

**UNDERGRADUATE THESIS**

**THE IMPLEMENTATION OF PROCESS APPROACH  
IN WRITING DESCRIPTIVE TEXT OF THE TENTH GRADE  
AT MA TRI BAKTI ATTAQWA EAST LAMPUNG  
IN THE ACADEMIC YEAR OF 2016/2017**



**By:  
ARDIANSYAH  
Student's Number 1175617**

**Tarbiyah Department  
English Education Study Program**

**STATE ISLAMIC COLLEGE (STAIN)  
OF JURAI SIWO METRO  
1437 H / 2016 M**

**THE IMPLEMENTATION OF PROCESS APPROACH  
IN WRITING DESCRIPTIVE TEXT OF THE TENTH GRADE  
AT MA TRI BAKTI ATTAQWA EAST LAMPUNG  
IN THE ACADEMIC YEAR OF 2016/2017**

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

**By:  
ARDIANSYAH  
STUDENT NUMBER. 1175617**

**Study Program: English Education Program  
Department: Tarbiyah**

**Sponsor : Umi Yawisah, M.Hum  
Co-Sponsor : Syahreni Siregar, M.Hum**

**STATE ISLAMIC COLLEGE (STAIN)  
OF JURAI SIWO METRO  
1437 H / 2016 M**

**THE IMPLEMENTATION OF PROCESS APPROACH  
IN WRITING DESCRIPTIVE TEXT OF THE TENTH GRADE  
AT MA TRI BAKTI ATTAQWA EAST LAMPUNG  
IN THE ACADEMIC YEAR OF 2015/2016**

**ABSTRACT**

**By:  
ARDIANSYAH**

Writing is one of language skills that should be mastered by the students after following a set of English instruction in school. Writing is one of skills which are important but the students assumed that writing is most difficult activity in learning language. To promote positive attitude toward writing, the teacher must be able to choose affective and interest approach that match the students' level.

The objective of the study is to investigate whether the implementation of Process approach to increase the students descriptive text writing by using appropriate words and correct grammar among the tenth grade of Islamic Senior High School (MA) Tri Bakti Attaqwa East Lampung. The subject of this research is X<sup>a</sup> students. This research is classroom action research. It was conducted in two cycles, in cycle 1 was done in three meetings and cycle 2 was done in two meetings. In this research, the students were given pre-test and post-test after treatment.

In this research, the students attended pre-test before having treatment and they should do the post-test of cycle 1 and cycle 2. From the analysis in pre-test and post-test of cycle 1, it showed increase from the students' result score. It is proved from their score 62 in pre-test become 67 in post-test 1. In the first cycle, the researcher found the students' problem in grammar and using appropriate words. In the second cycle, most of students had improve their writing ability. It was proved from their result score from post-test 1 with score 67 become 76,03 in post-test 2.

Furthermore, based on the result score from pre-test until post-test 2, it can conclude that process approach can increase the students writing ability.

PENERAPAN PENDEKATAN PROCESS  
UNTUK MENINGKATKAN KEMAMPUAN MENULIS DESCRIPTIVE  
TEXT SISWA KELAS X MA TRI BAKTI ATTAQWA LAMPUNG TIMUR  
TAHUN PELAJARAN 2016/2017

ABSTRACT

Oleh:  
ARDIANSYAH

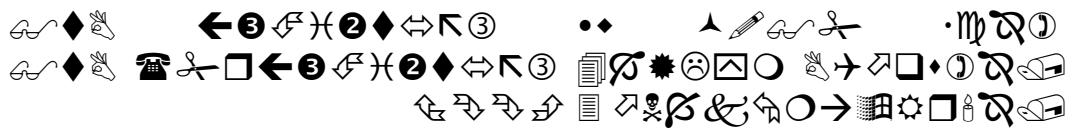
Menulis adalah salah satu dari keterampilan bahasa yang harus dikuasai oleh siswa setelah mengikuti seperangkat pengajaran di sekolah. Menulis adalah salah satu keterampilan yang penting dalam pembelajaran, namun siswa beranggapan bahwa menulis adalah aktivitas yang sulit dalam pembelajaran bahasa Inggris. Untuk memajukan sikap positif terhadap menulis dalam bahasa Inggris, seorang guru harus mampu memilih pendekatan yang efektif dan menarik yang sesuai dengan kemampuan siswa.

Tujuan utama penelitian ini adalah untuk mengikuti apakah penerapan pendekatan process dapat meningkatkan kemampuan menulis siswa terutama dalam membuat teks deskripsi dengan penggunaan grammar dan kata yang tepat di kelas X MA Tri Bakti Attaqwa Lampung Timur. Subyek penelitian ini adalah siswa kelas X<sup>a</sup>. Peneliti melakukan penelitian tindakan kelas, penelitian ini dilaksanakan dalam dua siklus, di siklus pertama telah dilaksanakan tiga pertemuan, dan siklus kedua dilaksanakan dua pertemuan. Dalam penelitian ini siswa diberikan tes awal (pre-test) sebelum melakukan treatment dan tes akhir (post-test) setelah melakukan treatment.

Dalam penelitian ini, siswa mengikuti pre-test sebelum memperoleh treatment untuk mengetahui kemampuan awal mereka, kemudian mereka diberi treatment dan setelah itu diberikan post-test di siklus pertama, terdapat peningkatan dari nilai pre-test 62 menjadi 67 saat post-test di siklus pertama. Pada siklus pertama, peneliti menemukan masalah pada grammar dan ketepatan dalam menggunakan kata. Pada siklus kedua, hampir semua dapat meningkatkan kemampuan menulis mereka, itu dapat dibuktikan dengan nilai rata-rata mereka dari post-test siklus 1 67 menjadi 76,03 pada post-test 2.

Selanjutnya, berdasarkan hasil dari pre-test sampai dengan post-test 2, dapat disimpulkan bahwa pendekatan process dapat meningkatkan kemampuan mereka dalam menulis teks deskripsi.

## MOTTO



*“Allah will not change the conditions of certain people until they themselves change their conditions” (QR: ARA’AD 1 1)*

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background Of The Study**

English is an international language because most of the people communicate with English. People in abroad use English as their daily conversation when they got have holiday in another country by using English. Otherwise, someone who does not use English as their daily conversation should learn it first to communicate with another. Currently, many things use English in this world for example; English in technology, computer, trade name, and so on. English is used in technology such as; tractor, television, radio, telephone, and others. English is used in computer such as; view, undo, redo, menu bar, tool bar, and so on.

In Indonesia, English is the most famous foreign language. It is regarded as the important language to learn. It is signed by all of the schools in Indonesia choose English lesson as one of the subject in curriculum because English is an international language and most people in a country should be able to use English. It is why every school In Indonesia learns English. English is considered as the important foreign language in Indonesia. It can be proved that there are many International Standard Schools all over Indonesia learn English.

English has the four basic skills that should be mastered by students in school. They are listening, speaking, reading, and writing. Writing is one of the skills in English that must be mastered by the student. Writing is also one of the most difficult skill among the others skill. It is also considered as the most complicated skill to be learnt and compared to other skill. In writing process, we should have creative skill. Not only about that, but also but also it is supported by tight rules. Mastering vocabularies and the rule of grammar become the main key to create a good writing and the others. We must choose appropriate words to arrange the sentence and develop it to be a paragraph and to be a text.

Written and spoken are obviously different, there are many differences between speaking and writing. Writing is not simply speech write down on the paper. Learning to write is not a natural extension of learning. Unlike speech, writing requires systematic instruction and practice. It is more restricted and generally follows a standardized form of grammar, structure, organization and vocabulary. On the other hand, it is more formal and compact than speaking. It needs hard thinking to produce ideas, words, sentences, paragraphs and composition. It involves several components which must be considered while a learner is writing. Different from writing, speaking language is often preplanned and speaking language is mostly spontaneous rapid. On the other hand, it usually involves thinking on the spot. It has simpler constructions and fillers such as “um and err”. The intonation becomes primary subject to convey meaning and also attitudes. Because of

spontaneous, so it does not follow by standardized the form of grammar and structure.

Since writing is the most difficult language skill for students who face a lot of problems. In this research, the researcher focuses on the descriptive text. as the problems that I have found in MA Tri Bakti Attaqwa at the tenth grade of class A. I found a lot of problems there from the interview with Mrs. Nurul Hikmah, S.Ag as a English teacher in the tenth grade of class A. The problems are; they could not describe things, places, and persons in details because they do not any ideas when they are asked to describe them and they can not generate the ideas from the words to be sentence, paragraph and a text. I asked about the writing ability to Mrs. Nurul Hikmah, S.Ag as English teacher in that school and said that they are lazy to learn general science like English lesson. They also do not have motivation to learn English especially to write descriptive text because most of students thought that English is not important subject for them because English could not bring us to the heaven as a reward from Allah SWT. There were many students who were lack of motivation in writing. As a reseacher, I need more about the information about the student's writing ability in descriptive text. To prove what Mrs. Nurul Hikmah, S.Ag said, I did the prasurvey by giving test to the students to write descriptive text and the resut of the prasurvey data can be cecked below. Because of that reason, I have strong desire to increase the students with implementing the process approach and in order to give knowledge to teacher



about the process approach. In this case, the researcher's hope can implement the process approach in that school.

