THE IMPLEMENTATION OF BIO-POEMS STRATEGY TO THE STUDENTS' WRITING DESCRIPTIVE TEXT ASSISTED BY DIORAMA INVITATION CARD

SKRIPSI

Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

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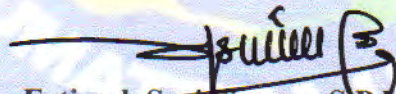**LEMBAR PENGESAHAN SKRIPSI**

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Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

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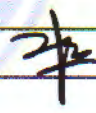
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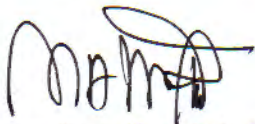
BERITA ACARA BIMBINGAN SKRIPSI

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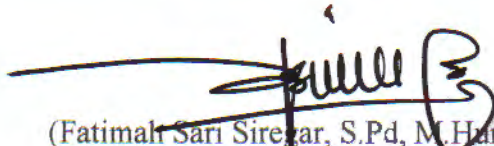
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ABSTRACT

Devionita Dea.1502050218 "The Implementation of Bio-Poems Strategy to The Students' Writing Descriptive Text Assisted by Diorama ". Skripsi: English Education Program. Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU) Medan.2019

This study was aimed to find out improvement the students' writing ability of Descriptive text by using diorama in bio-poems strategy. The subject of the study were the students of SMK HARAPAN MEKAR-2 Medan Academic Year 2019/2020. There were 20 students XI-AK grade (1 boys and 19 girls). The research of this study were conducted by using classroom action research. The data used in this research were qualitative and quantitative data and the instument of collecting data were used such as interview sheet, observation, photography evidence, and writing test.The subject of this research showed that there were increasing of students' writing ability. The mean of the pre-test was 45.5, in cycle one was 66.6, in cycle two was 81.5, it indicated that the scores and the mean in cycle two was better that the first one. The percentage of students who got point 70 or more also increased. In the pre-test of cycle one, there were not students who got point 70. In the post test of cycle one the students who got point 70 or more there were 8 of students (40%), it means that there were an increasing about 40%. The post-test of cycle two, the students who got point 70 or more there were 18 students (90%) and the increasing were about 50%. The scores of observation sheet were 4 (very good). The students paid attention and also felt spirit in doing the reading test, and students more interested, enjoyed, and enthusiastic in doing the tast by using bio-poems strategy and that created the supportive situation during teaching-learning process, it could be seen in the result of interview and photography evidence, it showed that the classroom was alive and active.

Keywords: Students' Ability in Writing, Descriptive Text, Diorama, Bio-Poems Strategy

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

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The writing of this skripsi entitled The Implementation of Bio-Poems Strategy to the Students' Writing Descriptive Text Assisted by Diorama at XI-AK grade students of SMK HARAPAN MEKAR Medan in Academic Year 2019/2020" . This skripsi is written to fulfillment one of the requirements to obtain for the Degree of Sarjana Pendidikan (S.Pd) at the Department of English Education Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara.

Her deep love and special gratitude are also to her beloved parents Deslina Pilly for giving their love, and also support morality, material and spiritual for the success of the researcher study, and billion thanks to all the things that they have given and always listening and understanding the researcher when up and down condition.

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Medan, September 2019

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the most important languages which is used in many countries as the mean of communication. It means that English becomes one of the subjects that must be taught in school. In Indonesia, English has been taught from elementary school level up to university level.The importance of teaching English is also stated in the basic course outlines (GBPP) of junior high school, it is said that English is understood as means of communication in speaking as well as in writing. In teaching guidelines "GBPP" 2004 (Depdikbup, 2003:6) states "means of communication is understanding and expressing information, thoughts, feeling, developing knowledge, technology, and culture by using the language".On the other hand, communication through the written word needs real proficiency from the writer in order to be effective. In addition, writing is one of the language skills that should be mastered by students. In writing skill, the students have to important skill because it will be applied in many aspect of life.Through writing, people are supposed to be able to express their ideas in writing form. There are many ways to express writing and one of them is through a text. There are many text types taught in senior High School. Each text has different social function, schematic structures, and language features.

In SMK HARAPAN MEKAR Sumatera Utara, one of the texts taught for the ten grade students is Descriptive text. According to Hyland (2002:78) writing is learned, rather than taught, and the teacher's best method are flexibility and

support.In writing a descriptive text, the ten students in SMK HARAPAN MEKAR Sumatera Utara sometimes found some difficulties although they have been guided by their teachers to write it. There were some difficulties that students face during writing the descriptive paragraph. First problem is in developing the ideas.Second, the problem in organizing the ideas to write a descriptive text. A paragraph needs more than a unified point; it needs a reasonable organization or sequence. The students have to organize their ideas into good paragraphs; the students have to make their writing readable. To write a descriptive paragraph, the students can organize their ideas by identifying the topic and give the descriptions about the topic.Third, the students found difficulties in grammar. Grammar difficulties will influence certain patterns of how words are put together to form the correct sentences. It will make the ideas do develop well. Fourth, when students proceed writing something, many problems could be found. Some students are lack of vocabularies and they also have difficulties in developing their ideas related to their topic.Some students were still in doubt with choosing the correct words while composing descriptive text. Lack of vocabularies made the students confused in developing their ideas. In this case the students have to choose correct words that they need.The Fifth difficulty was students' related with spelling, punctuation and capitalization. Based on this phenomenon, it can be concluded that students made some mistakes in mechanic aspect. Spelling, punctuation and capitalization difficulties can also affect the meaning of thesentences in a paragraph; they made the reader confused on the contiguity meaning of the sentences even of the paragraph.

Unfortunately, many students were not interested in writing about something, even though it is about their life. They prefer reading and speaking to writing. As stated before, writing is more difficult than others skill since it needs more aspects. It involves many different elements such as grammar, vocabulary, organization of ideas, spelling, and punctuation marks. Based on the problem faced by the students above, There are many teaching techniques that teachers apply to facilitate their students in the learning process. One of teaching techniques that can be applied by the teacher especially in teaching writing a descriptive text by using bio-poems strategy is expected to improve the students' ability in writing a descriptive text. Creating bio-poems will help the students in writing because it allows them to express their ideas in pleasure way. In addition, drafting and then revising and editing. The most important thing is by using bio-poems the students can plan what they are going to write and then they can produce a final product in the form of a descriptive text assisted by diorama invitation card. A diorama is a fun way to build an exciting scene in a small space. They usually display a historical time period, a nature scene, or a fictional situation. Whether you are making it for a school project, a base for a model, or just for fun, building a diorama is an easy and enjoyable project!.It can stimulates the students skill in writing by working drawing picture until arrange some sentences into a good paragraph. Based on previous studies, the researcher is interested in conducting classroom actionresearch by applying Bio-Poems strategy assisted by diorama invatation card.

Based on the explanation above, the researcher was interested in conducting a research entitles "The Implementation of Bio-Poems Strategy to the Students' Writing Descriptive Text Assisted by Diorama Invatation Card ".

B. The Identification of the Study

Based on the background above, the researcher identified the problems which related to the research. The problems were identified as follow:

1. The students have low ability especially in writing Descriptive Text.

2. The students have less motivation and uninterested in learning Descriptive Text.

3. limited student learning time and irrelevant methods so students do not master the material delivered by the teacher.

C. The Scope and Limitation

This study wasfocused on students writing skill descriptive text by using Bio-Poems strategy assisted by Diorama invitation card.

D. The Formulation of the Problem

The formulation of this study was formulated how is the Implementation of bio-poems strategy to the students writing descriptive text assisted by diorama invitation card ?

E. The Objective of the Study

The objective of this research was to found out the process of implementation of bio-poems strategy to the students writing descriptive text assisted by diorama invitation card .

F. The Significance of the Study

1. To the Teachers of English. The resultsof this study are hopefully useful for teachers of English at Senior High School level to get information about teaching descriptive writing using bio-poems strategy assisted by diorama invitation card technique. they may also find it easier to develop the materials which are interesting to the students so that teachers was more creative in teaching.

2. To the students for the students, hopefully they was improve their writing skill whether in the learning process or in other occasions.

3. To the writer herselfby conducting this research, the writer expects she will improve about English teaching in Indonesia and raise her creativity in research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

Some theories reviewed here discuss about descriptive text and diorama invitation card.

1. Descriptive Text

1.1 Definition of Descriptive Text

Descriptive text is agenre that usually taught at school. Gerot and Wignell (1994: 208) states descriptive text is a text that describes a particular person, place, or thing. Descriptive text contains some elements, such as social function, generic structure, and lexicon grammatical features. All the elements have to exist in a descriptive text.

Descriptive text describes a particular person, place, or thing. Descriptive text consists of identification and description. Identification is identifying phenomenon to be described. Description is giving information about specific participation. Descriptive text focuses on specific participants, use of nominal groups, and simple present tense.In vocational high school, descriptive text is one of texts which is learned at the tenth grade students. But, the students usually faced difficulty in writing descriptive text because it must use present tense which is complicated for them and they have the little vocabulary in writing especially in writing a descriptive text.

1.2 Purposes of descriptive text

As social beings, we want to share our experience, so we write to others to describe things such as vacations, childhood homes, and people we encounter. We even use description to persuade others to think or act in particular ways: advertisers describe products to persuade us to buy them; travel agents describe locales to entice us to visit them; and real estate agents describe properties to stimulate a desire to see them. As the examples in the following chart show, description enables us to entertain, express feelings, relate experience, inform, and persuade.

Although it can serve a variety of purposes, description is most often expressive, so it most often helps writers share their perceptions. As human beings, we have a compelling desire to connect with other people by sharing our experiences with them.

1.3 Kinds of descriptive text

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

a. Description of a people

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked,"What's so-and-like?" In replying, you might resort to identification, an impression, or a character sketch, depending on the situation. Let's examine each.

1) Identification

   Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

2) Impression

   Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.

3) Character Sketch

   More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people look or seem like: it will show what they are like.A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotes.

b. Description of a place

In describing a place for example a room, what should you describe first? The walls?The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged. The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description depend on your subject and purpose.

c. Description of a things

To describe a thing the writer must have a good imagination about that thing that will be describe. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

1) Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of proper nouns, which, as we know, are the names of particular persons, places, and things.

For example; Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

2) Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, "the wind had chiseled deep grooves into the sides of the cliffs" is more specific than "the wind had made deep grooves." The verb chiseled also gives the reader a more accurate picture of the wind's action than made does.

1.4 The structure and example of descriptive text

Generic Structure of Descriptive Text

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is:

a. Identification: (contains about the introduction of a person, place, animal or object will be described.)

b. Description: contains a description of something such as animal, things, place or person by decribing its features, forms, colors, or anything related to what the writer describe.

Purpose of Descriptive text

a) To describe person, thing or place in specific

b) To describe a particular person, thing or place.

Language Feature of Descriptive Text

a) Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim

b) The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.

c) The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.

d) Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc….

Example Descriptive Text – My Favorite Teacher

My favorite teacher is my history teacher, and he is by far the best teacher that I have ever had. He has the ability to make a subject that many students find incredibly boring come to life through his enthusiasm and passion for history, and his love of being a teacher. Going to his lessons is something we look forward to, not dread, like we do with most other lessons.

It's ever so funny to watch him get excited about something, which happens in every lesson. It's easy to know that he's getting excited because he begins bouncing up and down slightly in a way that no other sixty-something year old would ever managed without looking completely ridiculous. He has this dark (with more and more grey streaks these days), springy hair that lines the edge of his growing bald patch, and the hair

bounces up and down with him like thousands of tiny little springs. Then, he takes on his whole new persona, often going into role and becoming the character or figure he is talking about, doing the voices, the actions, and parading up and down the room gesticulating wildly, but all the while there's a gentle 'bounce, bounce, bounce', as though the springs are not just on his head but on the soles of his shoes too.

