan
NPM : 1292077   Semester/ T.A   : X/ 2017-2018

No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
10.	Senin 13 februari 2017	Revise the using of article	
11	Senin 27 maret 2017	Acc Ch. III	

Diketahui
~~An. Dekan FTIK~~
Wakil Dekan I Bidang Akademik

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Dosen Pembimbing 2

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Nama : **Heru Irawan**   Jurusan/ Fakultas : TBI/ Tarbiyah dan Ilmu Keguruan
NPM : 1292077   Semester/ T.A   : X/ 2017-2018

No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
1.	Jum'at 9 Desember 2016	Revise Ch. I	
2.	Senin 12 Desember 2016	Revise background of Study	
3.	Jum'at 16 Desember 2016	Revise Type of Writing	

Diketahui
An. Dekan FTIK
Wakil Dekan I Bidang Akademik

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Dosen Pembimbing 2

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Nama : **Heru Irawan** Jurusan/ Fakultas : TBI/ Tarbiyah dan Ilmu Keguruan
NPM : 1292077 Semester/ T.A : X/ 2017-2018

No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
4.	Senin 9 Januari 2017	Revise Grammar	
5.	Senin 23 Januari 2017	- Revise Space - Perhatikan tata pengetikan - Perbaiki Grammar	
6.	Senin 30 Januari 2017	Acc Ch. I Continue to Ch. II	

Diketahui
An. Dekan FTIK
Wakil Dekan I Bidang Akademik

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Dosen Pembimbing 2

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

FORMULIR KONSULTASI BIMBINGAN

Nama : **Heru Irawan**   Jurusan/ Fakultas : TBI/ Tarbiyah dan Ilmu Keguruan
NPM : 1292077   Semester/ T.A   : X/ 2017-2018

No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
7.	Jumat 3 februari 2017	Revise Ch. II	
8.	Senin 6 februari 2017	Acc Ch. II Continue to Ch. III	
9.	Jumat 10 februari 2017	Revise Ch. III	

Diketahui
An. Dekan FTIK
Wakil Dekan I Bidang Akademik

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Dosen Pembimbing 2

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

Nomor   : Sti.06/JST/PP.00.9/3999/2016   Metro, 06 Desember 2016

Lamp   : -

Hal   : **IZIN *PRA SURVEY***

Kepada Yth.,
Kepala Sekolah SMK PGRI 1 Punggur
Di –
      Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	Heru Irawan
NPM	:	1292077
Jurusan	:	Tarbiyah
Prodi	:	PBI
Judul	:	The Influence of Using Brainstorming Technique Toward the Student Writing Descriptive Text Ability in Eleventh Grade at SMK PGRI 1 Punggur

Untuk melakukan *PRA SURVEY* di SMK PGRI 1 Punggur.

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan

Dr. Akla, M.Pd
NIP. 9691008 200003 2005

YAYASAN PEMBINA LEMBAGA PENDIDIKAN
PERSATUAN GURU REPUBLIK INDONESIA (YPLP-PGRI)
PROPINSI LAMPUNG
SEKOLAH MENENGAH KEJURUAN KELOMPOK BISNIS DAN MANAJEMEN
SMK PGRI 1 PUNGGUR
STATUS : TER-AKREDITASI
Alamat : Jln. Pendidikan No.5 Tanggulangin Kecamatan Punggur Kabupaten Lampung Tengah
Telp. (0725) 7855415 Kode POS 34152 Email : smkpgri1punggur@yahoo.com

Nomor   : 420/ 076/O.5/C.7/D.1/2017
Lampiran   : -,-
Perihal   : Izin Pra Survey

Kepada
Yth.   : Bapak Ketua Jurusan
              Sekolah Tinggi Agama Islam Negeri (STAIN)
              Jurai Siwo Metro Jurusan Tarbiyah
              di- Metro

Dengan hormat;
Menjawab surat Bapak Ketua Jurusan Sekolah Tinggi Agama Islam Negeri (STAIN) Metro No. : Sti.06/JST/PP.00.9/3999/2016,tanggal, 06 Desember 2016 tentang Izin Pra Survey, pada dasarnya kami selaku Kepala SMK PGRI 1 Punggur memberikan izin kepada mahasiswa tersebut dibawah ini untuk melakukan Pra Survey di- SMK PGRI 1 Punggur Lampung Tengah.
Adapun nama mahasiswa dimaksud :

NPM   :
Jurusan   : Tarbiyah
Program Studi : PBI
Judul   : "The Influence Of Using Brainstorming Technique Toward the Student Writing Descriptive Text Ablity in Eleventh Grade at SMK PGRI 1 Punggur "

Demikian yang dapat kami sampaikan, atas perhatian dan kerjasamanya diucapkan terimakasih.