So there were many of them got bad score in writing. Besides, some of them did not know what they should write. The other problems which emerged are choosing the topic, arranging the paragraph and using vocabulary. The table of the pra-survey below proved that the students faced the difficulties in writing especially. This is my pra-survey data as the result of my explanation above.

Table 1

Data of the pra survey writing decriptive text at the tenth grade students of MA  
Tri Bakti Attaqwa East Lampung

NO	Score	Category	Number of the Student	Percentage
1	(85-100)	Excellent	0	0 %
2	(70-84)	Good	6	20 %
3	(55-69)	Fair	11	35 %
4	(<55)	Poor	14	45 %
Total			31	100 %

Based on the pra-survey data on the table above at MA Tri Bakti Attaqwa Tri Bakti Attaqwa East Lampung, it can be known that 31 students at the tenth grades on class A of MA Tri Bakti Attqwa East Lampung taken as

sample in this pra-survey, in reality only 6 students who are their abilities are classified good, and 11 students who are their abilities are classified fair, and 14 students who are their abilities are classified poor.

Based on the minimal passing grade criteria the student's score are still low. In fact, the student's score of MA Tri Bakti Attaqwa East Lampung are mostly in 50 and 65.

From the explanation above, it showed that the student's writing ability in writing descriptive text are classified poor and it needs to increase to be good or excellent. The evidences are from my interview with the teacher and from the pra-survey data. So in this research, the researcher wants to solve the problems above, the researcher tries to implement an approach to teach them, especially in descriptive text. The approach is process approach. By hoping, this approach can make the students easy to write descriptive text. The successful of implementation of this approach depends on the teacher itself. The researcher chooses this approach because it is an appropriate approach to enhance their writing skill and try a new solution to create an effective approach to make a text. The researcher can apply an appropriate approach in the teaching learning process. Thus, it will make the students easy to understand in learning writing especially in writing descriptive text.

Based on the case above, the researcher is interested to conduct a research entitled: The Implementation of Process Approach In Writing

Descriptive Text Student of MA Tri Bakti Attaqwa In The Tenth Grade In Academic Year 2015/2016 East Lampung.

## **B. Problem Identificaton**

Based on the problems that have been stated above, there are some problems that will be investigated through this study. The problems as follows:

1. The students have lack of motivation to learn English especially in writing descriptive text.
2. The students are hard to use appropriate words, arranging paragraph and to generate ideas.
3. The students find difficulties to produce descriptive text such as, describe places, persons, or things.

## **C. Problem Formulation**

Problem formulation of this research is:

“Can the process approach increase the students’ writing descriptive text at MA Tri Bakti Attaqwa of Class X? ”

## **D. Objective and Benefit of The Study**

1. Objective of the study
  - a. To know the improvement the students’ writing descriptive text by using the process approach.
  - b. To find out how the use of process approach contributes to the students’ improvement writing descriptive text.

## 2. Benefits of the study

### a. For the teacher

- 1) To provide the information of the students' writing ability in writing descriptive text.
- 2) To encourage English teacher to seek of the students' difficulties in writing descriptive text.

### b. For the students

- 1) Students' writing ability in descriptive text will be increased.
- 2) To help the students in order to be able to write descriptive text easily.

### c. School

Give contribution on the effort of increasing teaching learning process in writing to increase the students especially in descriptive text.

### d. For the researcher

He will get new knowledge and experience in teaching writing text by using process approach.

## **CHAPTER II**

### **REVIEW OF THE RELATED THEORIES**

#### **A. Theoretical Review**

##### **1. The Concept of Writing**

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

##### **a. Definition of writing**

Etymologically, writing is derived from word “write”. In Oxford Advanced Learner’s Dictionary the word ‘write’ is defined as:

- 1) Make letters or number of surface, especially with pen or pencil
- 2) To produce in written form so that people can read, perform or use it.<sup>1</sup>

Terminologically, there are so many experts who have different definitions for writing, but here the researcher will take several definitions according to the experts as following:

R.R Jordan stated that “Writing is method of human intercommunication by means of conventional visible marks”.<sup>2</sup> It means that writing is a medium communicate one’s thought, feeling, wanted, and opinion by nonverbal means. Furthermore, Sanggam

---

<sup>1</sup> A.S ,Homby,*Oxford Advanced Learner’s Dictionary*, Oxford University Press, New York,1995.P.996

<sup>2</sup> R.R Jordan, *Academic Writing Course*, Longman, England,2003.P.41

Siahaan assumed that “writing is a psychological activity of the language user to put information in the written text.<sup>3</sup> . It should be noted that writing involves physic and mental activities of someone in the form of written about certain topic in a context. Moreover, Sanggam Siahaan in his book “The English Paragraph” stated : “The written productive language skill is called writing”.

Based on the quotations above, the researcher can put forward that writing is not only write something information in the written text form and developing ideas but also thinking creatively including about the information and the idea put in the written text with the good writing and the suitable rules of writing.

## **b. Characteristics of Written Text**

There are some characteristics of writing, from perspective from a reader. They are as follows:<sup>4</sup>

### **1. The first is permanence.**

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

---

<sup>3</sup>Sanggam Siahaan, *Issues in Linguistics*, Graha ilmu, Yogyakarta, 2008, p.215

<sup>4</sup>H. Douglas Brown. *Teaching by Principle: An Interactive Learning to Language Pedagogy*. (Great Britain, Longman, 2001), 2<sup>nd</sup>.p. 341-342

2. The second is production time.

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

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

4. The fourth is complexity.

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

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

**c. The Importance of Writing**

According to Harmer

“Writing is really started in long time ago; it has remained for of most its history of minority occupation because although most human being grow up speaking their first language and sometimes their second or third as a matter of course, writing has to be taught. Spoken language, for a child, is acquired naturally because of being exposed to it, whereas the ability to write has to be consciously learned.<sup>5</sup>

#### **d. The Types of Writing**

To decide which strategy will be used in the act of writing, George and Yulia propose five types in writing, they are as follows:<sup>6</sup>

##### **1) Narration**

Narration is the form of writing used to relate story of acts of events. Narration places occurrences in time and tells what happened according to natural time sequence. Types of narrative include short stories, novels, and news stories, as well as a large part of our everyday social interchange in the form of letters and conversation.

##### **2) Description**

Description reproduces the way things looks, smell, taste, feel, or sound; it also evokes moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even or units of time-days, times of day, or seasons. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality.

---

<sup>5</sup> Harmer Jeremy. *How to teach writing*, (England: Pearson Education Limited, 2004),.p.3

<sup>6</sup> George E. Wishon and Julia M. Burks, *Let's Write English*, (Canada: Van Nostrand Reinhold Ltd,1980), p.379



### **3) Exposition**

Exposition is used in giving information, making explanation, and interpreting meanings. It includes editorials, essays, and informative and instructional material. Used in combination with narrative, exposition supports and illustrates. Used apart from narrative, it stands alone as an essay. Used alone or with narrative, exposition may be developed in a number of ways.

### **4) Argumentation**

Argumentation is used in persuading and convincing. It is closely related to exposition and is often found combined with it. Argumentation is used to make a case or to prove or disprove a statement or proposition.

### **5) Persuasion**

A persuasion paragraph gives the researcher's opinion on the topic and tries to get the reader to agree with it. There is an example of persuasive paragraph:

Based on the above quotations, the types of writing is divided into some types namely description, argumentation, narration, persuasion, and exposition. Every types have the characteristics it self and also different one anothers.

## **e. Paragraph Writing**

A paragraph is a group of related sentences about a single topic. A sentence is a group of words that contains a subject and a verb that expresses a complete thought. The topic is one, and only one, idea. A paragraph has three main parts. They are as follows:<sup>7</sup>

**1) Topic Sentence**

The first sentence in paragraph is a sentence that named the topic and tells what the paragraph will explain about the topic. This topic is called the topic sentence.

**2) Supporting Sentences**

The middle sentences in a paragraph are called the supporting sentences. Supporting sentences give examples or other details about the topic.

**3) Concluding Sentence**

The last sentence in a paragraph is called the concluding sentence. A concluding sentence often repeats the topic sentence in different words or summarizes the main points. To put it more simply, it can be understood that text is any kind of written information that has specific meaning. Some words, sentence, or paragraph can be a text.