A teacher that doesn't take himself too seriously always will be a big hit with teenagers, although he's not afraid to impose his authority if he has to. I've only ever heard him properly shout once (although thankfully it wasn't it me), but it isn't an experience that I would like to repeat. When he lost it, the room suddenly became more silent than I'd ever known it to be before. We all sat slightly paralyzed, not even anting to breathe too loudly, because hearing such a jovial and jolly little man lose his temper was a huge shock. It certainly had the right kind of impact though, because he's never needed to shout since.

It is actually this teacher that I have to thank for my love of history. In his lessons, history does not mean copying out of textbooks and writing pages and pages of notes. History is alive; history is something tangible, that you can see, hear and feel, and we can live it through dressing up and acting out scenes or taking trips to important places of historical interest. And although he's getting on in years and may not be teaching for much longer, he will have an important place in history for many of his students, because there has

never been a teacher able to bring a subject to life in quite the same way he does.

***

Sumber :

"Descriptive Essay My Favorite Teacher" Scholaradvisor.com. 27 April 2015. http://www.scholaradvisor.com/essay-examples/descriptive-essay-my-favorite-teacher

2. Diorama

Learning Media for Diorama

Diorama is a three-dimensional learning media that describes an event, whether it is a historical event or not. According to RayandraAsyhar (2012, p. 47) "three-dimensional media is a medium whose appearance can be observed from any direction of view and has dimensions of length, width, and thickness". Most three-dimensional media are real objects or miniature objects. This diorama includes media that are presented in the form of miniatures or often referred to as various kinds of media.According to Susanto (2012, p. 106) diorama is "a picture of the scene that is poured in the form of sculpture". In general, dioramas are interpreted as the procurement of a small-size scene made like the original. According to Shepherd Paine (1980, p. 1) "dioramas are scenes that tell a story". This is in agreement with Ray

Anderson (1988, p. 4) who argues that "diorama is a form of model art that is made durable not only in its object but in the whole picture or a certain situation".

Daryanto (2013, p. 29) argues that "diorama media is one of the non-projected media which is presented in a three-dimensional visual form as an imitation representing the original". Furthermore CecepKustandi and BambangSutjipta (2013, p. 50) argue that "dioramas are images of events that have historical value or not which are presented in mini or small form". This opinion explains that dioramas provide information in the form of events that are presented in artificial forms smaller than the original.

Nana Sudjana and Ahmad Rivai (2002, p. 170) define dioramas as "mini three-dimensional views aimed at describing the actual landscape". Diorama consists of shapes or objects placed in a place with a painting background in accordance with the presentation. More concrete definition expressed by YudhiMunadi (2013, p. 109) that the media diorama is "three-dimensional scenery in small size to demonstrate or explain a situation or phenomenon that shows activity". This is in line with the opinion of I NyomanSudanaDegeng, et al. (1993, p. 77) which defines a diorama as "a box that describes a scene that has a background with an actual perspective, thus describing an actual atmosphere".

From a number of these statements it can be concluded that dioramas are a combination of models (three dimensions) with perspective images (two dimensions) in a complete appearance that illustrates the actual atmosphere.

The purpose of three-dimensional media use (tiuran objects) according to Daryanto (2010, pp. 30-31) includes:

1. Overcoming the difficulties that arise when studying objects that are too large.

2. To study objects that have become historical in the past.

3. To study objects that are not physically accessible.

4. To learn objects that are easily accessible but do not provide adequate information.

5. To study abstract constructions.

6. To show the process of a broad object.

Diorama as a learning medium explained by Hujair AH Sanaky(2013, p. 133) mainly functions for "science subjects (science), life sciences, history, and even tried for various other subjects". So that dioramas can be used as learning media for various subjects.

Next Hujair AH Sanaky revealed things that need to be considered in making diorama media, namely:

1. Dioramas should not be too crowded but clearly their goals or objectives and have an attraction.

2. Diorama must be associated with the lesson being studied.

According to Ray Anderson (1988, p. 3) "a diorama box is a complete package that combines sculpture, coloring, art skills, and lighting within the unit itself".

As expressed by Susanto (2012, p. 296) sculpture or sculpture is "a type of three-dimensional work whose shape is made by subtractive methods (reducing materials such as cutting, encrusting, etc.) or additives (modeling first, such as checking and jerking). In this case the statue is more specialized as a figure who performs scenes in the diorama with the setting of the story displayed.

Coloring in question is how one can color the figure, background, and additional images by using several coloring techniques, so that the results of the dioramas that are made can look natural and similar to the original, and can also add a realistic and dramatic impression.The art of craft discussed is how to make ground conditions such as making trees, cliffs, rocks, oceans, and others along with several other complementary miniature objects that existed when the scene took place. Techniques that can be used with construction techniques, modeling or combining the two techniques.

Lighting can be added as a complement to dioramas to be able to display the direction of light and can also add to the impression of a low background being made, it can also add to the impression of dramatization in the story that is displayed in the form of time depictions experienced during the event.

According to Ray Anderson (1988, p. 7) the principles of good dioramas, including:

1. A diorama must tell a simple story, conclusions can be left to the audience's imagination. We can draw the attention of the audience for one or two minutes, so the instructions for our story must be simple and clear. Each diorama has a background story. The story presented in the form of the diorama must be

clear and easily understood by the audience. Therefore, as much as possible the diorama is made with a simple story setting and gives a deep impression to the audience so that the audience can understand and imagine directly into the story scene that is displayed.

2. Pieces must be as small as possible to create personal and deep feelings. The figure must be the center of attention, not just as a statue. That is to say the figure's replica figure must look alive because the figure in a diorama has a very important role in demonstrating a story scene that is carried. So the character's miniature role is not made like a stiff and storyless statue.

3. The scene must be like around the audience, making it feel part of the action, not far from the action. Dioramas are made as well as possible so that the audience feels absorbed in the story scenes that are performed, and can make the audience seem to be part of the scene.

4. Building interior settings are generally more effective than outside settings. In the diorama section, interior settings are usually more interesting than other backgrounds besides the interior, because an interior is usually made more detailed and uses more miniature objects than other backgrounds which usually only display backgrounds such as cliffs, forests, and so on.

5. There must be some time to see the details. A good diorama has a center of attention on the details displayed, both from the effects that are made up to miniature figures that are made as closely as possible to the original and pay attention to the details of each character.

6. Lighting must be direct, coming from the side to provide relief of relief shadows. This lighting can be added to the diorama to display a more realistic and interesting impression in accordance with the original environment.

7. Most scenes are more effective without excessive additions. Some figures can be displayed as a complement to the story, but not made in detail so that the main character scene can still be raised.

8. Detail of costume is the center of great attention from the large crowd. The most interesting part of a diorama is the display of details from both the characters made and the setting.

9. The right balance when composing is around 50 percent for scenes and backgrounds, 20 to 30 percent for characters and other objects respectively. The composition is made with 50 percent for the background to make it clearly visible around the character and display the impression of space. While 20 to 30 percent of each of the rest is filled by the main characters of the story as well as other objects as a complement to the story.

10. The overall effect of dioramas must be created during the same period. In addition to being detailed, a good diorama must also display the same time condition as the original through giving explanatory effects and ornaments that existed at the time of the original scene.

In general, the media of diorama is included in three-dimensional media. Muedjiono (in Daryanto, 2010, p. 29) reveals that the advantages of three-dimensional media, including:

1. Providing hands-on experience.

2. Concrete presentation and avoiding verbalism.

3. Can show the object as a whole both construction and how it works.

4. Can show the organizational structure clearly.

5. Can show the flow of a process clearly.

The advantages possessed by the three-dimensional media are certainly owned by the diorama media. In addition to the advantages already mentioned, CecepKustandi and BambangSutjipta (2013, p. 50) added that "dioramas emphasize the contents of visual images or characters and are more alive". This was supported by I NyomanSudanaDegeng, et al. (1993, p. 77) which suggested that "with dioramas, the visual impression obtained by students is more alive".

Here are some examples of diorama learning media:

B. Conceptual Framework

Developing writing skills for students are very important things, because it will support the student's ability to master the four language skills, listening, reading, writing and speaking. The students have difficulties to express their ideas in writing descrptive text into good text. The students also have low motivation because they think that writing is considered as an unimportant subject. The class condition sometimes does not support their learning process. So, the teacher should be creative about how to improve the teaching technique to make the students motivated.

In this research, the researcher will use Diorama invitation card to make the student's get improvement writing descriptive text. This technique is an interesting technique in teaching writing descriptive text because diorama invation card helps students to express their ideas in the writing descriptive text. By using Diorama Invitation card caption, the students will not feel bored and the lesson will be interesting.

C. The Action Hypothesis

Hypothesis is temporary assumption for the problem of research to reasonable show with the grouping of data (Arikunto, 1998:7). Hypothesis in this research is "The Implementation of Bio-Poems Strategy to the Students' Writing Descriptive Text Assisted by Diorama Invatation Card ."

CHAPTER III

METHOD OF RESEARCH

A. Location

The research was conducted in SMK Harapan Mekar Medan, Jalan.Marelan Raya Ps. II No.77, Rengas Pulau, Medan Marelan, Kota Medan, Sumatera Utara 20255.

B. Subject of the Research

The subject of this research tenth grade students' of SMK Harapan Mekar Medan in the academic year 2019-2020. The population consists of four classes with 117 students. The researcher took 30 students' of class X AP 1 as the samples, because their ability in writing skill are low.

C. Research Design

This research was conducted by using Classroom Action Research (CAR). Classroom Action Research is a method of find out what works best in your own classroom, so that you could improve students' learning.

    a) There are four steps to conduct classroom action research namely: Planning was involved thinking process and evaluating to reflect the event that happened and attempting to found ways to overcome problem encounter.

    b) Action was considered what actions, how the method provide.

    c) Observation is activity that was consisted of gathering data to identify the result action. Includes activity of students and teacher.

d) Reflection is activity the fairness of data for doing some improvement and revision in another enhance the successful of teaching.

D. Instruments of Research

Instruments are tools for obtaining data or information that researchers need to answer research. Data was valid and reliable if the researcher chooses the right instrument. The researcher must design a valid and reliable instrument, because it can help researchers to get the data with the best validity and reliability.

Some instruments are applied to obtain the data in this study. The writer uses Interview, Test, and Observation sheet dealing with the qualitative data. On the other side, the writer uses the students' final writing as a pre-test and post-test to obtain the quantitative data.

1. Interview is a questioning and answering, The questionnaire is a list of questions which has to be answer by the students to get information. Questionnaire was used to collect data on the information based on the needs, interest, like and dislike about the teaching and learning process. Interview is applied for the English teacher before the classroom action research and after classroom action research. It is applied before classroom action research to know the students difficulties in writing skill, the students' participation in writing class, and the teaching strategy in teaching writing.

2. Observation sheet was used to observe all activities that was happened during the teaching learning process. The activities was included teacher and students activities.

3. Test is given to the students focus on writing descriptive text. The result of this test is students' descriptive text. The aim of this test is to measure the students' ability in writing descriptive text. The test is used in this study is pre-test and post-test. Pre-test is done before implementing Bio-Poems strategy in preliminary study to know the students competence in writing text descriptive . Post-test is done

after implementing the Bio-Poems strategy in teaching descriptive writing.

E. Technique of Collecting Data

There are some procedures in collecting data:

1. Pre-test

Pre-test was given before treatment. Written test was used in the test. The students will ask to write descriptive text.

2. Treatment

The treatment was given to the students by using Diorama Invatation Card with Bio-Poems Strategy .