Punggur, 3 Pebruari 2017 2017
Kepala SMK PGRI 1 Punggur

HARMANI, S.Pd
NIP. 19730716 200502 2 002

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-3157/In.28.1/J/TL.00/12/2017
Lamp : -
Hal   : BIMBINGAN SKRIPSI

21 Desember 2017

Kepada Yth:
1. Dra. Umi Yawisah, M.Hum
2. Trisna Dinillah Harya, M.Pd

Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama   : Heru Irawan
NPM   : 1292077
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
   a. Dosen pembimbing I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
   b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai
2. Waktu menyelesaikan skripsi:
   a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
   b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

S U R A T   T U G A S

Nomor: 0445/In.28/D.1/TL.01/01/2018

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

Nama	:	**HERU IRAWAN**
NPM	:	1292077
Semester	:	12 (Dua Belas)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMK PGRI 1 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING BRAINSTORMING TECHNIQUE ON THE STUDENTS` WRITING DESCRIPTIVE ABILITY AT THE TENTH GRADERS OF SMK PGRI 1 PUNGGUR".

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

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

Dikeluarkan di : Metro
Pada Tanggal   : 26 Januari 2018

Mengetahui
Pejabat setempat

HARMANI, S.Pd.

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor : 0446/In.28/D.1/TL.00/01/2018
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK PGRI 1 PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: 0445/In.28/D.1/TL.01/01/2018, tanggal 26 Januari 2018 atas nama saudara:

Nama : **HERU IRAWAN**
NPM : 1292077
Semester : 12 (Dua Belas)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK PGRI 1 PUNGGUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING BRAINSTORMING TECHNIQUE ON THE STUDENTS' WRITING DESCRIPTIVE ABILITY AT THE TENTH GRADERS OF SMK PGRI 1 PUNGGUR".

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

Wassalamu'alaikum Wr. Wb.

Metro, 26 Januari 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

SILABUS

Nama Sekolah : SMK PGRI 1 PUNGGUR
Mata Pelajaran : Bahasa Inggris
Kelas : X
Semester : 1