---

<sup>7</sup> Ann Hogue. *First Step in Academic writing level 2.2<sup>ed</sup>* (New York: Longman, 2008),p. 4

**f. Attribute Writing Scales**

**Writing Assessment**

<b>Writing Aspects</b>	<b>Score</b>	<b>Level</b>	<b>Indicator</b>
<b>Relevance and Adequacy of Content</b>	0	Poor	The answer bears almost no relation to the task set. Totally inadequate.
	1	Fair	Answer of limited relevance to the task set. Possibly major gaps in treatment of topic and/or pointless repetition
	2	Good	For the most part answers the tasks set, though there may be some gaps or redundant information.
	3	Excellent	Relevant and adequate answer to the task set.
<b>Compositional Organization</b>	0	Poor	No apparent organization of content.
	1	Fair	Very little organization of content. Underlying structure not sufficiently apparent.
	2	Good	Some organizational skills in evidence, but not adequately controlled.
	3	Excellent	Overall shape and internal pattern clear. Organizational skills adequately controlled.
<b>Cohesion</b>		Poor	Cohesion almost totally absent. Writing so fragmentary that comprehension of

	0		the intended communication is virtually impossible.
	1	Fair	Unsatisfactory cohesion may cause difficulty in comprehension of most of the intended communication.
	2	Good	For the most part satisfactory cohesion though occasional deficiencies may mean that certain parts of the communication are not always effective.
	3	Excellent	Satisfactory use of cohesion resulting in effective communication.
<b>Adequacy of Vocabulary</b>	0	Poor	Vocabulary inadequate even for the most basic parts of the intended communication.
	1	Fair	Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical inappropriateness and/or repetition.
	2	Good	Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriateness and/or circumlocution.
	3	Excellent	Almost no inadequacies in vocabulary for the task. Only rare inappropriateness and/or circumlocution.
<b>Grammar</b>	0	Poor	Almost all grammatical patterns inaccurate.
	1	Fair	Frequent grammatical inaccuracies.
	2	Good	Some grammatical

<b>Mechanical Accuracy</b>			inaccuracies.
	3	Excellent	Almost no grammatical inaccuracies.
	0	Poor	Ignorance of conventions of punctuation.
	1	Fair	Low standard of accuracy in punctuation.
	2	Good	Some inaccuracies in punctuation.
	3	Excellent	Almost no inaccuracies in punctuation. <sup>8</sup>

## 2. The Concept Of Descriptive Text

### a. The Definition of Descriptive Text

Thomas highlighted that descriptive text is about sensory experience or visual experience, it is about something looks, sounds, and tastes.<sup>9</sup> Another expert Sanggam argued that, in composition, a descriptive is also considered as a text. The text as a product of writing functions to reflect what is being described to the readers.<sup>10</sup> Furthermore, Alice Oshima, Ann Hogue Wesley stated that “descriptive writing appeals to the senses, so it tells how something looks, feels, tastes, and sounds.”<sup>11</sup>

Based on the quotations above, it can be concluded that the researcher can illustrate from the definitions above an object to the readers. The object of descriptive text can be an object concrete and abstract object.

---

<sup>8</sup> Cyril J. Weir. *Language Testing and Validation*. (New York: Palgrave Macmillan, 2005), P. 184-185

<sup>9</sup> Thomas S. Kane. *Essential Guide to Writing*. (New York: Oxford University Press, 2000), p. 351

<sup>10</sup> Sanggam siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2007), p.119

<sup>11</sup> Alice Oshima and Ann Hogue. *Writing Academic English*. (New York: Longman, 2008), p. 50

The concrete objects include a person, an animal, a plan, a car etc. The extent the concrete object can be felt by the human sensory perception. In contrast, the abstract objects include an opinion, idea, love, hate, or believe. The extent of the abstract object cannot be felt by the human sensory perception.

#### **b. The Generic Structure Of Descriptive Text**

The student should master the generic structure of descriptive text before they write the descriptive text. Each text has its own generic structure. The generic structure of descriptive text is shown in the following table:<sup>12</sup>

Generic Structure	Function
Identification	<ul style="list-style-type: none"> <li>➤ It is a statement or a short paragraphs that identify object that going to be described.</li> <li>➤ It is usually interesting and able to provoke the readers to be eager to read the text.</li> </ul>
Description	<ul style="list-style-type: none"> <li>➤ It may consist of one of several paragraphs. This part is used to give sufficient description about the object as mentioned in the definition part.</li> <li>➤ The description of the object can be done according to different angles, such as size, length, strength, color, height, condition of the location etc.</li> </ul>

---

<sup>12</sup> Pardiyono, *The Art of Teaching*, ( Yogyakarta: ANDI Yogyakarta,2010),p. 44

### **c. Grammatical Features of Descriptive Text**

Besides having social function and generic structure, descriptive text also uses significant lexicogrammatical features that support the form of a descriptive text including focus on specific noun, use kinds of adjective, and use of simple present tense.<sup>13</sup>

As stated before, the purpose of descriptive text is to describe particular person, thing, or place. Good description is to use details that help the reader imagine the person the students are describing. The subject that is going to be in general. However, we can describe particular person, thing, or place, for example, my school, my father, my house, my friends, etc.

Another feature of descriptive text is using kinds of adjective. The adjective has characteristics: describing, numbering, classifying, for example: three tall buildings, sharp white fang.

Descriptive text usually uses simple present tense. For example, I have a friend. She is a dancer.

---

<sup>13</sup><http://mia-teaching-media.blogspot.com/2011/11/genre-kinds-of-text-in-english-language.html>, February-12-2015

**d. The Example of descriptive text<sup>14</sup>**

**My friend**

Identification	Lusia is my classmate. She is very beautiful and friendly. Her hair is as long as her shoulders. She is very energetic. She is very active in her school and takes some extracurricular subjects. One of them is dancing.
Description	<p>She has been practicing dance since she was six year old. She can dance both traditional and modern dances, but she prefers traditional dance to modern ones. Her favorite dance is Pakarena dance. It is from Makassar.</p> <p>Every time she performs the dance on the stage, she always gives her best performance to her audience so they really enjoy her dance.</p> <p>So far, she has appeared many times in formal ceremonies, parties, and local dancing festival. So she is very famous in our school. She often performs abroad as a member of Indonesian cultural delegations.</p> <p>Someday, she dreams to become a well-known dancer and if she has enough money.</p>

---

<sup>14</sup> Akhmadi, Ali and Ida Safrida. *Smart Steps: The Smartest Way to Learn English*. Jakarta: Ganeca Exact, 2005, P. 78



Analyzing the text:

1) Generic structure analysis

Identification; identifying the phenomenon to describe in general: Lusi

Description: describing Lusi in shape, condition and its characteristics.

2) Language features analysis

Using adjective and classifies; beautiful, energetic, and famous.

Using simple present tense; she is beautiful, she is very famous, and she can dance.

### **3. The Concept of Process Approach**

#### **a. The Definition of Process approach**

James explains that the process approach to writing, in which planning, writing and revision through several drafts are practiced, give the students the opportunity to write more to employ editing strategies, which in turn affords them the opportunity to improve their mastery in writing convention.<sup>15</sup> The process approach focuses on the steps involved in creating a piece of work and the process writing allows for the fact that no text can be perfect, but that a researcher will get closer to perfection by

---

<sup>15</sup> James D. Williams. *Preparing To Teach Writing: Research, Theory And Practice*. 3<sup>Ed</sup> (London: Laurence Erlbaum Associates, 2003), p.100

producing, reflecting on, discussing and reworking successive drafts of a text.<sup>16</sup>

Furthermore, Galuh stated that The process approach places emphasis on “ the researcher as a creator of original discourse, focusing particular attention on his or her procedures for producing and revising text”. At the heart of the process approach is a recursive process that involves several stages of rehearsing, drafting, editing, and revising.<sup>17</sup>

Based on the quotations above, it can be inferred that process approach emphasizes the four steps to produce text. They are planning, drafting, editing, and revising.

#### **b. The Writing Process Approach**

There are five steps writing approach. They are as follows:

##### **1) Planning (Pre-writing)**

Pre-writing is the first step in the writing process. The process approach commonly begins with the pre-writing when learners have to find any relevant supporting ideas for the topic they wish to write about. Pre-writing might be information gathering and library research both of which are important means of gaining ideas to write.<sup>18</sup>

---

<sup>16</sup> Sun, Chunling.” *Process Approach to Teaching Writing Applied in Different Teaching Models.*” CCSE English Language Teaching, Vol 2, No 1, March 2009: 151

<sup>17</sup> Galuh Nur Rohmah. *Facing The Complexities of Writing: My Journey as A Learners and Teacher of EFL Writing.* East Java:UIN-Malang Press, 2008. P. 18

<sup>18</sup> *Ibid*,p.19

Furthermore, Garth Sundem pointed out that in pre-writing there are usable formats include the following:<sup>19</sup>

a) Bubbling (Main Web)

In bubbling (main web), the students write their topic in the center of the page, the students will circle it and connect related ideas depending on how many details they include. For example: the topic is *My Job* and the related ideas are *teacher, in the school, i like it, meet many students*.

b) Outlining

Outlining is the most directed and the specific of the three method of pre-writing. In outlining, students describe the function and the content of each paragraph in their writing by organizing ideas into topic sentences and supporting details.

c) Cartoon Strip

In cartoon strip, especially in the early grades and for students with emergent organizational skill, pre-writing in the form of the picture by picture comic strip can be useful.

---

<sup>19</sup> Gart Sundem, *Improving Student Writing Skills*, (United States of America: Corinne Burton, M.A.Ed., 2007),.p.43-46

## **2) Drafting**

Drafting is the second step of writing process. Draft is a further means of discovering ideas and exploring what one wants to say. It means that writing in the first draft is just like writing in general plan of the essay. It helps them to explore any ideas at the initial stage of writing process.<sup>20</sup>

## **3) Editing**

This stage is where grammar, spelling, and punctuation errors are corrected.<sup>21</sup>

## **4) Revising**

Revising is as much a stage in the writing process as pre-writing, outlining,, and doing the first draft. Revising means that you rewrite the paragraph or paper, building upon what has already been done in order to make it stronger.<sup>22</sup>

### **c. The Strengths and Weaknesses of the Process Approach**

Badger & White (2000, p. 156) argue that the process approach evolved out of dissatisfaction with more traditional product approaches, which view the end product as their focus, with the supporters of the former rejecting the latter as old fashioned and ineffective. The process

---

<sup>20</sup> Galuh Nur Rohmah, *Facing The Complexities of Writing: My Journey as A Learners and Teacher of EFL Writing*. P.20

<sup>21</sup> Andrew P. Johnson. *Teaching Reading and Writing: A Guidebook for tutoring and Remediating students*, (USA: Rowman & Littlefield Education, 2008), p.180

<sup>22</sup> John Langan, *Exploring Writing: Sentences And Paragraph*, 2<sup>ed</sup> (New York: McGraw-Hill, 2010), P.27

approach, however, is also not perfect. Firstly it requires a significant investment of class time to be successful. In addition, it was developed to meet the needs of the native classroom, where learners, who were already verbally fluent, needed to address the issue of the writing process and as a result, it neglects the linguistic element of written language.<sup>23</sup>

#### **d. The Features of Process Approach**

Smith (2000) and Wyse and Jones (2001) stated the main features of the process approach as follows:<sup>24</sup>

- 1) It includes a variety of writing models, expressive as well as expository.
- 2) It emphasizes writing conferences in which the teacher sits with the students as they are writing and offers advice on how to progress.
- 3) Writing normally takes place through a series of multiple drafts.
- 4) Writing should be a cooperative activity; students assist one another composing texts.