3. Post-test

After the treatment the students' was given the post-test to find out their score in writing descriptive text. The lowest score is 70. It is according with the Standart English Score (KKM) in eleventh grade at the school.

F. Technique of Analyzing Data

Qualitative and quantitative data was used in this study. The qualitative data was used to describe the situation during the teaching-learning process, and the quantitative data was used to analyze the students' score.

The qualitative data was analyzed from the observation sheet and interview sheet to describe the implementation of the students' writing skill through bio-poems staregy.

In analyzing the data related to the students' test of writing ability, the researcher uses analytical scoring rubric adapted from Jacobs et al (1981) (see appendix IV), to know the increasing of students' ability can be seen from scoring of each steps: pre-test. If there is an increase of score , then the using of Bio-Poems strategy has increasing students' writing ability.

CHAPTER IV
DATA AND DATA ANALYSIS

A. Data

The data of this research consisted of two kinds. They were quantitative data that got from students' score on writing by using Bio-Poems Strategy, written test and qualitative data that got from observation sheets and Interview.

1. Quantitative Data

The quantitative data was taken from students score in test item. The test was given in pre-test, post-test in cycle 1, and post-test in cycle 2. The students' score in the pre-test, cycle 1, and cycle 2 can be shown from the table (see appendix II):

The first test was given before treatment, it called by pre-test. The students make a group that consist 4-5 student in 1 group . And then, make 1 Descriptive Text based on the Diorama invitation card as learning media. The result in the pre-test, the total score of the students was 910, and the number of students was 20, so the mean score was $Mx = \frac{910}{20} = 45.5$.The students who got score more than 70 was 0% or 0 student and the students who got score less than 70 was 100 or 20 students, and it can be shown from the chart below.

Chart 4.1

Students' score in Pre-Test
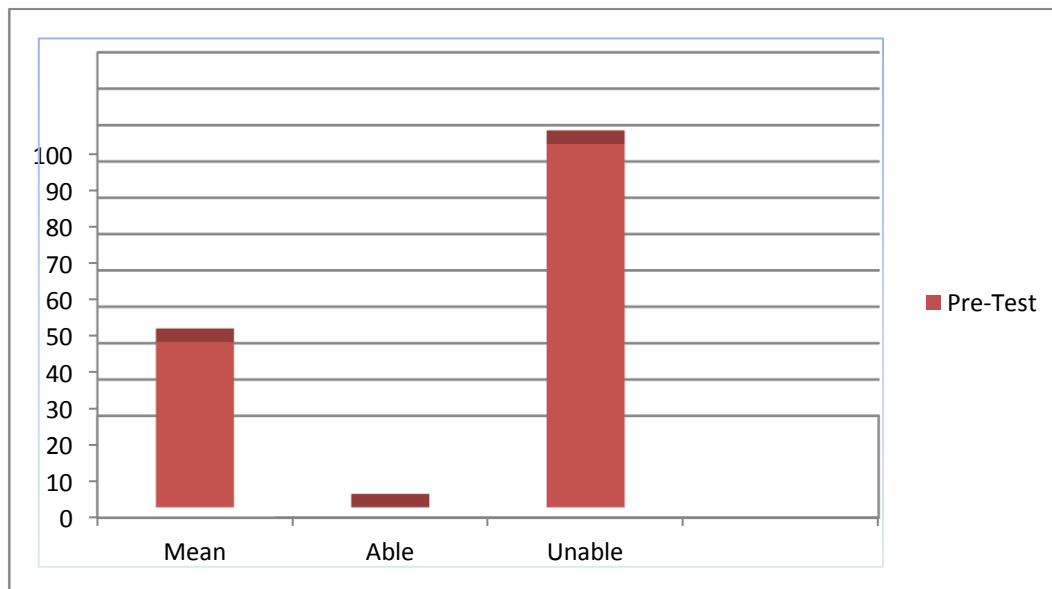
The table and chart above showed that the students who were able 0 students or 0%, and the students who were unable 20 students or 100%. From the data above it can be concluded that the students in grade XI AK-1 at SMA Harapan Mekar in academic year 2019/2020 had low ability on writing.

So, to improve the students' writing skills on Descriptive Text, the researcher applied a Strategy in teaching writing by using Bio-Poems Srategy. In that time, the teacher helped the researcher to apply the Strategy. After the researcher had applied Bio-Poems Strategy in students writing in cycle 1, the researcher gave them the test that writing test.

Based on the result from the test in cycle 1, the total score of the students was 1333 and the number of students was 20, so the mean score was $Mx = \frac{1333}{20} = 66.6$. The students who got score more than 70 was 40% or 8 students and

the students who got score less than 70 was 60% or 12 students, and it can be shown from the chart below.

Chart 4.2

Students' score in Cycle 1
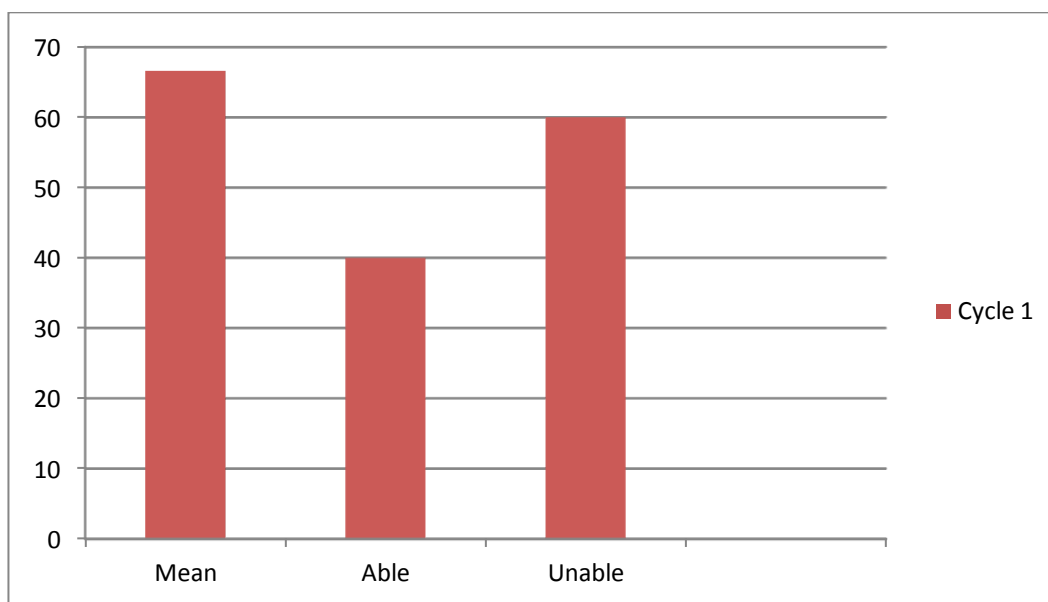
The table of chart above showed that the students who were able 8 students or 40% and the students who were unable 12 students or 60%. Based on the data above, the researcher concluded that cycle 1 was still improvement. So, the researcher revised all the activities in the cycle 2. Then, the researcher applied Bio-Poems Strategy in students writing in cycle 2, the researcher the researcher gave them the test that writing test with the other theme.

Based on the result from the test in cycle 2, the total score of students was 1631 and the number of students was 20, so the mean score was $Mx = \frac{1631}{20} = 81.5$. The students who got score more than 70 was 90% or 18 students and the students who got score less than 70 was 10% or 2 students, and it can be shown from the chart below.

Chart 4.3

Students' score in Cycle 2
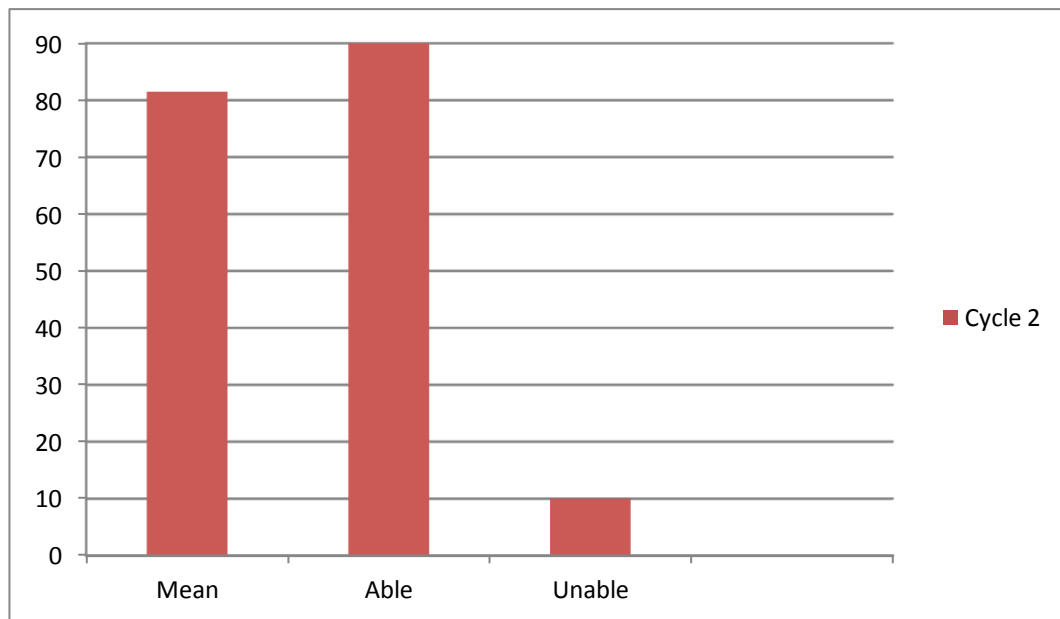
The table and chart above showed that the students who were able 20 students or 90% and the students who were unable 2 students or 10%. From the data above, it can be concluded that the students' score in cycle 2 had improved. It meant that students' achievement in writing Descriptive Text on the XI AK-1 grade at SMA Harapan Mekar in academic years 2019/2020 had been improved by using Bio-Poems Strategy. The improvement of students' score in pre-test, cycle 1, and the cycle 2 can be seen from the chart below.