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Mendengarkan 1. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari	1.1 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas	o **Mengungkapkan pendapat** mis. A: *I think this is great.* B: *I think so too.* o **Meminta pendapat** mis. A: *What do you think about it?* B: *I think it's a good idea.* o **Menyatakan puas** mis. A: *I can't think of anything better.* B: *Thank you for your compliment, Sir.* o **Menyatakan tidak puas** mis. A: *I'm not happy about it.* B: *Please give me a second chance, Sir.*	• Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan pendapat/rasa puas dan tidak puas beserta responnya. • Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal • Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok	• Mengidentifikasi kata yang didengar • Mengidentifikasi makna kata • Mengidentifikasi hubungan antar pembicara • Mengidentifikasi makna tindak tutur menyampaikan pendapat • Merespon tindak tutur menyampaikan pendapat • Mengidentifikasi makna tindak tutur menyatakan puas • Merespontindak tutur menyatakan puas • Mengidentifikasi makna tindak tutur menyatakan tidak puas • Merespontindak tutur menyatakan tidak puas • Mengidentifikasi konteks situasi	**Tertulis (PG dan Uraian)** Quiz Tugas	**(14 x 45)** 1 x 45 1 x 45 4 x 45	www.english daily625.co m www. Esl- lab Kaset CD
Berbicara 3. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari	3.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas		• Bermain peran secara berkelompok	• Menggunakan tindak tutur menyampaikan pendapat • Merespon tindak tutur menyampaikan pendapat • Menggunakan tindak tutur meminta pendapat • Merespontindak tutur meminta pendapat • Menggunakan tindak tutur menyatakan puas • Merespontindak tutur menyatakan puas	Tugas Performans	6 x 45	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/Bahan/Alat
Mendengarkan 1. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari	1.2 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutu: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan relief, pain, dan pleasure	○ **Menasehati** mis. A: You'd better do it now. B: I will. ○ **Memperingatkan** mis. A: Don't forget to bring the food with you. B: I won't. ○ **Meluluskan permintaan** mis. A: You may go. B: You're the best, Dad. ○ **Menyatakan perasaan** - **Relief** mis. A: I feel so relieved. B: I can see that. - **Pain** mis. A: Ouch! It hurts so much. B: Oh, you poor thing. - **Pleasure** mis. A: I'm so pleased. B: I'm glad you like it.	• Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan menasehati/memperingatkan/meluluskan permintaan dan menyatakan perasaan beserta responnya secara kelompok. • Mendengarkan percakapan transaksional/interpersonal melalui tape secara klasikal	• Mengidentifikasi makna tindak tutur menasehati • Merespon tindak tutur menasehati • Mengidentifikasi makna tindak tutur memperingatkan • Merespon tindak tutur memperingatkan • Mengidentifikasi makna tindak tutur meluluskan permintaan • Merespon tindak tutur meluluskan permintaan • Mengidentifikasi makna tindak tutur menyatakan perasaan • Merespon tindak tutur menyatakan perasaan	**Tertulis (PG dan Uraian)** Quiz Tugas	(14 x 45) 2 x 45 2 x 45	www.english daily625.co m www. Esl-lab Kaset CD
Berbicara 3. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari	3.2 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan relief, pain, dan pleasure		• Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok • Bermain peran secara berkelompok	• Menggunakan tindak tutur menasehati • Merespon tindak tutur menasehati • Menggunakan tindak tutur memperingatkan • Merespon tindak tutur memperingatkan • Menggunakan tindak tutur meluluskan permintaan • Merespon tindak tutur meluluskan permintaan • Menggunakan tindak tutur menyatakan perasaan. • Merespon tindak tutur menyatakan perasaan	Tugas Performans	4 x 45 4 x 45	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit) (8 x 45)	Sumber/ Bahan/ Alat
Mendengarkan 2. Memahami makna teks fungsional pendek dan monolog berbentuk *reports, narrative, dan descriptive* dalam konteks kehidupan sehari-hari	2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari	Teks fungsional pendek lisan (Undangan Lisan)	• Mendengarkan undangan rapat yang disampaikan secara lisan melalui tape secara klasikal. • Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok	• Mengidentifikasi topik sebuah teks fungsional pendek yang didengar • Mengidentifikasi informasi tertentu dari teks fungsional pendek yang didengar • Mengidentifikasi tujuan komunikasi teks fungsional pendek yang didengar.	**Tertulis (PG dan Uraian)** **quiz** **Tugas**	2 x 45 2 x 45	www. Esl-lab.com CD Kaset
Berbicara 4. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk *report, narrative dan descriptive* dalam konteks kehidupan sehari-hari	4.1 Mengungkapkan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari		• Menyampaikan undangan lisan secara individu di depan kelas	• Menggunakan bahasa lisan dalam menyampaikan teks fungsional pendek	Performans	2 x 45	