#### **e. The Application of The Process Approach**

Based on Ann Hogue, good writing involves thinking, planning, writing, and revising. They are pre write to get ideas and organize them, write the first draft, edit: check and revise your work, and write the final

---

<sup>23</sup> Deborah Grossmann. *Masters in Teaching English as a foreign or second language Process Approach to Writing*. Course: MA TEFL

<sup>24</sup> Abd Alhameed Alodwan, Dr. Talal and Dr. Salem Saleh Khalaf Ibnian." *The Effect of Using the Process Approach to Writing on Developing University Students' Essay Writing Skills in EFL*." American Research Institute for Policy Development June 2014, Vol. 2, No. 2: 154 Print

copy.<sup>25</sup> These are the procedure of applications process approach as follows:

- 1) Planning or Pre-write to get ideas (free-writing)
  - a) In pre-writing step, you get ideas to write about. Taking notes is one way to gather ideas. You did this kind of prewriting for the paragraph you wrote about a classmate.
  - b) Choose a topic and write it at the top of a piece of paper. Then write whatever sentences come into your mind about the topic. Write horizontally across the paper as you do when you write a paper.
  - c) Do not worry about grammar, spelling, or pronunciation, and do not worry about putting ideas into any kind of order. After you have run out of ideas, edit your free-writing. (Remember edit means to review and change writing in order to improve it. Read what you have written and choose one main of idea for your paragraph. Cross out ideas that are not related to the one main idea.

- 2) Write the first draft (drafting)

In the second step, you write your paragraph in rough form without worrying too much about errors.

- 3) Edit the first draft (editing)

---

<sup>25</sup> Ann Hogue. *First Step in Academic writing level 2.2<sup>ed</sup>*, p. 28

In the third step, you edit your paragraph. When you edit something you check and make changes and corrections. Editing is usually a two step process. They are as follows:

- a) In the first step, you check the paragraph as the whole. Is the meaning clear?
  - b) In the second step, you check the paragraph for good form, organization, grammar, punctuation, spelling, and soon.
- 4) Write the final copy (revising)

In the last step, you write a neat final copy of your paragraph to hand to your teacher. Here the final copy of our model paragraph.

The correction made by the researcher includes these:

- a) She crossed out unnecessary sentences.
- b) She added missing subject and verbs.
- c) She moved sentences
- d) She changed the ending to match the beginning.<sup>26</sup>

## **B. Action Hypothesis**

Reflection on the theoretical review can be formulated as the following hypothesis:

“ By implementation of process approach it can increase writing descriptive text student at the tenth grade of MA Tri Bakti Attaqwa East Lampung”

---

<sup>26</sup> Ann Houge. *First Step in Academic writing level 2.2<sup>ed</sup>*, p. 28-30

### **BAB III**

#### **RESEACRH METHODOLOGY**

##### **A. Object of the Study**

Object of the study in this research is increasing descriptive text writing by implementing process approach at The Tenth Grade of Islamic Senior High School Tri Bakti Attaqwa. In this research, the researcher would apply the Classroom Action Research (CAR) because CAR is a treatment to increase learning process quality in the class. Action research could be done by the researcher or teacher as a manager of teaching program. It means that the teacher can differentiate what have to do and dissolve the problem in their classes.

McNIF stated that action research is a name given to particular way of researching your own learning.<sup>27</sup> It means that action research is a practical way of looking at your practice in order to check the problem. Moreover, Anne explains that action research is reseach carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process.<sup>28</sup> From the explanation above, it can be inferred that classroom action research is a research of teaching and learning process in the class which the aim to solve and to evaluate the problems. The aim of the research is to find the problem solving.

---

<sup>27</sup> McNiff, Jean Whitehead, *Action Research: Principles and Practice*, (Second Edition, London and New York: Rouledge, 2002),p. 15

<sup>28</sup> Anne Burns, *Doing Action Research In English Language Teaching*, ( New York And London: Rouledge, 2010),P. 5



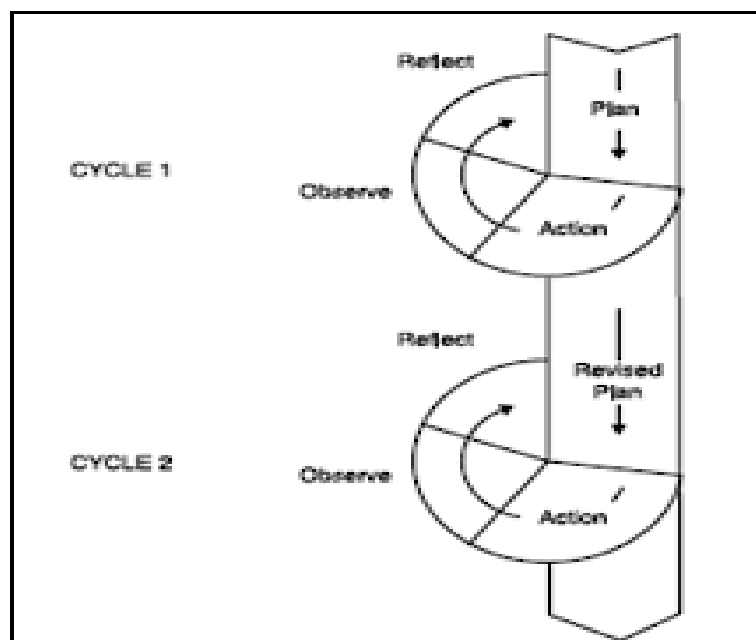
In the classroom action research, the researcher would like to conduct te research in two cycles. There is a relationship between one and the others. They are panning, acting, observing and reflecting.

## B. Subject of the study

The subject of the study in this study is whole students of class X A at MA Tri Bakti Attaqwa. The condition of class X A of MA Tri Bakti Attaqwa at East Lampung as follows: the sum of students are 31, consist of male 10 students and female 21 students.

## C. Action Plan

In this research, the researcher uses classroom action research. In the classroom action research, the researcher would like to hold the research in two cycles.



Picture 1. Cycle AR model based on Kemiss and Taggart.<sup>29</sup>

<sup>29</sup> *Ibid*,p. 9

In the classroom action research, there are planning, action, reflecting, and reflecting. In every cycle, it is done the class to increase the quality of learning process.

Classroom Action Research ( CAR) Cycles are:

## **1. Cycle 1**

### **a. Planning**

Planning is the first step of action research. In this phase, you identify a problem or issue and develop a plan of action in order to bring about improvements in a spesific area of the research context.

Here are the steps that the researcher makes in planning:

- 1) The researcher prepares a lesson plan.
- 2) The researcher prepares the material
- 3) The researcher prepares the source of learning.
- 4) The researcher prepares format to observe.
- 5) The researcher prepares format to evaluate the student' activities after teaching learning process.

### **b. Acting**

The second step in action research is acting. Acting is describing about the teaching procedure of the research. This section discusses about the steps and activities that would be taken by the researcher. In this case, the researcher implements the plan that has been arranged before.

**1) Pre- Teaching activities**

- a) Greeting by salam to the students friendly when come to the class. (Value: care and polite)
- b) Check into students attendance (Value: discipline, diligent).
- c) Asking the students' condition.
- d) Giving motivation to the students.
- e) Explaining the benefit of the lesson.

**2) While Teaching Process Activities**

**a) Exploration**

In exploration activity, the teacher:

- 1. Gives the stimulus having a form presenting the material and question about: Descriptive text.
- 2. Asks the students about Descriptive text.

**b) Elaboration**

In elaboration activity, the teacher:

- 1. The teacher divides the students into five group.
- 2. The teacher gives material about descriptive text to each group.
- 3. The teacher asks the students to discuss the material with their group.
- 4. The teacher asks the students to present the material in front of class.

5. The teacher explains process approach to the students.
6. The teacher explains to the students about how to write descriptive text by using process approach.
7. The teacher asks the students to make descriptive text individually.

**c) Confirmation**

In confirmation activity, the teacher:

1. Gives feedback to the students by giving appreciation for all of groups that had been presented the material.
2. Gives confirmation to the students about the material that had been presented.
3. Facilitates the students to do reflection to get learning experience.

**3) Post Teaching Activity**

- a) The teacher asks the students to make a summary from the material.
- b) The teacher gives question to the students about the material that had been presented and the students have to answer the question.