Chart 4.4
The Improvement of Students' Score and Students' Frequency in Pre-Test,
Cycle 1 and Cycle 2
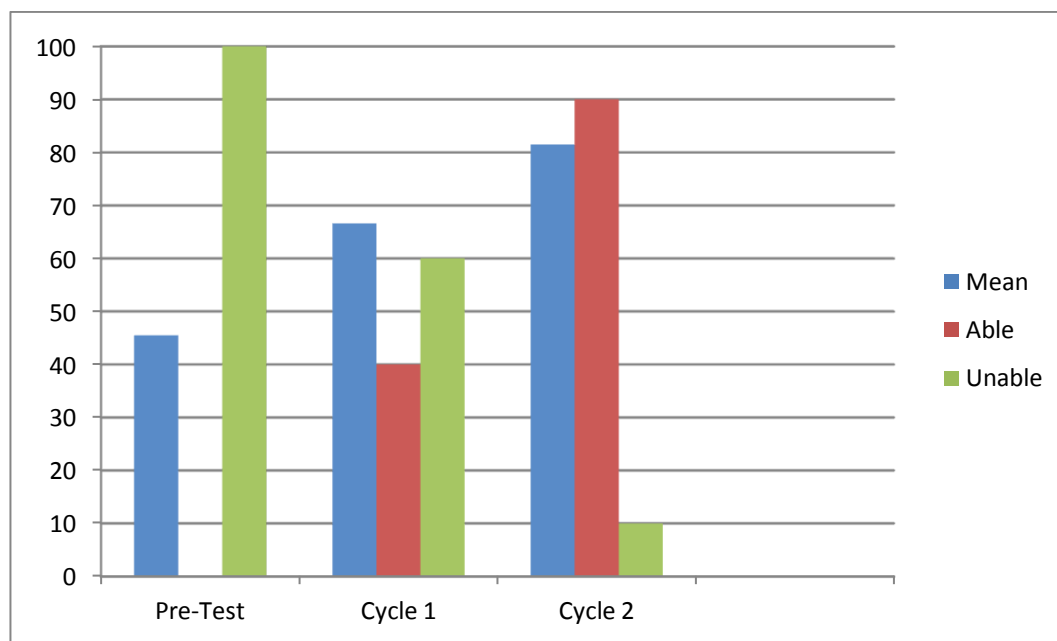
2. The Qualitative Data

The qualitative data was taken from observation sheets and Interview. The researcher used observation sheets and Interview to know the improvement in teaching writing by using Bio-Poems Strategy

B. Data Analysis

1. The Analysis of Quantitative Data

Four meetings were conducted in this research. First meeting used to givepre-test to the students. The researcher gave the test to know the student's scorebefore applyingBio-Poems Strategy. After knew the score, the teacher helped the researcher to apply the technique in teaching writing in the second meeting, thirdmeeting (cycle 1) and fourth meeting (cycle 2). After every cycle had

finished, the researcher gave the test to know students' score after applyingBio-Poems Strategy. The test was written test, To know the mean score, the researcher was using this formula:

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

Where :

Mx : The mean of the students' score

$\sum X$:The total score of students'

N :The number of students

And to know the percentage of student who was able doing the test, the researcher using this formula :

P=$\frac{R}{T}$x100%

Where :

P : The percentage of whose who getting score

R : The number of students' getting score

T : the total number of the students'

In the pre-test, the total number of students' getting score was 910, the students who got score more than 70 were 0 student and the number of students were 20. So, the mean score was $Mx = \frac{910}{20} = 45.5$. and the percentage of students who getting score was P0=$\frac{0}{20}$x 100% =0%.

In the cycle 1, the total score of students was 1333, the students who got score more than 70 were 8 and the number of students was 20. So, the mean score was $Mx = \frac{1333}{20} = 66.6$. and the percentage of students who getting score was

P1=$\frac{8}{20}$x 100% = 40% .

In the cycle 2, the total score of students was 1631, the students who got score more than 70 were 20 students and the number of students was 20. So, the mean score was $= \frac{1631}{20} = 81.5$. and the percentage of students who getting score P2=$\frac{18}{20}$x 100% $= 90\%$.

So, the mean score from pre-test was 45.5, the mean score in cycle 1 66.6, the mean score in cycle 2 was 81.5, the students who got score more than 70 from pre-test was 0, the students who got score more than 70 in cycle 1 was 8, the students who got score more than 70 in cycle 2 was 18, and the percentage of students who got score more than 70 from pre-test was 0%, the percentage of students who got score more than 70 in cycle 1 was 40%, and the increasing from pre-test to cycle 1 was 40%, the percentage of students who got score more than 70in cycle 2 was 90%, and the increasing from cycle 1 to cycle 2 was 50%.

From the data above, we could see that there was improvement in students' writing skills on Descriptive text throughBio-Poems Strategy from pre-test to cycle 1 to cycle 2.

2. The Analysis of Qualitative Data

As it has been explained before, the qualitative data were taken from observation sheets and Interview. It was explained as follow.

2.1 Observation Sheets

Observation sheet was used to observe all activities that happened during teaching learning process. The observation was focused activities that happened during the teaching learning process. The activities included teacher and students activities. Observation sheets to teacher based on aspect-aspect during teaching process. And observation sheet for student based on activities during learning

process. The teacher was an observer for researcher and the researcher was an observer for the students. The researcher did formal observation. The observation was done in last meeting as conclusion of every meeting.

The observation sheets of students' activities shown that the students are more active and enthusiastic when learning using Bio-Poems Strategy. The students' listen the teacher when explain the material. But to find out a way to solve problems quickly they have not been able. They offer more feedback to teachers than to other students. (see appendix 10)

The observation sheets of teachers' activities shown that steps of preparation the teacher did when teaching is appropriate. Teachers prepare RPP and conduct teaching based on RPP including learning objectives clearly. When teaching process, the teacher was gave opportunity to students who wants to ask. And teacher gave feedback as answered from students' ask. Teachers' personal character became additional value to students, because it made students felt enjoy the lessons and enthusiasm when learning process. So, the students always listen and pay attention the teachers' explain.

2.2 Interview

The interview was done before conducting the first cycle. The researcher interviewed the teacher and the students. This interview also has done after implemented the teacher and the students. This interview also has done after implemented the Strategy. From the students and teacher answer interview showed that there were differences feeling before and after the implemented of the Strategy.

The teacher felt the learning process was more active and students' writing skill increased after the Strategy implemented. The students also hasshowed that the felt pleasure, more interested and enjoyed learning writing in Descriptive text by using Bio-Poems Strategy .

C. Research Findings

Based on the data analysis, it showed that the students' achievement in writing using Bio-Poems Strategy. It could be seen from the quantitative data. The mean score from pre-test was 45.5, the mean score in cycle 1 66.6, the mean score in cycle 2 was 81.5 ; the students who got score more than 70 from pre-test was 0, the students who got score more than 70 in cycle 1 was 8, the students who got score more than 70 in cycle 2 was 18; and the percentage of students who got score more than 70 from pre-test was 0%, the percentage of students who got score more than 70 in cycle 1 was 40%, and the increasing from pre-test to cycle 1 was 40%, the percentage of students who got score more than 70 in cycle 2 was 90%, and the increasing from cycle 1 to cycle 2 was 50%.

It also could be seen from qualitative data that were observation sheets and Interview. From the observation sheets, we could see that every meeting teacher and students was changed. How teaching and learning process during using Bio-Poems Strategy. The teacher has many assessment and not only about knowledge but personal character become assessment. So, teacher should able to confront kinds of students . The students also have assessment when they learning and this be assessment to researcher. Way they did problem solving, how they activities when learning active or passive, attitude responsible and their feedback in

learning process. It could be concluded that using draw label caption strategy could improve the students' writing skills in Descriptive text.

CHAPTER V

CONCLUSIONS AND SUGGESSTIONS

A. Conclusion

Based on the result of the research, it was concluded that:

1. There was an improvement on the students' achievement in writing Descriptive text by usingBio-Poems Strategy. It could be seen from the students' score: the mean of the pre-test in the first meeting was still low, 0 students got points up 70. In the post-test (cycle I) 8 students got points up 70, and the last post-test (cycle II) 18 students got points up 70. It could be concluded that there was an improvement on the students' ability in writing Descriptive text by using Bio-Poems Strategy. This condition showed that the implementation of Bio-Poems Strategy in increasingthe students' ability in writing Descriptive text was successful.

2. The improvement of students' ability can be shown from the pre-test to cycle I and to cycle II. The mean score from pre-test to cycle II were 45.5 − 66.6 − 81.5. The students' who got score from the pre-test to cycle II were 0 − 8 − 18. The percentage of students who got the score more than 70 from pretest to cycle II were 0% - 40% - 90%.

3. Observation sheet interview indicate that there is improvement in students' ability in writing Descriptive text. Furthermore, Bio-Poems Strategy

as strategy that makes students can be easierwrote analytical Desriptive text ,actively, enthusiastic, and joyfully to develop in teaching writing process.

B. Suggestions

This study showed that the implementation of Draw label caption technique could increase students' ability in writing. In relation above, some points were suggested as follows:

1. For the principal of SMKHarapan Mekar Medan, it is useful to make an instructional concept in English subject especially in teaching writing of Descriptive text by using Bio-Poems Strategy.

2. For the English teacher, it is useful to apply Bio-Poems Strategy as one of the alternative way in teaching writing learning process to make a variation in teaching writing so that the students did not get bored in learning English especially in writing ofDescriptive text.

3. For the students, they will feel more spirit, interest and motivated in learning writing process in Descriptive text so they can understand the material, they can enrich their knowledge and can improve theirwriting skill by using Bio-Poems Strategy.

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Appendix I

Lesson Plan (cycle I)
SIKLUS 1 PERTEMUAN 1 DAN 2

LESSON PLAN

School   : SMK HARAPAN MEKAR MEDAN

Grade/ Semester   : X/ I

Subject   : English

Topic   : Descriptive Text

Time Allocation   : 2 x 45 minutes/ meeting

I. Core Competence

KI 1: Living and practicing religious teachings which is embraced.

KI 2 : Realizing and practicing honest, disciplined, responsible, caring (peasant, cooperative, tolerant, peaceful) behavior, polite, responsive and pro-active and showing attitude as part of the solution to problems in interacting effectively with the social and natural environment and in placing ourselves as a reflection of the nation in the association of the world.

KI 3: Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his knowledge of science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying

procedural knowledge to the field of study specific in accordance with his talents and interests to solve problems.

K1 4: Processing, reasoning and chanting in the realm of concrete and abstract spheres is related to the development of the self-study in schools independently, and capable of using methods according to scientific rules.

II. Basic Competence and Indicator

NO	BASIC COMPETENCE	INDICATOR
1	Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.	
2	Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends.	Shows courteous and caring attitude in doing the task of learning English.
	Shows honest, disciplined, confident, and responsible behavior in carrying out transactional communication with the teacher and friends.	Demonstrate honest, disciplined, and responsible attitude in doing the tasks of learning English.
	Shows the behavior of responsibility, caring, cooperation, and love of peace, in carrying out functional Communication	Demonstrate an active attitude of inquiring and arguing in discussions and presentations.
3	Analyzing social functions, text structures, and linguistic elements in the text of an analytical exposition of topics that are warmly spoken publicly, in the context of their use.	Identify characteristics of desvriptive text. Explain the text format of the descriptive text. Explain the function of an descriptive text Explain the linguistic element in the text of the descriptive text.
4	Capturing the meaning in the text of a descriptive text of topics that are warmly spoken of publicly	Answering questions based on the text they read. Present the information obtained in the text of the descriptive text.

		Develope descriptive text.

III. Learning Objective

1.Through group discussion activities students can show the attitude of cooperation, mutual cooperation, responsibility and honest.

2. Through observation, students can analyze the social function, text structure, and linguistic elements in the text of a descriptive of topics that are warmly spoken of publicly.

3.Through discussions, students can analyze social functions, text structures, and linguistic elements to carry out the social function of an descriptive text on a commonly discussed topic.

4.Through individual work and observation of other literary sources, students can compose texts of descriptive text by taking into account the correct and contextual function of the social, textual structure, and linguistic elements.

5.Through presentation, students can grasp meaning in the text of a descriptive text

IV. Learning Material

Descriptive Text

Descriptive text is a text that describe what an object or person is like.

- Social Function : to describe and reveal a particular person, place, or thing.

- Generic Structure of Descriptive Text

1. Identification

Identifying phenomenon that will be decribed.

2. Description

Describing the phenomenon in parts, qualities, and characteristic

-Language Feature :

1. Using attributive and identifying process.

2. Using adjective words.

3. Using simple present tense.

V. Linguistic Element

(1) Words and standard grammar .

(2) Spelling and handwriting and print are clear and neat.

(3) Use Simple Present

(4) Conditional Clauses

(5) Modals

VI. Teaching Method

Approach : Communicative Learning

Method   : Direct Method

Learning Model : Using Bio-Poems strategy

VII. Media, Tools and Learning Resource

1. Media : Diorama Invatation Card

2. Tools : Marker, Whiteboard.

3. Learning Resource :

a. Picture

b. Text :

My Favorite Teacher

My favorite teacher is my history teacher, and he is by far the best teacher that I have ever had. He has the ability to make a subject that many students find incredibly boring come to life through his enthusiasm and passion for history, and his love of being a teacher. Going to his lessons is something we look forward to, not dread, like we do with most other lessons.