tandar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit) (14 x 45)	Sumber/ Bahan/ Alat
Mendengarkan 2. Memahami makna teks fungsional pendek dan monolog berbentuk *reports, narrative, dandescriptive*dala m konteks kehidupan sehari-hari	2.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report, narrative, dan descriptive*	• Teks lisan berbentuk *narrative* • Teks lisan berbentuk *report* • Teks lisan berbentuk *descriptive*	• Mendengarkan sebuah cerita/laporan/exposisi secara klasikal. • Mendiskusikan isi teks yang didengar secara berpasangan. • Mendiskusikan bentuk bahasa lisan berdasarkan teks yang didengar secara kelompok. • Melakukan *case building* berdasarkan kelompok pro dan kontra.	• Mengidentifikasi *main idea* dari teks report yang didengar • Mengidentifikasi tokoh dari cerita yang didengar • Mengidentifikasi kejadian dalam teks yang didengar • Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan • Mengidentifikasi kasus yang didengar • Mengidentifikasi argumen yang didengar	**Tertulis** (PG dan Uraian) Tugas	1 x 45 1 x 45 1 x 45 1 x 45	www. Esl-lab.com CD Kaset
Berbicara 4. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk *report, narrative dandescriptive* dalam	Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report, narrative, dan descriptive*		• Melakukan debat secara berkelompok dengan tema permasalahan daerah setempat. • Mendongeng cerita rakyat setempat	• Menggunakan kalimat simple present dalam menyampaikan report • Melakukan monolog berbentuk *narrative* • Melakukan monolog berbentuk *analytical exposition* • Melakukan debat	Unjuk kerja	4 x 45 4 x 45	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit) (8 x 45)	Sumber/ Bahan/ Alat
Membaca 5. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *report*, *narrative* dan *descriptive/descriptivedal am* konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	5.1 Merespon makna dalam teks fungsional pendek (misalnya *banner*, *poster*, *pamphlet*, dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	*banner, poster, pamphlet*	• Membaca nyaring bermakna teks berita/deskripsi/naratif secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. • Berlatih menggunakan kalimat *simple present* untuk menyatakan fakta dan kalimat pasif untuk menyatakan inti berita	• Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar • Mengidentifikasi topik dari teks yang dibaca • Mengidentifikasi informasi tertentu dari teks fungsional pendek	**Performans** **Tertulis** (PG dan Uraian)	1 x 45 1 x 45 1 x 45	ESOL ONLINE English online English K-6 modules
Menulis 6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *report*, *narrative* dan *descriptive/descriptivedal am* konteks kehidupan sehari-hari	Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya *banner, poster, pamphlet*, dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari		• Membuat *draft* teks naratif,berita atau deskripsi dengan melakukan *chain writing*. • Melakukan koreksi teman sejawat untuk menyempurnakan *draft*. • Menyempurnakan *draft* berdasarkan hasil koreksi teman.	• Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat • Menulis gagasan utama • Mengelaborasi gagasan utama • Membuat *draft*, merevisi, menyunting • Menghasilkan *banner, poster*, atau *pamphlet*	**Tugas** **portofolio**	1 x 45 1 x 45 1 x 45	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit) (14 x 45)	Sumber/ Bahan/ Alat
Membaca							
5. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *report*, *narrative* dan *descriptive* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	5.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk	• *Noun phrase* • *Ajectve clause* • Teks tulis berbentuk *narrative* • Teks tulis berbentuk *report* • Teks tulis berbentuk *analytical exposition*	• Membaca nyaring bermakna teks *narrative/report/analytical expositon* secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok.	• Mengidentifikasi makna kata dalam teks yang dibaca. • Mengidentifikasi komplikasi dalam sebuah cerita narasi • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan • Mengidentifikasi kasus yang dibahas dalam teks • Mengidentifikasi argument yang diberikan • Mengidentifikasi langkah-langkah retorika dari teks • Mengidentifikasi tujuan komunikasi teks dibaca	**quiz** **Tes tertulis** **tugas**	2 x 45 2 x 45	ESOL ONLINE English Online Jakarta Post English K-6 modules Board of Studi New South Wales
Menulis							
6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana *report*, *narrative* dan *descriptive* dalam konteks kehidupan sehari-hari	Merespon makna dalam teks fungsional resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari untuk mengakses ilmu.		• Berlatih menggunakan kalimat *simple present* untuk menyatakan fakta dan kalimat kompleks yang menggunakan modal untuk menyatakan opini • Membuat *draft* teks naratif, berita atau deskripsi dengan melakukan *chain writing*. • Melakukan koreksi teman sejawat untuk menyempurnakan *draft*. • Menyempurnakan *draft* berdasarkan hasil koreksi teman.	• Menggunakan kalimat *adjective clause* dalam menyampai sebuah berita • Menggunakan kalimat *adjective phrase* dalam membuat sebuah report • Menghasilkan teks berbentuk *report* • Menghasilkan teks berbentuk *narrative* • Menghasilkan teks berbentuk *analytical exposition*	**unjuk kerja**	2 x 45 4 x 45 1 x 45 1 x 45	

Rencana Pelaksanaan Pembelajaran

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/2

Pertemuan ke : 2

Alokasi Waktu : 2 x 45 menit

Standar Kompetensi

1. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *report, narrative* dan *descriptive* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

2. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana *report, narrative* dan *descriptive* dalam konteks kehidupan sehari-hari

Kompetensi Dasar

1. Merespon makna dalam teks fungsional pendek (misalnya *banner, poster, pamphlet,* dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari

2. Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya *banner, poster, pamphlet,* dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari

Indikator

1. Menganalis unsur teks dan unsur kebahasaan pada teks ilmiah
2. Mengidentifikasi gagasan pokok, informasi tertentu dan rinci dari *narrative text*
3. Menangkap makna dalam *narrative text*
4. Memahami informasi dari *narrative text*

Tujuan Pembelajaran

1. Siswa dapat menganalis unsur teks dan unsur kebahasaan pada teks ilmiah
2. Siswa dapat mengidentifikasi gagasan pokok, informasi tertentu dan rinci dari *narrative text*

3. Siswa dapat menangkap makna dalam *narrative text*
4. Siswa dapat memahami informasi dari *narrative text*

Materi Pokok

THE LEGEND OF LAKE TOBA

Once, a fisherman named Batara Guru Sahala lived in Batak land. One day he caught a fish. He was surprised to find that the fish could talk. It begged Sahala to set it free. He did accordingly.