**c. Observing**

Observation is the activity to record the event and action in the classroom. The researcher observes the students activity by using observation sheet.

#### **d. Reflecting**

Reflecting is the inspection effort on the success or failure in reaching the temporary purposes in order to determine the alternatives steps that are probably made to gate the final goals of the research. If in the target is not achieved. It is used to increase the next cycle. By the reflection, the researcher will know the strength and the weakness from the action that researcher has been done. The researcher used the evaluation data to make improvement for the second cycle.

### **2. Cycle II**

#### **a. Planning**

- 1) The researcher found the problems and identified the problems from the first cycle.
- 2) The researcher prepared lesson plan.
- 3) The researcher prepared the material.
- 4) The researcher prepared the source of learning.
- 5) The researcher prepared observation sheet.

#### **b. Acting**

The researcher applies the action plan II

##### **1) Pre- Teaching Activities**

- a) Greeting by salam to the students friendly when come to the class. (Value: care and polite)
- b) Check into students attendance (Value: discipline, dilligent).
- c) Asking the students' condition

## **2) While Teaching Process Activities**

### **a) Exploration**

In exploration activity, the teacher:

1. Reviews and ask again about descriptive text
2. Reviews and asks again about the steps of process approach

### **b) Elaboration**

1. The teacher gives explanation how to generate the ideas by using process approach.
2. The teacher teaches descriptive text by using process approach.
3. The teacher asks the students to make descriptive text individually by using process approach.

### **c) Confirmation**

In confirmation activity, the teacher:

- 1) Gives feedback to the students by giving appreciation for all of groups that had been presented the material.
- 2) Gives confirmation to the students about the material that had been presented.
- 3) Facilitates the students to do reflection to get learning experience.

### **3) Post Teaching Activity**

- a) The teacher asks the students to make a summary from the material.
- b) The teacher and the students do reflection toward the activities that has been done.
- c) The teacher gives post-test to the students.

#### **c. Observing**

In this step, the researcher observes the process of teaching learning by using format of observation to collect data in action plan I.

#### **d. Reflecting**

Reflecting is the last step of the all steps above. From the result of observation, it can be analyzed to know the increasing or decreasing in learning process.

### **D. Data Collecting Method**

To collect the data, the researcher uses the data collection method as follows:

#### **1. Test**

Test is the questions or statements that used to measure one or some of psychological aspect such as achievement skill, knowledge, intelligence and ability and act.

The test consists of pre-test and post-test. They are as follows:

a. Pre-test

The researcher uses pre-test to know how far ability of the students to make descriptive text.

b. The post test

The post test was conducted in order to know the progress of students' writing ability especially in writing descriptive by using process approach after the treatments.

c. Documentation

In this research, the researcher also used documentation to know all data about the history of the school, the sum of the teacher, official employed and organization structure, location sketch of data pre-survey and student's activities in the classroom.

d. Field Note

To collect the data more accurate, the researcher used field note to make easy when analyzed the data. This is to know students activities during teaching learning process. It is done after finishing of teaching learning process.

**E. Data Analysis Method**

Data analysis will be conducted by taking the average score of the pre test and post test. To know student achievement after the action, the researcher will conduct and give test at the early and the last cycles.



The formula of calculating the mean of distribution:

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

$\bar{X}$  = Average (where X is the sample mean)

$\sum X$  = means "the sum of

N = The number of scores in the population.<sup>30</sup>

Furthermore, to know the gain will compare between pre-test and post-test. Then, the result is matched by CMM (Criteria of Mastering the material) at the MA Tri Bakti Attaqwa is 70. If on cycle 1, there are not some students successful so we conduct cycle 2. The minimum cycle in classroom action research is two cycles. So, if on cycle 2 all of the students are successful. It is not continuing to the next cycle.

#### F. Indicator of the Success

Indicator it can be started successful in teaching learning process if the result of the cycle II more successfully than cycle I. The students are called success if 70 students get referring Minimum Mastery Criteria ( MMC) is 70.

There are some indicators of success in teaching writing descriptive text by using process approach. The are as follows:

---

<sup>30</sup> Timothy C. Urdan, *Statistics In Plain English*, Lawrence Erlbaum Associates, Mahwah, New Jersey: 2005., P. 8

1. The students are enthusiastic during the learning process.
2. The students are very active in the classroom.
3. All of the students can be said that it is successfully taught if students had minimal score 70. It means that 70% of the material are mastered by students

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND DISCUSSION**

#### **A. Result of The Research**

##### **1. The Profile of the Research Setting**

###### **a. The History of MA Tri Bakti Attaqwa East Lampung**

Islamic Senior High School Tri Bakti Attaqwa East Lampung is located on Jl. Simpang Rantai No. 13 desa Rama puja subdistrict Raman Utara East Lampung. It was established in the year of 1990. When Islamic Senior High School Tri Bakti Attaqwa was established by three actors there are: kyai Djaja 'ulama Adnan, Kholik Amrullah Adnan, and Dra. Binti amanah Adnan.

The first establishment name of this school was Madrasah Ibtida'iyah (MI) which take the curriculum of Pondok Pesantren 1990-1991, in the next year of 1992, the school take curriculum religious department changed to Madrasah Tsanawiyah (Mts) Rama Puja subdistrict Raman utara (1991-1993) in the year of 1993 MTs Tri Bakti Attaqwa had experience developing the kinds of study performance. This year collaborations with yayasan the establer of education manage. In the next year 1994, that yayasan built school again, it named Islamic Senior High School Tri Bakti Attaqwa. That yayasan the name is Yayasan Pendidikan and Pondok Pesantren Tri Bakti Attaqwa.

**b. Total of The Students at MA Tri Bakti Attaqwa In The Academic Year 2016/2017**

MA Tri Bakti Attaqwa has 478 students. It divided into some classes that could identify as follow:

**Table 2**

**Total of The Students at MA Tri Bakti Attaqwa  
In The Academic Year 2016/2017**

No	Class	Sex		Amount
1	X	67	79	146
2	XI	86	73	159
3	XII	64	109	173
Total				478

*Source: Documentation of Islamic Senior High School East Lampung in the Academic Year 2016/2017.*

**2. Result of the Research**

This research was conducted on Wednesday, January 06<sup>th</sup>, 2016. It was done in two cycle. The subject of the research was class Xa that consisted of 31 students. It was aim to know the ability of the students before and after having the treatment. The researcher was helped by collaborator, her name is Nurul Hikmah, S.Ag.

**a. The Result of Pre-test**

To see the students' writing ability before implementing the treatment, the researcher conducted the pre-test. It carried out on Monday, January 04<sup>th</sup>, 2016. From the result of pre-test showed that the most of the students are difficult to explore their thought. The result of pre-test can be seen on the table below:

**Table 3**

The Result of Students Pretest at the Eight Grade Class A of Islamic Senior High School (MA) Tri Bakti Attaqwa East Lampung in the Academic Year of 2016/2017.

No	Student's Name	The Scores of Pre-test Class A	Target >70
1	Aa	76	<b>Complete</b>
2	Aw	63	Incomplete
3	Aw	64	Incomplete
4	Bm	66	Incomplete
5	Bs	55	Incomplete
6	Ds	67	Incomplete
7	Dw	59	Incomplete
8	Es	78	<b>Complete</b>
9	Ey	60	Incomplete
10	Fa	76	<b>Complete</b>
11	Fs	65	Incomplete
12	Ha	60	Incomplete
13	Khn	68	Incomplete
14	Lh	60	Incomplete
15	Ma	64	Incomplete
16	Ms	60	Incomplete
17	Ms	62	Incomplete

18	Mw	56	Incomplete
19	Nj	64	Incomplete
20	Ra	77	<b>Complete</b>
21	Rh	76	<b>Complete</b>
22	Ro	36	Incomplete
23	Sa	56	Incomplete
24	Sd	76	<b>Complete</b>
25	Sm	57	Incomplete
26	Sm	64	Incomplete
27	Sr	52	Incomplete
28	Sw	57	Incomplete
39	Yh	56	Incomplete
30	Yr	62	Incomplete
31	Yw	57	Incomplete
<b>Total (<math>\sum X</math>)</b>		<b>1949</b>	
<b>Average (X)</b>		<b>62</b>	

*Source: The Result of Pretest (Class A) on Monday, January 04<sup>th</sup>, 2016*

Based on the result above, it can be seen that many students could not achieve the target. It means that the student's writing descriptive text ability is low. It is why the researcher want to implement the process approach to increase the student's writing descriptive text.

## **b. Description of the Research**

### **1. Cycle 1**

#### **a. Planning**

In this stage the researcher and collaborator planed to give material about writing. The researcher and collaborator prepared

several things related to the teaching and learning process such as; prepared the lesson plan, prepared the material, made the instrument that would be examined as the pre-test in cycle 1, prepared the media that used in learning writing descriptive text, made observatio of the students 'activity, identified the problem and found the cause of the problem at the first and the end of learning activities, and the researcher planned to give evaluatio to measure how far the material that have taught can be accepted by the students.

#### **b. Action**

The action in the cycle 1 consisted of 3 meeting, the first and the second meeting were used to give treatment and the third meeting was used to give post-test.