It's ever so funny to watch him get excited about something, which happens in every lesson. It's easy to know that he's getting excited because he begins bouncing up and down slightly in a way that no other sixty-something year old would ever managed without looking completely ridiculous. He has this dark (with more and more grey streaks these days), springy hair that lines the edge of his growing bald patch, and the hair bounces up and down with him like thousands of tiny little springs. Then, he takes on his whole new persona, often going into role and becoming the

character or figure he is talking about, doing the voices, the actions, and parading up and down the room gesticulating wildly, but all the while there's a gentle 'bounce, bounce, bounce', as though the springs are not just on his head but on the soles of his shoes too.

A teacher that doesn't take himself too seriously always will be a big hit with teenagers, although he's not afraid to impose his authority if he has to. I've only ever heard him properly shout once (although thankfully it wasn't it me), but it isn't an experience that I would like to repeat. When he lost it, the room suddenly became more silent than I'd ever known it to be before. We all sat slightly paralyzed, not even anting to breathe too loudly, because hearing such a jovial and jolly little man lose his temper was a huge shock. It certainly had the right kind of impact though, because he's never needed to shout since.

It is actually this teacher that I have to thank for my love of history. In his lessons, history does not mean copying out of textbooks and writing pages and pages of notes. History is alive; history is something tangible, that you can see, hear and feel, and we can live it through dressing up and acting out scenes or taking trips to important places of historical interest. And although he's getting on in years and may not be teaching for much longer, he will have an important place in history for many of his students, because there has never been a teacher able to bring a subject to life in quite the same way he does.

VIII. Learning Activity

No	Learning Activity		Time Allocation
	Teacher's Activity	**Students' Activity**	
1	**Preliminary** **Orientation** -Teacher starts the learning by greeting, prayer and checking student attendance. - The teacher focuses the student's attention on the material to be learned. **Apperception** -Teacher gives the students early perception about the material that will be taught **Motivation** - The teacher provides an overview of the benefits of learning the material to be taught - Teacher provides encouragement or motivation that can arouse learners' learning interests. **Reference** -Teacher gives science study to be studied. - Teacher explains the subject matter and description of the subject matter in outline - Teacher explains the method of learning - Teacher explains the mechanism of implementation of the learning experience (in accordance with the plan of learning steps) - Teacher delivers KD and learning objectives	- Students respond the teacher to greeting and pray -Students focus on their attention to the material that will be taught. -Students listen and pay attention to the teacher about material perception that will be taught. -Students listen and prepare the material that will be taught. -Students have the spirit and motivation to learn about the material that will be taught. -Students record the study of science that will be taught. - Students listen and record teacher explanation. - Students discuss the method to be used. - Students follow the teacher's instructions. - Students record it and understand it	10 Minutes

No	Learning Activity		Time Allocation
	Teacher's Activity	**Students' Activity**	
2.	**Core Activity** **Phase 1** -Teacher explains descriptive text to the students - Teachers gives example of descriptive text to the students - Teacher explains about the generic structure and language feature of descriptive text - Teacher asks students to find out the generic structure and language feature in the text given	-Students pay attention toward teacher's explanation - Students pay attention to the teacher - Students pay attention to the teacher and ak questions related to the generic structure and language feature - Students find out the generic structure and language feature of descriptive text given by the teacher	30 Minutes
	Phase 2 - Teacher explains about Bio-Poems strategy to the students', the procedure of Bio-Poems strategy from the beginning until the final step of the method - Teacher explain about Diorama Invatation Card	-Students pay attention to the teacher explanation	10 minutes
	Phase 3 -Teacher gives the students a topic of descriptive text.	-Students accept the topic that is given	5 minutes
	Phase 4 - Teacher asks the students to write descriptive text by using Bio-Poems Strategy based on topic that is given	-Teacher asks the students to write descriptive text by using Bio-Poems Strategy based on topic that is given	10 minutes
	Phase 5 - Teacher monitors the students when they are writing the text.	-Students write the descriptive text	15 minutes
3.	**Closing** - Teacher collects the	-Students collect their work	

No	Learning Activity		Time Allocation
	Teacher's Activity	**Students' Activity**	
	students' work - Teacher asks the the students to make a summary based on the investigation they have made - Teacher together learners do prayers - The teacher closes the lesson to say good bye	to the teacher - Students make summary based on the investigation they have made - Students pray together - Students say goodbye	10 Minutes

IX. Evaluation

1.Technique and Instrument

Technique	Instrument
Attitude Observation	Form of Attitude Observation
Test for work 1	Form of Test for work 1
Test for work 2	Form of Test for work 2

a.Attitude Observation Format

No	Aspect Observed	3	2	1	Note
1	Shows a cooperative attitude in the learning process				
2	Show an attitude of responsibility in individual and group learning activities				
	Max Score				**6**

b.Attitude Observation Column

No	Aspect Observed	Rubric
1	Shows the attitude of cooperation in the learning process	1. Demonstrate a great cooperative attitude by actively participating in the learning process 2. Show less cooperation attitude but only actively participate when pushed 3. Does not show a cooperative attitude in learning by not

No		participating actively despite being pushed
2	Show responsibility and discipline in working in groups	1. Show responsibility and discipline in working as well as possible 2. Shows less responsibility in work but does not show maximum discipline 3. Shows no responsibility and discipline in working in groups

c.Form Observation Test For Work (Individual)

No	Criteria to be assesed	Low performance	Good performance	Very good performance	Score
1	Text Organization	Doesn't use the correct organization of descriptive text	Use the correct text organization but has not elaborated the idea	Use the correct text organization and with elaborated idea	
2	Sentence Formation	Use simple sentences	Begin to very simple sentences and compound sentences	Use simple sentences, compound sentences, and complex sentences correctly	
3	Grammar	Too many mistake	6 until 10 mistakes	Under 5 mistaakes	
4	Vocabulary	Basic Vocaabulary less precise	Developed vocabulary	Purposefully chosen vocabulary	
5	Mechanic	Some errors spelling punctuation	Mostly effective used of mechanics, errors do not detrect from meaning	Effective use of capitalization, punctuation and spelling	
6	Tidiness and dead line	Write awkwardly, unreadable, submit late than 3 days from the dead line	Write quite neatly, quiet clear font, submit late days from the dead line	Write neatly, clear font, submit the work on time	

	Total Score	
	Final Score = Total Score : 6	

d.Form Observation Test For Work (Group)

No	Criteria to be assed	Low performance	Good performanced	Very Good performance	Score
1	Pronunciation	Too many mistake	With 2 until 5 mistakes	Perfect pronunciation	
2	Intonation	Monotonous	Begins to vary the intonation	Accurate intonation	
3	Grammar	Too many mistakes	With 2 until 5 mistakes	No mistakes in grammar	
4	Content	Plain simple	Begins to add some	Add more personal	

Medan,   Juli 2019

Teacher Class   Reseacher

Rosmaida Nasution, S.Pd   Dea Devionita

Head Master of SMK HARAPAN MEKAR MEDAN

Andri Ahmad Desa, ST

Lesson Plan (cycle II)
SIKLUS 1 PERTEMUAN 1 DAN 2

LESSON PLAN

School   : SMK HARAPAN MEKAR MEDAN

Grade/ Semester   : X/ I

Subject   : English

Topic   : Descriptive Text

Time Allocation   : 2 x 45 minutes/ meeting

I. Core Competence

KI 1: Living and practicing religious teachings which is embraced.

KI 2 : Realizing and practicing honest, disciplined, responsible, caring (peasant, cooperative, tolerant, peaceful) behavior, polite, responsive and pro-active and showing attitude as part of the solution to problems in interacting effectively with the social and natural environment and in placing ourselves as a reflection of the nation in the association of the world.

KI 3: Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his knowledge of science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge to the field of study specific in accordance with his talents and interests to solve problems.

K1 4: Processing, reasoning and chanting in the realm of concrete and abstract spheres is related to the development of the self-study in schools independently, and capable of using methods according to scientific rules.

II. Basic Competence and Indicator

NO	BASIC COMPETENCE	INDICATOR
1	Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.	
2	Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends. Shows honest, disciplined, confident, and responsible behavior in carrying out transactional communication with the teacher and friends. Shows the behavior of responsibility, caring, cooperation, and love of peace, in carrying out functional Communication	Shows courteous and caring attitude in doing the task of learning English. emonstrate honest, disciplined, and responsible attitude in doing the tasks of learning English. Demonstrate an active attitude of inquiring and arguing in discussions and presentations.
3	Analyzing social functions, text structures, and linguistic elements in the text of an analytical exposition of topics that are warmly spoken publicly, in the context of their use.	Identify characteristics of desvriptive text. Explain the text format of the descriptive text. Explain the function of an descriptive text Explain the linguistic element in the text of the descriptive text.
4	Capturing the meaning in the text of a descriptive text of topics that are warmly spoken of publicly	Answering questions based on the text they read. Present the information obtained in the text of the descriptive text. Develope descriptive text.

III. Learning Objective

1.Through group discussion activities students can show the attitude of cooperation, mutual cooperation, responsibility and honest.

2. Through observation, students can analyze the social function, text structure, and linguistic elements in the text of a descriptive of topics that are warmly spoken of publicly.

3.Through discussions, students can analyze social functions, text structures, and linguistic elements to carry out the social function of an descriptive text on a commonly discussed topic.

4.Through individual work and observation of other literary sources, students can compose texts of descriptive text by taking into account the correct and contextual function of the social, textual structure, and linguistic elements.

5.Through presentation, students can grasp meaning in the text of a descriptive text.

IV. Learning Material

Descriptive Text

Descriptive text is a text that describe what an object or person is like.

- Social Function : to describe and reveal a particular person, place, or thing.

- Generic Structure of Descriptive Text

3. Identification

Identifying phenomenon that will be decribed.

4. Description

Describing the phenomenon in parts, qualities, and characteristic

-Language Feature :

4. Using attributive and identifying process.

5. Using adjective words.

6. Using simple present tense.

V. Linguistic Element

(1) Words and standard grammar .

(2) Spelling and handwriting and print are clear and neat.

(3) Use Simple Present

(4) Conditional Clauses

(5) Modals

VI. Teaching Method

Approach : Communicative Learning

Method   : Direct Method

Learning Model : Using Bio-Poems strategy

VII. Media, Tools and Learning Resource

4. Media : Diorama Invatation Card

5. Tools : Marker, Whiteboard.

6. Learning Resource :

c. Picture

Thank you for being such a wonderful teacher!

d. Text :

My Favorite Teacher

My favorite teacher is my history teacher, and he is by far the best teacher that I have ever had. He has the ability to make a subject that many students find incredibly boring come to life through his enthusiasm and passion for history, and his love of being a teacher. Going to his lessons is something we look forward to, not dread, like we do with most other lessons.

It's ever so funny to watch him get excited about something, which happens in every lesson. It's easy to know that he's getting excited because he begins bouncing up and down slightly in a way that no other sixty-something year old would ever managed without looking completely ridiculous. He has this dark (with more and more grey streaks these days), springy hair that lines the edge of his growing bald patch, and the hair bounces up and down with him like thousands of tiny little springs. Then, he takes on his whole new persona, often going into role and becoming the character or figure he is talking about, doing the voices, the actions, and

parading up and down the room gesticulating wildly, but all the while there's a gentle 'bounce, bounce, bounce', as though the springs are not just on his head but on the soles of his shoes too.

A teacher that doesn't take himself too seriously always will be a big hit with teenagers, although he's not afraid to impose his authority if he has to. I've only ever heard him properly shout once (although thankfully it wasn't it me), but it isn't an experience that I would like to repeat. When he lost it, the room suddenly became more silent than I'd ever known it to be before. We all sat slightly paralyzed, not even anting to breathe too loudly, because hearing such a jovial and jolly little man lose his temper was a huge shock. It certainly had the right kind of impact though, because he's never needed to shout since.