As soon as the fish was free, it changed into a woman. She was so beautiful that Sahala fell in love with her at once. He asked her to marrry him. The woman agreed to marry Sahala. However, she told him that he must never let out the secret that she was once a fish. Sahala promised her that he would not tell anyone about it.

They were happily merried, and had two daughters. Every morning Sahala went out fishing. His daugthers would bring him his lunch. Once day, however, instead of bringing the food to their father, the two girls ate it. When Sahala knew what they had done with the meal, he very angry. He shouted at the saying. "You behaved exactly like the daughters of a fish!".

The girls did not know what their father meant. They went home and asked their mother about it. Their mother was very annoyed. Although Sahala apologized ti her later, she would not forgive him for breaking his promise.

Then the earth began to shake, and volcanoes started to erupt. The earth cracked and formed a big hole. People said that hole become Lake Toba.

Metode Pembelajaran

Summarization Technique

Langkah – Langkah Kegiatan

Kegiatan awal (10')

- Salam
- Absen
- Memberikan motivasi belajar kepada siswa
- Mengkaitkan materi sebelumnya dengan materi yang akan dibahas

Kegiatan inti (70')

- Guru menjelaskan materi
- Siswa membaca text yang tersedia
- Siswa mengidentifikasi generic structure dalam teks tersebut
- Siswa menentukan main idea atau topik teks tersebut

Kegiatan akhir (10')

- Siswa menyimpulkan materi pembelajaran (narrative teks)
- Salam

Sumber / Alat / Bahan

1. Media   : Teks.
2. Alat   : papan tulis, spidol
3. Sumber Belajar : Buku Bahasa Inggris kelas XI, teks *narrative*, lembar kerja, lembar jawaban

Penilaian

1. Teknik   : Performance assessment
2. Bentuk   : teks tertulis

	Punggur, **2019**
The Collaborator	The Researcher
Asri Pujiastuti, S. Pd.	Heru Irawan
	NPM. 1292077

Rencana Pelaksanaan Pembelajaran

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : X/2

Pertemuan ke   : 1

Alokasi Waktu   : 2 x 45 menit

Standar Kompetensi

1. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *report, narrative* dan *descriptive* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

2. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana *report, narrative* dan *descriptive* dalam konteks kehidupan sehari-hari

Kompetensi Dasar

1. Merespon makna dalam teks fungsional pendek (misalnya *banner, poster, pamphlet,* dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari

2. Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya *banner, poster, pamphlet,* dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari

Indikator

1. Menganalis unsur teks dan unsur kebahasaan pada teks ilmiah
2. Mengidentifikasi gagasan pokok, informasi tertentu dan rinci dari *Descriptive Text*
3. Menangkap makna dalam *Descriptive Text*
4. Memahami informasi dari *Descriptive Text*

Tujuan Pembelajaran

1. Siswa dapat menganalis unsur teks dan unsur kebahasaan pada teks ilmiah
2. Siswa dapat mengidentifikasi gagasan pokok, informasi tertentu dan rinci dari *Descriptive Text*

3. siswa dapat merangkum *Descriptive Text* yang sudah di baca

4. Siswa dapat menangkap makna dalam *Descriptive Text*

5. Siswa dapat memahami informasi dari *narative text*

Materi Pokok

Metode Pembelajaran

Summarization Technique

Langkah – Langkah Kegiatan

Kegiatan awal (10')

- Salam

- Absen

- Memberikan motivasi belajar kepada siswa

Kegiatan inti (70')

- Guru menjelaskan materi

- Siswa membaca text yang tersedia

- Siswa mengidentifikasi generic structure dalam teks tersebut

- Siswa menentukan main idea atau topik teks tersebut

- Siswa menjawab pertanyaan mengenai teks tersebut

- Siswa menjawab pertanyaan mengenai teks tersebut

Kegiatan akhir (10')

- Siswa menyimpulkan materi pembelajaran (narrative teks)

- Salam

Sumber / Alat / Bahan

1. Media   : Teks

2. Alat   : papan tlis, spidol

3. Sumber Belajar : Buku Bahasa Inggris kelas XI, teks *narrative*, lembar kerja, lembar
   jawaban

Penilaian

1. Teknik   : Performance assessment

2. Bentuk   : Pertanyaan tertulis

<div align="center">The Collaborator</div>

Punggur,   **2019**

The Researcher

<div align="center">Asri Pujiastuti, S. Pd.</div>

Heru Irawan

NPM. 1292077

Name : Dewi Agustin

Class : X-f

My School

SMk PGRI 1 Pungqur itu lah sekolah saya, tempat dimana saya mendapatkan banyak pengetahuan. dan sekolahan saya sangat bersih dan indah warna sekolah saya berwarna biru dan memiliki 2 lantai, memiliki tempat untuk berparkir motor maupun mobil. Saya bangga belajar di sekolahan ini fasilitas dan lingkungan sekolah dapat membuat saya nyaman.