**Table 4**

**The Schedule of Action In Cycle 1**

Meeting	Day/date	Time
1 <sup>st</sup>	Wednesday, January 06 <sup>th</sup> , 2016	07.30-08.30
2 <sup>nd</sup>	Monday, January 11 <sup>th</sup> , 2016	08.30-09.30
3 <sup>rd</sup>	Wednesday, January 13 <sup>rd</sup> , 2016	07.30-08.30

The explanation of every meeting will be explained below:

a) The First Meeting

The first meeting was conducted on Wednesday, January 06<sup>th</sup>, 2016 for 2 x 45 minutes. This meeting was used the implementation of the action of the cycle 1. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition.

1. Firstly, the researcher gave the material for students about, definition, generic structure, language features, and the example of descriptive text.
2. The researcher asked to students to divide some small groups.
3. The researcher gave the different material for every group and gave time some minutes to read and to understand about the material from the researcher.
4. the researcher asked every group to present the material in front of class.
5. During the presentation, the researcher gave the direction to the presenter how to present the material well by using English and asked for the audience to give contribution in discussion, like giving some questions.



6. After finishing the discussion, the researcher gave the clarification and appreciation for every group because they could present the material well.

In the end of meeting, the researcher asked some students about material that have been discussing and asked to conclude the material that have discussed, after that the researcher closed the meeting.

b) The Second Meeting

The second meeting was used to teach about the process approach to the students. This meeting was conducted on Monday, January 11<sup>th</sup>, 2016 for 2 x 45 minutes. This meeting started by praying and greeting, checking the attendance list, and asking the students condition.

1. Firstly, the researcher told to the students what is process approach.
2. The researcher gave the handbook about the steps how to write actively.
3. The researcher explained the steps one by one.
4. The researcher wrote the example of writing descriptive text in the white board by using the steps that have been explained (handbook).
5. The students practiced how to write descriptive text in the classroom by using the steps (handbook).

c) The Third Meeting

The third meeting was used to give post-test to the students after giving the treatment in the previous meeting. This meeting was conducted on Wednesday January 13<sup>rd</sup>, 2016 for 2 x 45 minutes. This meeting started by praying and greeting, checking the attendance list, and asking the students condition. Then, the researcher gave the post-test to the students. The kind of test is written text of descriptive text. The researcher gave answer sheets to the students that contained some topics of descriptive text. Then, the students choose one of them as the topic that they are going to write. After that, the researcher gave time 70 minutes to the students to finish their writing by using their own word.

To see achievement of the result of post-test in writing descriptive text in cycle 1, we can see on the table below:

**Table 4**

The Result of Students Post-test in cycle 1 at the Eight Grade Class A of Islamic Senior High School (MA) Tri Bakti Attaqwa East Lampung in the Academic Year of 2016/2017.

No	Student's Name	The Scores of Post-test Class A	Target >75
1	Aa	67	Incomplete
2	Aw	60	Incomplete
3	Aw	62	Incomplete
4	Bm	66	Incomplete
5	Bs	64	Incomplete
6	Ds	57	Incomplete

7	Dw	70	Incomplete
8	Es	78	<b>Complete</b>
9	Ey	60	Incomplete
10	Fa	76	<b>Complete</b>
11	Fs	61	Incomplete
12	Ha	65	Incomplete
13	Khn	72	Incomplete
14	Lh	55	Incomplete
15	Mk	63	Incomplete
16	MI	56	Incomplete
17	Ms	78	<b>Complete</b>
18	Mw	58	Incomplete
19	Nj	64	Incomplete
20	Ra	77	<b>Complete</b>
21	Rh	76	<b>Complete</b>
22	Ro	76	Incomplete
23	Sa	68	Incomplete
24	Sd	77	<b>Complete</b>
25	Sm	64	Incomplete
26	Sm	73	Incomplete
27	Sr	74	Incomplete
28	Sw	72	Incomplete
39	Yh	63	Incomplete
30	Yr	66	Incomplete
31	Yw	70	Incomplete
<b>Total ( <math>\sum X</math> )</b>		<b>2088</b>	
<b>Average (X)</b>		<b>67</b>	

*Source: The Result of Pretest (Class A) on Wednesday, January 13<sup>rd</sup>, 2016*

**Table 5**  
**Percentage of Students's Score In Cycle 1**

No	Students's Score	Frequency	Percentage	Explanation
1	(85-100)	-	-	Excellent
2	(70-84)	13	42 %	Good
3	(55-69)	18	58 %	Fair
4	(<55)	-	-	Poor
		31	100 %	

Based on the table above, it can be seen that the students average was 67. It showed that most of the students have incomplete in achieving the Minimum Standar Criteria (75). From the table of percenatge above, only 13 students were classified good with the score under 75 and 18 students were classified fair. Many the students had not achieved the Minimum Standard Criteria because they were under score 75, it needed to increase again.

**c. Observation**

In this stage, observation was done the researcher and collaborator during learning process. There were some observations that had been done such as; observation of students'a activities, teacher's note, and observation on the result of the evaluation. These are the result of observations:

## 1. Student's activities

In observing, the researcher presented in the first meeting in cycle 1 of teaching writing descriptive text. In this observation, the researcher gave the material to the students but they still faced some difficulties. They also did not have confidence to make new words in composing descriptive text. The data of the students's activity can be seen on the table below:

**Table 6**

**The Result of The Student's Activity In Learning Process of Cycle 1**

No	Students' Activity	Frequency	Percentage
1	Giving respond to the teacher's explanation and question	21	67 %
2	Answering the question from teacher	19	61 %
3	Giving attention to the teachers' explanation	23	74 %
4	Making note from the material	18	58 %
5	Doing the task	28	90 %

## 2. Teachers Note

From the observation on cycle 1 in the beginning of learning after the researcher the process approach, some students could write descriptive text based on their own words.

### **3. Evaluation**

Evaluation was given on cycle 1 after giving post test at the end of the learning process. The result of the test; the highest score was 78, the lowest was 55 and the average of post test 1 was 67.

### **4. Reflection**

Generally, there was increasing in the student's writing ability in descriptive text through the process approach in the cycle 1. It showed on the increasing in score and the students's activities. Although it was good enough, but there was still some problems in learning process that must be corrected in the next cycle.

Based on the data and observation sheet, there were some problems in learning descriptive text such as:

- 1) The students had low vocabulary.
- 2) The students found difficulties in arranging word.

The action in cycle 1 was not success enough, the cycle must be continued to cycle to. Furthermore, the result of the learning process in cycle 1 before and after giving treatment could be concluded in the following table.

**Table 7****The Increasing of Student's Score In Pre-test and Post-test 1**

<b>No</b>	<b>Student's Name</b>	<b>Pre-test Score</b>	<b>Post-test Score</b>	<b>Increasing /Decreasing</b>	<b>Explanation</b>
1	Aa	76	78	2	Increased
2	Aw	63	60	-3	Decreased
3	Aw	64	62	-2	Decreased
4	Bm	66	66	0	Constant
5	Bs	55	64	9	Increased
6	Ds	67	57	10	Increased
7	Dw	64	70	6	Increased
8	Es	78	78	0	Constant
9	Ey	60	60	0	Constant
10	Fa	76	76	0	Constant
11	Fs	65	61	-4	Decreased
12	Ha	60	65	5	Increased
13	Khn	68	72	4	Increased
14	Lh	60	55	5	Increased
15	Ma	62	63	1	Increased
16	Ms	56	60	4	Increased
17	Ms	62	67	5	Increased
18	Mw	56	58	2	Increased
19	Nj	64	64	0	Constant
20	Ra	77	77	0	Constant
21	Rh	76	76	0	Constant
22	Ro	65	76	11	Increased
23	Sa	56	68	12	Increased
24	Sd	76	77	1	Increased
25	Sm	57	64	7	Increased

26	Sm	64	73	9	Increased
27	Sr	65	74	9	Increased
28	Sw	68	72	4	Increased
39	Yh	56	63	7	Increased
30	Yr	62	66	4	Increased
31	Yw	62	70	8	Increased
<b>Total</b>		<b>1949</b>	<b>2088</b>	<b>139</b>	<b>Increased</b>
<b>Avarage</b>		<b>62</b>	<b>67</b>	<b>5</b>	<b>Increased</b>

Based on te result above, it can be seen that most of students were not fulfill the Standard Minimum Criteria. Furthermore, the researcher conducted the cycle 2 in order to make students be able to reach the Standard Minimum Criteria.

## 2. Cycle 2

Based on the result in cycle 1,it was not success.Therefore, the researcher would conduct cycle 2 to repair the weakness in cycle 2.

The steps of cycle 2 as follow:

### a. Planning

Based on the observation and reflection in cycle 1, it was failed. So , the researher, and collaborator tried to evaluate and to arrange the planning for cycle 2. In this meeting, the researcher and collaborator would give the more interesting writing material than before. The reseacher prepared lesson plan, the material, media, observation sheet of the students' activity 2, teacher's activity 2, and



tried to identify the problems and found the cause of the problems and tried to solve the problems.

**b. Action**

Action of the cycle 2 consisted of 2 meeting. The first meeting was used to give treatment and the second meeting was used to give post-test 2.

**Table 8**  
**The Schedule of Action In Cycle 2**

Meeting	Day/date	Time
1 <sup>st</sup>	Saturday, January 16 <sup>th</sup> , 2016	07.30-08.30
2 <sup>nd</sup>	Sunday, January 17 <sup>th</sup> , 2016	08.30-09.30

The explanation of every meeting will be explained below:

1. The first meeting

The first meeting was conducted on Saturday, January 16<sup>th</sup>, 2016 for 2 x 45 minutes. This meeting was opened by praying, greeting, asking the students' condition, and checking the attendance list. In this meeting, the researcher asked again about descriptive text and they mostly understood about descriptive text. So, the researcher only re-explained again about how to write descriptive text by using steps of writing in process approach. The researcher also gave treatment to the students based on the weakness in cycle 1.