It is actually this teacher that I have to thank for my love of history. In his lessons, history does not mean copying out of textbooks and writing pages and pages of notes. History is alive; history is something tangible, that you can see, hear and feel, and we can live it through dressing up and acting out scenes or taking trips to important places of historical interest. And although he's getting on in years and may not be teaching for much longer, he will have an important place in history for many of his students, because there has never been a teacher able to bring a subject to life in quite the same way he does.

VIII. Learning Activity

No	Learning Activity		Time Allocation
	Teacher's Activity	**Students' Activity**	
1	**Preliminary** **Orientation** -Teacher starts the learning by greeting, prayer and checking student attendance. - The teacher focuses the student's attention on the material to be learned.	- Students respond the teacher to greeting and pray -Students focus on their attention to the material that will be taught.	10 Minutes
	Apperception -Teacher gives the students early perception about the material that will be taught	-Students listen and pay attention to the teacher about material perception that will be taught.	
	Motivation - The teacher provides an overview of the benefits of learning the material to be taught - Teacher provides encouragement or motivation that can arouse learners' learning interests.	-Students listen and prepare the material that will be taught. -Students have the spirit and motivation to learn about the material that will be taught.	
	Reference -Teacher gives science study to be studied. - Teacher explains the subject matter and description of the subject matter in outline - Teacher explains the method of learning - Teacher explains the mechanism of implementation of the learning experience (in accordance with the plan of learning steps) - Teacher delivers KD and learning objectives	-Students record the study of science that will be taught. - Students listen and record teacher explanation. - Students discuss the method to be used. - Students follow the teacher's instructions. - Students record it and understand it	

No	Learning Activity		Time Allocation
	Teacher's Activity	**Students' Activity**	
2.	**Core Activity** **Phase 1** -Teacher explains descriptive text to the students - Teachers gives example of descriptive text to the students - Teacher explains about the generic structure and language feature of descriptive text - Teacher asks students to find out the generic structure and language feature in the text given	-Students pay attention toward teacher's explanation - Students pay attention to the teacher - Students pay attention to the teacher and ak questions related to the generic structure and language feature - Students find out the generic structure and language feature of descriptive text given by the teacher	30 Minutes
	Phase 2 - Teacher explains about Bio-Poems strategy to the students', the procedure of Bio-Poems strategy from the beginning until the final step of the method - Teacher explain about Diorama Invatation Card	-Students pay attention to the teacher explanation	10 minutes
	Phase 3 -Teacher gives the students a topic of descriptive text.	-Students accept the topic that is given	5 minutes
	Phase 4 - Teacher asks the students to write descriptive text by using Bio-Poems Strategy based on topic that is given	-Teacher asks the students to write descriptive text by using Bio-Poems Strategy based on topic that is given	10 minutes
	Phase 5 - Teacher monitors the students when they are writing the text.	-Students write the descriptive text	15 minutes
3.	**Closing** - Teacher collects the	-Students collect their work	

No	Learning Activity		Time Allocation
	Teacher's Activity	**Students' Activity**	
	students' work - Teacher asks the the students to make a summary based on the investigation they have made - Teacher together learners do prayers - The teacher closes the lesson to say good bye	to the teacher - Students make summary based on the investigation they have made - Students pray together - Students say goodbye	10 Minutes

IX. Evaluation

1.Technique and Instrument

Technique	Instrument
Attitude Observation	Form of Attitude Observation
Test for work 1	Form of Test for work 1
Test for work 2	Form of Test for work 2

a.Attitude Observation Format

No	Aspect Observed	3	2	1	Note
1	Shows a cooperative attitude in the learning process				
2	Show an attitude of responsibility in individual and group learning activities				
	Max Score				**6**

b.Attitude Observation Column

No	Aspect Observed	Rubric
1	Shows the attitude of cooperation in the learning process	1. Demonstrate a great cooperative attitude by actively participating in the learning process 2. Show less cooperation attitude but only actively participate when pushed 3. Does not show a cooperative attitude in learning by not

No	Criteria to be assesed	Low performance	Good performance	Very good performance	Score
			participating actively despite being pushed		
2	Show responsibility and discipline in working in groups	1. Show responsibility and discipline in working as well as possible 2. Shows less responsibility in work but does not show maximum discipline 3. Shows no responsibility and discipline in working in groups			

c.Form Observation Test For Work (Individual)

No	Criteria to be assesed	Low performance	Good performance	Very good performance	Score
1	Text Organization	Doesn't use the correct organization of descriptive text	Use the correct text organization but has not elaborated the idea	Use the correct text organization and with elaborated idea	
2	Sentence Formation	Use simple sentences	Begin to very simple sentences and compound sentences	Use simple sentences, compound sentences, and complex sentences correctly	
3	Grammar	Too many mistake	6 until 10 mistakes	Under 5 mistaakes	
4	Vocabulary	Basic Vocaabulary less precise	Developed vocabulary	Purposefully chosen vocabulary	
5	Mechanic	Some errors spelling punctuation	Mostly effective used of mechanics, errors do not detrect from meaning	Effective use of capitalization, punctuation and spelling	
6	Tidiness and dead line	Write awkwardly, unreadable, submit late than 3 days from the dead line	Write quite neatly, quiet clear font, submit late days from the dead line	Write neatly, clear font, submit the work on time	

	Total Score	
	Final Score = Total Score : 6	

d.Form Observation Test For Work (Group)

No	Criteria to be assed	Low performance	Good performanced	Very Good performance	Score
1	Pronunciation	Too many mistake	With 2 until 5 mistakes	Perfect pronunciation	
2	Intonation	Monotonous	Begins to vary the intonation	Accurate intonation	
3	Grammar	Too many mistakes	With 2 until 5 mistakes	No mistakes in grammar	
4	Content	Plain simple	Begins to add some	Add more personal	

Medan,   Juli 2019

Teacher Class   Reseacher

Rosmaida Nasution, S.Pd   Dea Devionita

Head Master of SMK HARAPAN MEKAR MEDAN

Andre Ahmad Desa, ST

Appendix II

The Students' scores in Pre-test, cycle 1 and cycle 2

NO	Name	Pre-Test Score	Post-Test 1 (Cycle 1)	Post-Test 2 (Cycle 2)
1	**AR**	47	65	80
2	**AS**	45	65	80
3	**AP**	48	60	80
4	**CA**	38	60	70
5	**DA**	41	65	70
6	**DS**	45	70	80
7	**DF**	40	75	88
8	**EL**	50	65	85
9	**FK**	42	60	85
10	**JR**	50	70	87
11	**NS**	50	75	88
12	**NS**	50	65	90
13	**NA**	45	75	88
14	**NW**	45	70	79
15	**MN**	40	60	68
16	**RP**	45	65	68
17	**SN**	50	68	90
18	**VS**	44	60	75
19	**YP**	50	70	90

20	**YAS**	45	70	90
Total Number		**910**	**1333**	**1631**
Mean Score		**45.5**	**66.6**	**81.5**

Appendix III

Post-Test

INSTRUMENT OF RESEARCH

1. Write your identity on the top of your answer sheet !

2. Write your own Descriptive Text!

Post Test I in cycle 1

INSTRUMENT OF RESEARCH

1. Write your identity on the top of your answer sheet !

2. Write your own Descriptive Text!

INSTRUMENT OF RESEARCH

1. Write your identity on the top of your answer sheet !

Write your ownDeascriptive text assisted by Diorama Invatation Card with Bio-Poems strategy!

Appendix IV

The Criteria of Scoring Content

27-30	Excellent to very good : knowledge able substantive through development of topic sentence relevant to assigned topic.
22-26	Good to average : some knowledge able of subject adequate range-limited development of topic sentence mostly relevant to topic, but lack detail.
17-21	Fair to poor : limited knowledge of subject little substance in adequate development of topic.
13-16	Very poor : does not show knowledge of subject – not substantive not pertinent or not enough to evaluate.

The Criteria of Scoring Organization

18-20	Very good : exact word, effective word choice and usage, worked from mastery appropriate register.
14-17	Good to average : adequate range, occasional error of word, choice but meaning not or obscured.
10-13	Fair to poor : limited range, frequent error of words, choice usage meaning confused or obscured.
7-9	Very poor : essentially a translation knowledge of vocabulary, word form or not enough to evaluate.

The Criteria of Scoring Vocabulary

18-20	Very good : exact word, effective word choice and usage, worked from mastery appropriate register.
14-17	Good to average : adequate range, occasional error of word, choice but meaning not or obscured.
10-13	Fair to poor : limited range, frequent error of words, choice usage meaning confused or obscured.
7-9	Very poor : essentially a translation knowledge of vocabulary, word form or not enough to evaluate.

The Criteria of Scoring Language Use

22-25	Excellent to very good : effective complex construction few error argument, test, word other / function, articles, pronouns, preposition.
18-21	Good average : effective but simple, construction minor problem to complex construction several errors of agreement, tense, number word order / function, article, pronoun, preposition but meaning seldom obscured.
11-17	Fair to poor : major problem in simple / complex construction frequent of errors of agreement, tense, number word order / function, articles, pronouns, preposition but meaning confused on obscured.
5-11	Very poor : virtually no mastery of sentence construction rules dominated by errors does not communicative or not enough to evaluate.

The Criteria of Scoring Mechanism

5	Excellent to very good : demonstrative mastery of conversation few errors spelling, punctuation, and capitalization, writing sentence.
4	Good to average : occasional errors of spelling, punctuation, capitalization writing sentence.
3	Fair to poor : frequent errors of spelling, function, capitalization writing sentences poor hand writing sentence poor hand writing meaning confused or obscured.
2	Very poor : no mastery of convention dominated by error of spelling, punctuation, and capitalization paragraph – hand writing not enough to evaluate.

The Scales of Qualitative and Quantitative

Skills	
Qualitative Form	**Quantitative Form**
Excellent to very good	90-100
Good to average	70-89
Fair to poor	30-69
Very poor	0-29

Appendix V

The Students Answer Sheet

The Students Test Result in Pre-Test

The Students Test Result in Post-Test I (cycle I)

The Students Test Result in Post-Test II (cycle II)

Date: _____

Paris

Paris is the capital and largest city of France, It takes a role as the most important place of business and cultures of the country. it's located in the France's north. Central part that covers a region of los squares kilometers. This city is diving by same river that streams through its center.

Know as city of light, Paris has a lot of attraction of building and culture. There are many theatres, museum, at galleries and concert halls, fort about centuries, paris has been considered as a center halls.