B. Inggris.

That is one of my school, a place where I get a lot of knowledge, and My school is very clean and beatiful, the color of my school is blue and has 2 floors has a place for motorcycle and car. I am proud to study in this school facilities and environment can make me.

(80)

Name : VENI NOVITA A.

Class : X. P

Mutun Beach

- mutun beach is very beutifull, the sand is white, there are many visitors from Outside the area. and many Parks are very crowded with visitors

(60)

Name : Alfla elwi dama yanti

Class : X . Aℓ

My Father

My father's name is MuHaDi. He is 58 years old now. My father is handsome. he has pointed nose than me. It makes me envy to him, and he has thin and My dad is my hero.

(75)

Name: shiva nur halimah

Class: X. AP

My Cat

I have a white cat, named kity, my cat is 9 months old her fur in very thiek, her eyes are beautiful

60

Name : MIFTAHUL JAMAH
Class : X . P

My School

My school environment is very broad
At school the teacher is kind, friendly and beautiful /
handsome.

(60)

Name : Hesty Hasanah

Class : XI. AK

Mutun Beach

mutun which is very beautiful In lampung. mattun one of the
Famous beaches In lampung and many made tourist attractions
For recreation. motun ticket Prices are also
relatively cheap

70

Name : Riska Indriani

Class : X. P

My Cat

I have a pet cat. It's name in Winkie It's white and grey in color It has lovely green eyes. It is very soft and furry. It eats fish and drinks milk.It plays with me when I come back from school. It likes to play with ball in the garden.

(75)

Name : Lutfi Istiana
Class : X.l

My Father

his name heriyanto, my father's job, he is 40 years old.
he is very handsome and dashing man, he has a sturday
body and wide chest, my dad's tall is about 170 cm.

(75)

My Father

My father is a seller. My Father have brown skin. My father's hair straight. My Father is a very handsome in the world.

60

Name : HAMBA AUAH SWT
Class : XI AP

My School

- My school is very the best. My school the located at Punggur. My school name SMK PGRI 1 PUNGGUR. My school very very comfartable.

65

Name : HENI FATIMAH

Class : XI. AP

Mutun Beach

- Mutun beach is very beautiful. Mutun beach is many visitor. Mutun beach the located at Pesawaran. Mutun beach is many games.

60

Name : ANDRI SAPUTRA
Class : XIAP

My Cat

MY Pet is cat. I cat it mini. it is with in color and Beautiful to look at
ist whole body is covered with soft fur. it has a long tail and
Round head. it's eyes and ears are very acute.

60

Name : NOVIA ANGGRAINI

Class : X . ₽

My School

My school is a green and beautiful school. There is are so many large
trees which make the air around my school become very fresh and clean.

65

Name : Renatha Virgita
Class : X. AP

My Cat

My pet is cat. I call it mimi. it is black in color and beautiful to look at. Its whole body is covered with soft fur. It has a long tail and round head. It's eyes and ears are very acute.

75

Name : Anggia Rahmawati

Class : X. P

My Father

my father name is sunari he is 45 years old. he is very handsome and dashing man. he has a sturdy body and weigh chest. my dad's tall is about 170 cm and his weigh is about 60 kg. my father has a pointed noose;

(75)

APPENDIX

CURRICULUM VITAE

Heru Irawan was born in Trimulyo 62 Batanghari, East Lampung, on September 09st 1994. Ethnically speaking, He comes from Javanese family descent. He is the first son of the harmonious couple, Mr. Subandi and Mrs.Sukatmi. He took his Elementary School at SDN 2 Selorejo, then he took his Junior High School at SMP N 1 Batanghari for three years. Having graduated from junior high school, he continued his study on State Islamic Senior High School at MAN 1 Metro City and was finished in 2012. After graduating from Islamic Senior High School, he decided to have lecture in English Education Department at State Institute For Islamic Studies (IAIN) Metro.