## 2. The second meeting

The second meeting was conducted on Sunday, January 17<sup>th</sup>, 2016 for 2 x 45 minutes. In this meeting, the researcher gave the post-test 2 in the end of cycle 2 for 2 x 45 minutes. Most of the students could write descriptive text very well and they could choose appropriate word based on their own word to compose descriptive text.

**Table 9**

The Result of Students Post-test in cycle 2 at the Eight Grade Class A of Islamic Senior High School (MA) Tri Bakti Attaqwa East Lampung in the Academic Year of 2016/2017.

No	Student's Name	The Scores of Post-test Class A	Target >75
1	Aa	80	Complete
2	Aw	75	Complete
3	Aw	76	Complete
4	Bm	75	Complete
5	Bs	75	Complete
6	Ds	74	Complete
7	Dw	78	Complete
8	Es	80	Complete
9	Ey	76	Complete
10	Fa	77	Complete
11	Fs	75	Complete

12	Ha	75	Complete
13	Khn	76	Complete
14	Lh	72	<b>Incomplete</b>
15	Ma	75	Complete
16	Ms	70	<b>Incomplete</b>
17	Ms	76	Complete
18	Mw	75	Complete
19	Nj	76	Complete
20	Ra	80	Complete
21	Rh	76	Complete
22	Ro	76	Complete
23	Sa	76	Complete
24	Sd	77	Complete
25	Sm	80	Complete
26	Sm	77	Complete
27	Sr	76	Complete
28	Sw	80	Complete
39	Yh	73	<b>Incomplete</b>
30	Yr	75	Complete
31	Yw	75	Complete
<b>Total</b>		<b>2357</b>	
<b>Average</b>		<b>76,03</b>	

*Source: The Result of Pretest(Class A) on Wednesday, Sunday, January 17<sup>th</sup>, 2016*

**Table 10**

### Percentage of Students' score In Cycle 2

No	Students's Score	Frequency	Percentage	Explanation
1	(85-100)	-	-	Excellent
2	(70-84)	31	100 %	Good
3	(55-69)	-	-	Fair
4	(<55)	-	-	Poor
		31	100 %	

Based on the table above, it can be conclude that the students' average was 76,03. It showed that there were 3 students have incomplete in achieving the Minimum Standard Criteria (75). Furtermore, there were 28 students having complete in achieving of The Minimum Standard Criteria. It can be seen that most of students were success and they could increase their writing descriptive text.

#### c. Observation

In this stage, the observation was done by the researcher and collaborator during learning process. There were some observation that had been done, such as; observation sheet of the students' activities, teacher's note, and observation on the result of the evluation.

### 1. Students'activities

Observation was done on cycle 2 with significant change. From observation from of the students'activity in cycle 2, it can be seen from the table below:

No	Students' Activity	Frequency	Percentage
1	Giving respond to the teacher's explanation and question	26	83%
2	Answering the question from teacher	24	77 %
3	Giving attention to the teachers' explanation	28	90 %
4	Making note from the material	27	87 %
5	Doing the task	30	96 %

### 2. Teacher's note

From the observation in cycle 2, most of the students were interested in following the lessso, active during learning process.They also could write descriptive text based on the topic by their own words.

### 3. Evaluation

Evaluation was given in cycle 2 and post-test in the end of learning process. The result of test could be concluded as follow; the highest was 80, the lowest was 73 and the average was 76.

#### **d. Reflection**

The implementation of Process Approach to increase the students' writing ability in descriptive text in cycle 2 was better than cycle 1. It could be seen from the students' activities and the students' score were higher than cycle 1. In cycle 2, the students's activities also could increase from the first meeting until the last meeting. From the result, it can be concluded that the teaching learning process was successful because the students' score under the Minimum Standard Criteria was only 3 students. It means that the teaching learning process by using process approach got positive effect and it could increase their writing ability in descriptive text.

**Table 12**

**The increasing of Students' score at Post-test in cycle 1 and 2**

<b>No</b>	<b>Student's Name</b>	<b>Post-test of Cycle 1</b>	<b>Post-test of cycle 2</b>	<b>Increasing</b>	<b>Explanation</b>
1	Aa	78	80	2	Increased
2	Aw	60	75	15	Increased
3	Aw	62	76	14	Increased
4	Bm	66	75	9	Increased
5	Bs	64	75	11	Increased
6	Ds	57	74	10	Increased

7	Dw	70	78	8	Increased
8	Es	78	80	2	Increased
9	Ey	60	76	16	Increased
10	Fa	76	77	1	Increased
11	Fs	61	75	14	Increased
12	Ha	65	75	10	Increased
13	Khn	72	76	4	Increased
14	Lh	55	72	17	Increased
15	Ma	63	75	12	Increased
16	Ms	56	70	14	Increased
17	Ms	67	76	9	Increased
18	Mw	58	75	17	Increased
19	Nj	64	76	12	Increased
20	Ra	77	80	3	Increased
21	Rh	76	76	0	Constant
22	Ro	76	76	0	Constant
23	Sa	68	76	8	Increased
24	Sd	77	77	0	Constant
25	Sm	64	80	16	Increased
26	Sm	73	77	4	Increased
27	Sr	74	76	2	Increased
28	Sw	72	80	8	Increased
39	Yh	63	73	10	Increased
30	Yr	66	75	9	Increased

31	Yw	70	75	5	Increased
<b>Total</b>		<b>2088</b>	<b>2357</b>		
<b>Average</b>		<b>67</b>	<b>76,03</b>		

From the result of post-test 1 and post-test 2, we know that there was improvement from the students result score. It can be seen from the average 67 become 76,03. It can be concluded that there was improvement in cycle 2.

While the students' activities was observed by the English teacher as collaborator to help the researcher in learning process.

The result of the students' activities can be seen on the table below:

**Table 13**

**The Result of The Students' Activity in Cycle 1 and Cycle 2**

No	Students' activity	Cycle 1		Cycle 2		Note
		F	(%)	F	(%)	
1	Giving respond to the teacher's explanation and question	21	67 %	26	83 %	Increase
2	Answering the question from teacher	19	61 %	24	77 %	Increase
3	Giving attention to the teachers'	23	74 %	28	90 %	Increase



	explanation					
4	Making note from the material	18	58 %	27	87 %	Increase
5	Doing the task	28	90 %	30	96 %	Increase
<b>Avareage</b>			<b>70 %</b>		<b>86 %</b>	<b>Increase</b>

## B. Interpretation

In teaching writing to the tenth grade in Islamic Senior High School (MA) Tri Bakti Attaqwa East Lampung, the researcher used process approach. The researcher used this approach in order to make students more active in learning writing descriptive text and it can increase their writing ability.

Furthermore, Based on the result of pre-test, the students were not active in the learning process, they were still confused to use their words and to arrange their words. In cycle 1, the researcher conducted the treatment in order to help students be able to write descriptive text correctly.

Whereas, the result of post-test in cycle 1 was better than the pre-test. The students' score could increase but it was not enough to fulfill the Minimum Standard. From that reason, the researcher continued to the next cycle in order to increase their writing to fulfill the Minimum Standard Criteria. In cycle 2, the researcher made the learning process more active because he always gave motivation to the students to study more active and try to use English in their saying. The researcher helped the students to use appropriate words and to arrange the words in writing descriptive text and the

result, student's score in cycle 1 was better than cycle 2 because most of the students passed in cycle 2.

## 1. The Result of the students Learning

### a) The comparison of students score at pre-test and post-test at cycle 1

**Table 14**

<b>No</b>	<b>Student's Name</b>	<b>Pre-test Score</b>	<b>Post-test Score</b>	<b>Increasing /Decreasing</b>	<b>Explanation</b>
1	Aa	76	78	2	Increased
2	Aw	63	60	-3	Decreased
3	Aw	64	62	-2	Decreased
4	Bm	66	66	0	Constant
5	Bs	55	64	9	Increased
6	Ds	67	57	10	Increased
7	Dw	64	70	6	Increased
8	Es	78	78	0	Constant
9	Ey	60	60	0	Constant
10	Fa	76	76	0	Constant
11	Fs	65	61	-4	Decreased
12	Ha	60	65	5	Increased
13	Khn	68	72	4	Increased
14	Lh	60	55	5	Increased
15	Ma	62	63	1	Increased
16	Ms	56	60	4	Increased
17	Ms	62	67	5	Increased
18	Mw	56	58	2	Increased
19	Nj	64	64	0	Constant

20	Ra	77	77	0	Constant
21	Rh	76	76	0	Constant
22	Ro	65	76	11	Increased
23	Sa	56	68	12	Increased
24	Sd	76	77	1	Increased
25	Sm	57	64	7	Increased
26	Sm	64	73	9	Increased
27	Sr	65	74	9	Increased
28	Sw	68	72	4	Increased
39	Yh	56	63	7	Increased
30	Yr	62	66	4	Increased
31	Yw	62	70	8	Increased
<b>Total</b>		<b>1949</b>	<b>2088</b>	<b>139</b>	<b>Increased</b>
<b>Avarage</b>		<b>62</b>	<b>67</b>	<b>5</b>	<b>Increased</b>