Dino safitri
XI AK

C : 22
O : 18
V : 18
L : 20
M : 2 +
       80

Appendix VI

The Students Score During Cycle I (Pre-Test and Post-Test I)

and Cycle II (Post-Test II)

NO	NAME OF STUDENTS	SCORES		
			Cycle I	Cycle II
		Pre-Test	Post-Test (I)	Post-Test II
1	AR	47	65	80
2	AS	45	65	80
3	AP	48	60	80
4	CA	38	60	70
5	DA	41	65	70
6	DS	45	70	80
7	DF	40	75	88
8	EL	50	65	85
9	FK	42	60	85
10	JR	50	70	87
11	NS	50	75	88
12	NS	50	65	90
13	NA	45	75	88
14	NW	45	70	79
15	MN	40	60	68
16	RP	45	65	68
17	SN	50	68	90
18	VS	44	60	75
19	YP	50	70	90
20	YA	45	70	90
	TOTAL	x = 910 X = 45.5	x = 1333 X = 66.6	x = 1631 X = 81.5

Appendix VII

Observation Sheet of Students' Activity (cycle I Meeting 1-2)

OBSERVATION SHEET

The observation sheet of Students' Activity in (cycle) I

NO	Activity	Meeting of Cycle I		Average	Description
		1	2		
1	All of the students come on time	4	4	4	Very good
2	The students pay attention to the teachers's explanation	4	4	4	Very good
3	The students are active in joining the learning process	4	4	4	Very good
4	The students ask question to the teacher if there is something unclear	4	4	4	Very good
5	The students can answer the question from the teacher	3	4	3.5	Good
6	The students can follow the rule of Bio-Poems Strategy	4	4	4	Very good
7	The students can improve their writing skill	3	4	3.5	Good
	Total of average			**27**	

Note :

1 = Bad   2 = Enough   3 = Good   4 = Very good

$$Score = \frac{total\ of\ everage}{number\ of\ activity} = \frac{27}{7} = 3.85 = Very\ good$$

OBSERVATION SHEET

The observation sheet of Students' Activity in (cycle) II

NO	Activity	Meeting of Cycle II		Average	Description
		1	2		
1	All of the students come on time	4	4	4	Very good
2	The students pay attention to the teachers's explanation	4	4	4	Very good
3	The students are active in joining the learning process	4	4	4	Very good
4	The students ask question to the teacher if there is something unclear	4	4	4	Very good
5	The students can answer the question from the teacher	4	4	4	Very good
6	The students can follow the rule of Bio-Poems Strategy	3	4	3.5	Good
7	The students can improve their writing skill	4	4	4	Very good
	Total of average	**27.5**			

Note :

1 = Bad   2 = Enough   3 = Good   4 = Very good

Score $= \frac{total\ of\ everage}{number\ of\ activity} = \frac{27.5}{7} = 3.92 =$ Very good

Observation Sheet of Students' Activity (cycle II Meeting 1-2)

OBSERVATION SHEET

The observation sheet of Students' Activity in (cycle) I

NO	Activity	Meeting of Cycle I		Average	Description
		1	2		
1	All of the teachers come on time	4	4	4	Very good
2	The students pay attention to the teachers's explanation	4	4	4	Very good
3	The students are active in joining the learning process	4	4	4	Very good
4	The students ask question to the teacher if there is something unclear	4	4	4	Very good
5	The students can answer the question from the teacher	3	4	3.5	Good
6	The students can follow the rule of Bio-Poems Strategy	3	4	3.5	Good
7	The students can improve their writing skill	3	3	3	Good
	Total of average	**26**			

Note :

1 = Bad   2 = Enough   3 = Good   4 = Very good

$$\text{Score} = \frac{total\ of\ everage}{number\ of\ activity} = \frac{26}{7} = 3.71 = \text{Very good}$$

OBSERVATION SHEET

The observation sheet of Students'Activity in (cycle) II

NO	Activity	Meeting of Cycle II		Average	Description
		1	2		
1	All of the students come on time	4	4	4	Very good
2	The students pay attention to the teachers's explanation	4	4	4	Very good
3	The students are active in joining the learning process	4	4	4	Very good
4	The students ask question to the teacher if there is something unclear	4	4	4	Very good
5	The students can answer the question from the teacher	3	4	3.5	Good
6	The students can follow the rule of Bio-Poems Strategy	4	4	4	Very good
7	The students can improve their writing skill	4	4	4	Very good
	Total of average	**27.5**			

Note :

1 = Bad   2 = Enough   3 = Good   4 = Very good

$$Score = \frac{total\ of\ everage}{number\ of\ activity} = \frac{27.5}{7} = 3.92 = Very\ good$$

Appendix IX

<h2 style="text-align:center">Interview sheet with the students</h2>

<h2 style="text-align:center">Before implementing Bio-Poems Strategy</h2>

The researcher	:	Selamat pagi semuanya..
		(Good morning everyone ..)
The students	:	Selamat pagi Miss
		(Good morning Miss)
The reseacher	:	Ok sebelumnya Miss mau bertanya bagaimana pendapat kalian tentang bahasa inggris, terutama pada saat kalian menulis atau menceritakan sebuah text khususnya pembelajaran Descriptive Text ?
		(Ok,miss want to ask how do you think about English, especially when you write or tell a text, especially learning Descriptive Text?)
The students I	:	Kalo menurut aku sih, bahasa inggris itu susah Miss
		(In my opinion, English is difficult, Miss)
The students II	:	Kalo menurut saya Miss, agak susah Miss karena tulisan dengan cara membecanya berbeda Miss
		(In my opinion, Miss, it's a bit difficult for Miss because writing differs differently from Miss)
The students III	:	Kadang bingung Miss cara mernagkai kata-katanya, takut salah
		(Sometimes confused about how to interpret the words, afraid of being wrong)

Interview sheet with the students

After implementing Bio-Poems Strategy

(I)

| The researcher | : | Selamat pagi Nisah |
| | | (Good morning Nisah) |

| The students   I | : | Selamat pagi Miss |
| | | (Good morning Miss) |

The reseacher : Ok sekarang Miss mau bertanya bagaimana pendapat Nisah setelah kita belajar behasa inggris menggunakan Bio-Poems Strategy yaitu pada saat kalian menulis tentang Descriptive Text yang kita lakukan tadi?

(Ok now Miss want to ask what is Nisah's opinion after we learn how to use English using Bio-Poems Strategy, which is when you write about the Descriptive Text that we did earlier?)

The students I : Kalo menurut aku Miss menyenangkan

(If I find Miss pleasant)

The researcher : Selanjutnya apakah Bio-Poems Strategyini memotivasi kamu dalam menulis Text Descriptive?

(Furthermore, does the Bio-Strategy Strategy motivate you to write Descriptive Text?)

The students I : Kalo aku sih iya Miss, karena dengan menggunakan Bio-Poems Strategy saya lebih mengerti tentang Descriptive text

(If I did, Miss, because by using the Bio-Poems Strategy I would understand more about Descriptive text)

The researcher : pertanyaan Miss yang terakhir, apakah menurut kamu Bio-Poems Strategy ini membuat suasana kelas menjadi aktif atau bagaimana ?

(Miss's last question, do you think this Bio-Poems Strategy makes the classroom atmosphere active or what?)

The students I   :   membuat kelas menjadi aktif Miss karna dengan Bio-Poems Strategy kami bisa mengespresikan tentang kemampuan kami menulis.

(make the class active Miss because our Bio-Strategy can express our ability to write.)

<center>**(II)**</center>

The researcher	:	Selamat pagi juhairah
		(Good morning juhairah)
The student II	:	Selamat pagi Miss
		(Good morning Miss)

The reseacher : Ok sekarang Miss mau bertanya bagaimana pendapat Juhairah setelah kita belajar behasa inggris menggunakan Bio-Poems Strategyyaitu pada saat kalian menulis Descriptive Text yang kita lakukan tadi?

(Ok now Miss want to ask what is Juhairah's opinion after we learn English using the Bio-Poems Strategy, which is when you write the Descriptive Text that we did earlier?)

The students II : Kalo menurut aku seru banget, karna membuat jadi semangat menulis dab berimajinasi Miss

(If in my opinion it is very exciting, because it makes the spirit to write and imagine Miss)

The researcher : Selanjutnya apakah Bio-Poems Strategyini memotivasi kamu dalam menulis Text Descriptive?

(Furthermore, does the Bio-Poems Strategyini motivate you to write Descriptive Text?)

The students II : Iyalah Miss, karena kami dituntut untuk menjadi siswa aktif terutama dalam menulis dan mendescripsikan gambar

(That's Miss, because we are required to be active students, especially in writing and describing pictures)

The researcher : Pertanyaan Miss yang terakhir, apakah menurut kamu Bio-Poems Strategyini membuat suasana kelas menjadi aktif atau bagaimana ?

(Miss's last question, do you think the Bio-Poems Strategyini makes the classroom atmosphere active or what?)

The students II   :   Aktif Miss, kami jadi senang belajar menulis, medianya juga bagus banget Miss

(Active Miss, we are so happy to learn to write, the media is also very good Miss)

(III)

The researcher	:	Selamat pagi Aulia Rahma
		(Good morning Aulia Rahma)
The students III	:	Selamat pagi Miss
		(Good morning Miss)
The reseacher	:	Ok sekarang Miss mau bertanya bagaimana pendapat Aulia setelah kita belajar behasa inggris menggunakan Bio-Poems Strategyyaitu pada saat kalian membaca Descriptive Text yang kita lakukan tadi?
		(Ok now Miss want to ask what is Aulia's opinion after we learn English using the Bio-Strategy Strategy when you read the Descriptive Text that we did earlier?)
The students III	:	Bagus Miss karna kan kami harus mendescipsikan gambar yang Miss kasih, jadi dapat melatih kami dalam belajar menulis
		(It's good Miss because we have to describe the picture that Miss loves, so we can train us in learning to write)
The researcher	:	Selanjutnya apakahBio-Poems Strategyini memotivasi kamu dalam menulis Text Descriptive?
		(Furthermore, does the Bio-Poems Strategyini motivate you to write Descriptive Text?)
The students III	:	Iya Miss memotivasi kami untuk menulis dengan baik dan benar, karna semakin bagus susuanan penulisannya akan mendapatkan penilaian yang bagus juga Miss
		(Yes Miss motivates us to write well and correctly, because the better the composition of the writing will get a good rating too Miss)
The researcher	:	Pertanyaan Miss yang terakhir, apakah menurut kamu Bio-Poems Strategyini membuat suasana kelas menjadi aktif atau bagaimana ?

(Miss's last question, do you think this Bio-Poems Strategy makes the classroom atmosphere active or what)

The students III   :   Kami menjadi lebih aktif Miss karna kan pembelajaran menulis Miss sesuai gambar yang Miss berikan

(We became more active Miss because we learned to write Miss according to the picture Miss gave)

Appendix X

Interview sheet with the English teacher

The researcher	:	Assalamualaikum, Good morning Mam ?
The Teacher	:	walaikumsalam, Morning..
The reseacher	:	Ok Mam, I'd like to ask you some questions about my research strategy, especially the using of Bio-Poems Strategyimproving students' writing abilityin Descriptive text learning and using Diorama as my learning media, so what do you think about that Mam ?
The teacher	:	I think that is very interesting because I found that many students' get some motivation because of that Strategy and enjoy following writing process
The reseacher	:	Next, do you think that Bio-Poems Strategycan motivate your students' writing learning in Descriptive text?
The teacher	:	Yes of course, because I see this strategy can give motivation to the students, everybody I found active and more enthusiastic to writing process learning
The reseacher	:	Do you think the Bio-Poems Strategy can improve your students writing ability ?
The teacher	:	I think yes, because of this strategy we can see Bio-Poems Strategysuch as motivation and will be more enthusiastic so I think taht can improve their writing ability.
The reseacher	:	And thelast, do you want to try this strategy in teaching-learning process especially to writing learning in Descriptive Text ?
The teacher	:	Why not, it is a good to repair my strategy in teaching-learning process and can improve students writing ability.
The reseacher	:	Ok thank you so much Mam.