**b) The Comparison of Students Score at Post-Test 1 and Post-Test 2**

**Table 15**

<b>No</b>	<b>Student's Name</b>	<b>Post-test of Cycle 1</b>	<b>Post-test of cycle 2</b>	<b>Increasing</b>	<b>Explanation</b>
1	Aa	78	80	2	Increased
2	Aw	60	75	15	Increased
3	Aw	62	76	14	Increased
4	Bm	66	75	9	Increased

5	Bs	64	75	11	Increased
6	Ds	57	74	10	Increased
7	Dw	70	78	8	Increased
8	Es	78	80	2	Increased
9	Ey	60	76	16	Increased
10	Fa	76	77	1	Increased
11	Fs	61	75	14	Increased
12	Ha	65	75	10	Increased
13	Khn	72	76	4	Increased
14	Lh	55	72	17	Increased
15	Ma	63	75	12	Increased
16	Ms	56	70	14	Increased
17	Ms	67	76	9	Increased
18	Mw	58	75	17	Increased
19	Nj	64	76	12	Increased
20	Ra	77	80	3	Increased
21	Rh	76	76	0	Constant
22	Ro	76	76	0	Constant
23	Sa	68	76	8	Increased
24	Sd	77	77	0	Constant
25	Sm	64	80	16	Increased
26	Sm	73	77	4	Increased
27	Sr	74	76	2	Increased
28	Sw	72	80	8	Increased

39	Yh	63	73	10	Increased
30	Yr	66	75	9	Increased
31	Yw	70	75	5	Increased
<b>Total</b>		<b>2088</b>	<b>2357</b>		
<b>Average</b>		<b>67</b>	<b>76,03</b>		

**c. The Comparison Of Pre-test, Post-Test at Cycle 1 And Cycle 2**

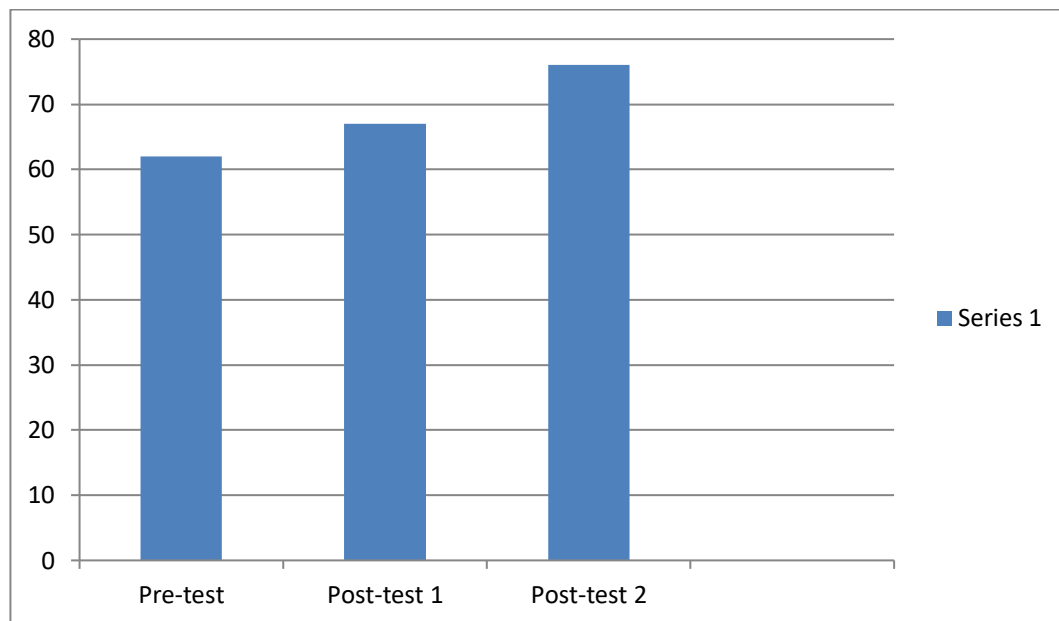
**Table 16**

<b>No</b>	<b>Student's Name</b>	<b>Pre-test Score</b>	<b>Post-test Score at cycle 1</b>	<b>Post-test Score at cycle 2</b>	<b>Explanation</b>
1	Aa	76	78	80	Increased
2	Aw	63	60	75	Decreased
3	Aw	64	62	76	Decreased
4	Bm	66	66	75	Constant
5	Bs	55	64	75	Increased
6	Ds	67	57	74	Increased
7	Dw	64	70	78	Increased
8	Es	78	78	80	Constant
9	Ey	60	60	76	Constant
10	Fa	76	76	77	Constant
11	Fs	65	61	75	Decreased
12	Ha	60	65	75	Increased

13	Khn	68	72	76	Increased
14	Lh	60	55	72	Increased
15	Ma	62	63	75	Increased
16	Ms	56	60	70	Increased
17	Ms	62	67	76	Increased
18	Mw	56	58	75	Increased
19	Nj	64	64	76	Constant
20	Ra	77	77	80	Constant
21	Rh	76	76	76	Constant
22	Ro	65	76	76	Increased
23	Sa	56	68	76	Increased
24	Sd	76	77	77	Increased
25	Sm	57	64	80	Increased
26	Sm	64	73	77	Increased
27	Sr	65	74	76	Increased
28	Sw	68	72	80	Increased
39	Yh	56	63	73	Increased
30	Yr	62	66	75	Increased
31	Yw	62	70	75	Increased
<b>Total</b>		<b>1949</b>	<b>2088</b>	<b>2357</b>	<b>Increased</b>
<b>Avarage</b>		<b>62</b>	<b>67</b>	<b>76,03</b>	<b>Increased</b>

**Figure 1**

**Chart of students scores at pre-test, post-test at cycle 1 and 2**



Based on the line of graph, it can be concluded that there is increase from the result of pre-test, post-test 1 and post-test 2. It proves that Process approach can increase the students ability in writing descriptive text.

## 2. The result of The Students' Observation Sheet

The researcher approached te students' activity in the learning process by using observation sheet. The comparison of two activities can be seen in the table below:

**Table 17**

### **The Result of The Students' Activity in Cycle 1 and Cycle 2**

No	Students' activity	Cycle 1		Cycle 2		Note
		F	(%)	F	(%)	

1	Giving respond to the teacher's explanation and question	21	67 %	26	83 %	Increase
2	Answering the question from teacher	19	61 %	24	77 %	Increase
3	Giving attention to the teachers' explanation	23	74 %	28	90 %	Increase
4	Making note from the material	18	58 %	27	87 %	Increase
5	Doing the task	28	90 %	30	96 %	Increase
<b>Avareage</b>			<b>70 %</b>		<b>86 %</b>	<b>Increase</b>

Based on the result, it can be seen that the student's activity in cycle 1 up to cycle 2 improved from 70% to 86%. The increasing piont was 16%. Therefore, this research considered finish at cycle 2 and it was proved from the result score from pre-test until post-test 2. So, it can be concluded that Process Approach can increase student's writing ability in descriptive text at the tenth grade of MA Tri Bakti Attaqwa.





## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result of the implementation of the process approach in writing descriptive text, it can be concluded that:

1. The process approach can increase the students' writing ability in descriptive text at the tenth grade of Islamic Senior High School (MA) Tri Bakti Attaqwa East Lampung.
2. The result of the post-test is higher than the pre-test. The average of pre-test is 62. Then The average of pre-test is 67, and The average of pre-test is 76,03.
3. From the result, it means that the action hypothesis which stated that, "proceess approach can increase the students' writing ability in descriptive text.

#### **B. Suggestion**

Based on the result of the research and the conclusion stated that previously, the researcher would like to give some suggestions as follow:

##### **1. For English Teacher**

- a. Teacher should implement appropriate approach, strategy or method. The process approach is one of the appropriate approaches

to teach writing descriptive text even though every approach has weakness.

- b. Teacher should apply the process approach in teaching writing especially in descriptive text because it can be alternative learning model. It can help the teacher to solve the students' problem in writing descriptive text.
- c. Teacher should create fun situation and English atmosphere in learning process in the classroom. It means that it can simulate students' interest during teaching and learning process particularly.

## **2. For Students**

- a. The students should learn English actively in writing descriptive text because descriptive text is one of kind of text that should be mastered how to write it.
- b. The students should practice harder for writing descriptive text.
- c. The students should read more about descriptive text to add more their knowledge.

## **3. For Researcher**

In the future, the researcher can improve the result of this research by doing further the implementation of process approach not only in writing descriptive text but also in other kind of texts.

# APPENDICES

## **CURRICULUM VITAE**

Ardiansyah was born in Rama Puja on December 25, 1993. He is the first child of 1 brother. He was raised by her lovely parents, Surani and Indarti.



Ardiansyah was born in Rama Puja on December 25, 1993. He is the first child of 1 brother. He was raised by her lovely parents, Surani and Indarti

He studied at State Elementary School 2 Rama Puja on 1998 and graduated on 2004. And then, He continued her study at Junior High School 2 Rejo Katon School on 2004 and graduated on 2007. He continued her study at Islamic Senior High School Tri Bakti Attaqwa on 2007 and graduated on 2010. Actually, at the same year, He registered as a S-1 student of English Education Program of State Islamic College(STAIN) Jurai Siwo Metro.