Appendix XI

The Students' AttendanceList During The Research

No	Name of Students	Meeting			
		1	2	3	4
1	AULIA RAHMA	√	√	√	√
2	AULIA SSAFITRI	√	√	√	√
3	AYU PERMATA SARI	√	√	√	√
4	CINDY ATIKA	√	√	√	√
5	DESY ANDRIANI	√	√	√	√
6	DINA SYAFITRI	√	√	√	√
7	DWI FITRIANI	√	√	√	√
8	EMILIA	√	√	√	√
9	FELIKA	√	√	√	√
10	JUHARIAH	√	√	√	√
11	NISAH	√	√	√	√
12	NURSYAKILA	√	√	√	√
13	NURUL AINI	√	√	√	√
14	NUR WULAN AZIZAH	√	√	√	√
15	M. NANDA AZMI	√	√	√	√
16	RIA PRATIWI	√	√	√	√
17	SARI NILAM	√	√	√	√
18	VIRA SORMIN	√	√	√	√
19	YULISTIA PUTRI	√	√	√	√
20	YUSTIRA AZZAHRA SYAMSI	√	√	√	√

Appendix XII

Students' Name and Initial

No	Name of The Stdents	The Initial of The Students
1	AULIA RAHMA	AR
2	AULIA SSAFITRI	AS
3	AYU PERMATA SARI	AP
4	CINDY ATIKA	CA
5	DESY ANDRIANI	DA
6	DINA SYAFITRI	DS
7	DWI FITRIANI	DF
8	EMILIA	EL
9	FELIKA	FK
10	JUHARIAH	JR
11	NISAH	NS
12	NURSYAKILA	NS
13	NURUL AINI	NA
14	NUR WULAN AZIZAH	NW
15	M. NANDA AZMI	MN
16	RIA PRATIWI	RP
17	SARI NILAM	SN
18	VIRA SORMIN	VS
19	YULISTIA PUTRI	YP
20	YUSTIRA AZZAHRA SYAMSI	YA

Appendix XIII

Documentation

(Students learning process)

(Students are learning descriptive texts)

(Students are listening to an explanation of descriptive text)

(Students are asking about descriptive text)

(Students are asking about deescriptive text)

(Students read the descriptive text they made)

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3Telp. (061) 6619056 Medan 20238
Webside : http://www.fkip.umsu.ac.id E-mail:fkip@umsu.ac.id

UMSU
Unggul | Cerdas | Terpercaya
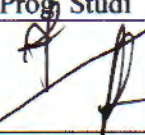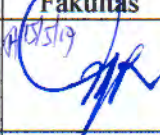
Form K-1

Kepada Yth : Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan dibawah ini :
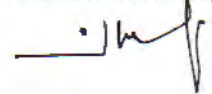
Nama Mahasiswa   : Dea Devi Onita
NPM   : 1502050218
Pro. Studi   : Pendidikan Bahasa Inggris
Kredit Kumulatif   : 154 SKS   IPK = 3,28

Persetujuan Ket/Sekret, Prog Studi	Judul Yang Diajukan	Disahkan oleh Dekan Fakultas
	The Implementation of Bio-Poems Strategy to the Students' Writing Descriptive Text Assisted by Diorama invatation Card	
	Improving Students' Achievement in Procedure Text Writing talk Through Small Group Discussion Technique	
	The Comparative Study Those Who Taught Detective Fuzzle Technique in Teaching Writing	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 14 Mei 2019
Hormat Pemohon,

Dea Devi Onita

Keterangan :
Dibuat Rangkap 3 :   -   Untuk Dekan/Fakultas
           -   Untuk Ketua/Sekretaris Program Studi
           -   Untuk Mahasiswa yang bersangkutan

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3Telp. (061) 6619056 Medan 20238
Webside : http://www.fkip umsu.ac.id E-mail:fkip@umsu.ac.id

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Form K-2

Kepada :Yth.Bapak/ Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb

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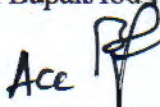
Nama Mahasiswa	:	Dea Devi Onita
NPM	:	1502050218
Pro. Studi	:	Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Implementation of Bio-Poems Strategy to the Students' Writing Descriptive Text Assisted by diorama Invatation Card

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu

Fatimah Sari Siregar, S.Pd, M.Hum *Acc*
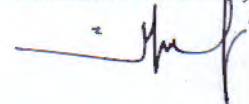
Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 19 Juni 2019
Hormat Pemohon,

Dea Devi Onita

Keterangan
Dibuat rangkap 3 : - Asli untuk Dekan/Fakultas
- Duplikat untuk Ketua / Sekretaris Jurusan
- Triplikat Mahasiswa yang bersangkutan

Nomor   : 4455 /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
              Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : Dea Devi Onita
N P M   : 1502050218
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Implementation of Bio-Poems Strategy to The Students' Writing
                   Descriptive Text Assisted by Diorama Invatation Card.

Pembimbing   : Fatimah Sari Siregar, S.Pd, M.Hum
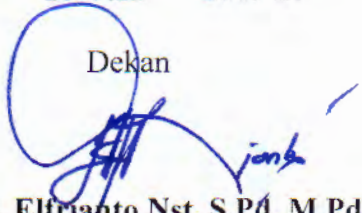
Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 20 Juni 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal   :
Medan. 16 Syawal   1440 H
          20 Juni   2019 M

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
    WAJIB MENGIKUTI SEMINAR

بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:
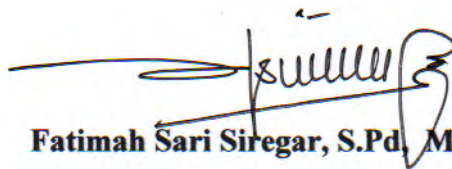
Nama Lengkap   : Dea Devi Onita

NPM   : 1502050218

Program studi   : Pendidikan Bahasa Inggris

Judul Proposal   : The Implementation of Bio-Poems Strategy to The Students'
Writing Descriptive Text Assisted by Diorama Invatation Card

sudah layak diseminarkan.

Medan,   Juni 2019
Dosen Pembimbing,

Fatimah Sari Siregar, S.Pd, M.Hum

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap   : Dea Devionita

N.P.M   : 1502050218

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : The Implementation of Bio-Poems Strategy to the Students' Writing Descriptive Text Assisted by Diorama Invatation Card

Pada hari Senin tanggal 29 bulan Juli tahun 2019 sudah layak menjadi proposal skripsi.
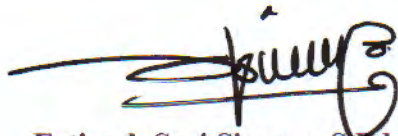
Medan,   Agustus 2019

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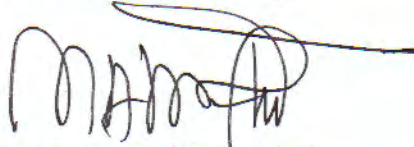
Dosen Pembahas   Dosen Pembimbing

Dr. Bambang Panca S, S.Pd, M.Hum   Fatimah Sari Siregar, S.Pd, M.Hum

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd, M.Hum.

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap   : Dea Devionita

N.P.M   : 1502050218

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal : The Implementation of Bio-Poems Strategy to the Students' Writing

Descriptive Text Assisted by Diorama Invatation Card

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan,   Agustus 2019
Hormat saya
Yang membuat pernyataan,

Dea Devionita

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

بسم الله الرحمن الرحيم

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Dea Devionita

N.P.M : 1502050218

Program Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Implementation of Bio-Poems Strategy to the Students' Writing Descriptive Text Assisted by Diorama Invatation Card

benar telah melakukan seminar proposal skripsi pada hari Senin, tanggal 29, Bulan Juli, Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Agustus 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum

Nomor	: 5475 /II.3/UMSU-02/F/2019	Medan, 09 Muharram 1441 H
Lamp	: ---	09 September 2019 M
H a l	: Mohon Izin Riset	

Kepada Yth. Bapak/Ibu Kepala
SMK Harapan Mekar 2 Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari. sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama	:	Dea Devionita
N P M	:	1502050218
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	The Implementation of Bio-Poems Strategy to the Students' Writing Descriptive Text Assisted by Diorama Invatation Card.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

** Pertinggal **

SURAT KETERANGAN
NOMOR : L.009/YPHM/SMK-201/IX/19

Yang bertanda tangan dibawah ini, Kepala Sekolah Menengah Kejuruan (SMK) Harapan Mekar-2 Medan Marelan Kota Medan Menerangkan bahwa :

N a m a	: **DEA DEVIONITA**
N P M	: 1502050218
Program Study	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan

Adalah benar nama tersebut diatas, telah mengadakan penelitian di SMK Harapan Mekar-2 Medan, dengan judul *"The Implementation of Bio-Poems Strategy to the Students' Writing Descriptive Text Assisted by Diorama Invatation Card"*. Penelitian ini dilaksanakan dari tanggal 21 Agustus s/d 21 September 2019.

Demikian surat keterangan ini diperbuat dan diberikan untuk dapat dipergunakan bilamana perlu.

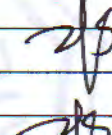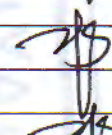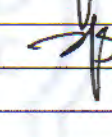Medan, 12 September 2019
Kepala Sekolah
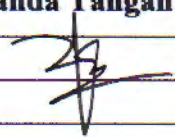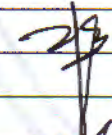
ANDRI AHMAD DESA, ST
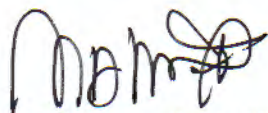
Cc. Pertinggal,-

BERITA ACARA BIMBINGAN PROPOSAL

PerguruanTinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Dea Devi Onita
NPM : 1502050218
Program studi : Pendidikan Bahasa Inggris
Judul Proposal : The Implementation of Bio-Poems Strategy to The Students' Writing Descriptive Text Assisted by Diorama Invatation Card

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
28/03/2019	Revisi judul	
26/04/2019	Revisi chapter I, II	
18/06/2019	chapter III	
26/06/2019	Revisi chapter I, II, III	
5/7/2019	Acc	

Medan, 5 Juli 2019

Diketahui Oleh :
Ketua Program Studi

Dosen Pembimbing

Mandra Saragih, S.Pd, M.Hum.

Fatimah Sari Siregar, S.Pd., M.Hum

SURAT PERMOHONAN

Medan, Juni 2019

Lamp : Satu Berkas
Hal : Seminar Proposal

Yth. Ketua Program Studi
Pendidikan Bahasa Inggris
FKIP UMSU

Bismillahirrahmannirrahim
Assalamu'alaikum, Wb. Wb

Saya yang bertanda tangan di bawah ini:

Nama Lengkap	:	Dea Devi Onita
NPM	:	1502050218
Program studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Implementation of Bio-Poems Strategy to The Students' Writing Descriptive Text Assisted by Diorama Invatation Card

Dengan ini mengajukan seminar proposal skripsi kepada Bapak/Ibu. Sebagai bahan pertimbangan Bapak/Ibu saya lampirkan:

1. Foto kopi proposal skripsi yang telah disetujui pembimbing satu eksamplar,
2. Kuitansi biaya seminar dua lembar fotocopy
3. Kuitansi SPP yang sedang berjalan dua lembar fotocopy,
4. Foto kopi K1, K2, K3.

   Demikianlah surat permohonan ini saya sampaikan ke hadapan Bapak/Ibu. Atas kesediaan Bapak/Ibu mengabulkan permohonan ini, saya ucapkan terima kasih.

Wassalam
Pemohon,

Dea Devi Onita

CURRICULUM VITAE

Name   : Dea Devionita

Registered   : 1502050218

Place/date of birth   : Medan, 08 Agustus 1997

Gender   : Female

Religion   : Moeslem

Partial Status   : Single

Nationality   : Indonesia

Address   : Jln. Brigjen Hamid Gg. Perbatasan No. 9

Fathers' Name   : Muhmmad Tahir Hadi

Mothers' Name   : Deslina

EDUCATION BACKGROUND

1. Elementary School at SD Karet II Tangerang (2003-2009)
2. Junior High School at SMP Swasta Pebangun Medan (2009-2012)
3. Senior High School at SMKN 7 Medan (2012-2015)
4. Faculty of Teacher Training and Education at University of Muhammadiyah Sumatera Utara (2015-2019)