

**THE EFFECT OF COLLECT-ORGANIZE-WRITE (COW) STRATEGY
ON THE STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE
TEXT**

SKRIPSI

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By:

Dwi Anzar Sari
NPM. 1302050206



**FACULTY OF TEACHERS' TRAINING AND EDUCATION
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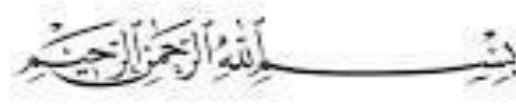
ABSTRACT

Dwi Anzar Sari. 1302050206. “The Effect of Collect-Organize-Write(COW) Strategy on the Students’ Achievement in Writing Descriptive Text” : Skripsi. English Program of Teacher’s Training and Education., University of Muhammadiyah Sumatera Utara, Medan. 2017.

This research was intended to investigate The Effect of COW Strategy on the students’ achievement in writing descriptive text. The objective of this research was to find the significant n writing descriptive text. This research was conducted at SMP Nurul hasanah Tembung of academic year 2016/2017 Jalan Amal Bakti Pasar VII Tembung that consisted of two classes: they were VIII-1 and VIII-2. Total sampling technique was applied in this research. The sample was divided into two groups: VIII-1 as experimental class taught by applying COW Strategy and VIII-2 as control class taught without applying COW Strategy. The study was conducted by using an experimental research design. Each group was given a pre-test, treatment and post-test. The finding showed that the students’ achievement in writing descriptive text by applying COW strategy was more significant than those without applying COW strategy. Based on this research, it was revealed that the percentage of effect of applying COW strategy was 69% and 31% was influenced by the other factors.

Keyword : Collect-Organize-Write (COW) strategy, Writing, Descriptive Text

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The title of this study was *“The Effect of Collect-Organize-Write (COW) Strategy on the Students’ Achievement in Writing Descriptive Text”* with purpose for submitting in partial fulfillment of the requirement to obtain the Degree of Sarjana Pendidikan from English Department. In writing this research, there were so many problems and obstacles certainly, and it was impossible for the researcher for finishing this thesis without help from many people around her. It was difficult for the researcher to accomplish this study. Therefore, the researcher would like to express her grateful feeling especially for her dearest father SURIADI and dearest mother SUKARMI that had given prayer, strength, support, material and motivation during her education process.

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The reseacrher relizes that her study is still far from being perfect. So, the researcher hopes suggestions and comments from all the readers, especially for

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The Researcher

Dwi Anzar Sari

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is very important capability for being owned by students, writing also an excellent communication tool. Through writing, each person is able to convey feeling, ideas, and announcements to others. Writing is an opportunity that allows students to express something about themselves, explore and explain ideas. Students can convey their ideas in their mind by organizing them into a good text so that the others know them and think critically. Therefore, learning is very important for improve writing in particular learning of English in Indonesia because the writing is a process of transformation of thoughts and ideas into tangible forms of writing.

In the *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006* Syllabus of junior and senior high schools curriculum requires students to able to write some kind of genre in writing. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, reviews, anecdote, spoof and news items. Based on explanation previously, the descriptive text is one genre that must be mastered by students in learning English.

In fact, based on the researchers experience during teaching practice (PPL) at SMP Nurul Hasanah, Jalan Amal Bakti Pasar VII Tembung, Medan at 2016/2017

academic year especially at eight grade class. The percentage of the students that unable in writing was 50%. The researcher had some reasons in writing this study. First, the students can not build their descriptive text, especially about animals. They were confused what they should write first and what they had to do next. They needed a clue about how they write a good text. By having the clue, they would be able to describe an animal in detail. The second reason was the students had less vocabulary about the topic. When the students were asked to write a descriptive text, they tended to choose the wrong word for their text. As we know that, in English, one word could have more that fit with the context of text. Vocabulary was very important for the students. By having many vocabularies the students would be easy to build a text. So, in order to created a good text, they needed to increase their vocabulary about the topic. The last reason was the students tended to make a mistake in using simple present tense in descriptive text. The language was used in descriptive text is simple present tense. But the students usually made a mistake in using simple present tense. Sometimes they forgot put s/ es while the subject is the third singular person. Or they put s/es while the subject was the first person. For writing skill, there were many things the students needed to concern with grammar that was used in text.

So that from the descriptive above, the researcher decided this topic based on the following reason : the students can not describe a particular thing in detail. They were less of vocabulary. They also made a mistake in using simple present tense.

Descriptive text was one of types of writing is not easy to be appropriate by the students. Using Collect-Organize-Write (COW) Strategy in teaching writing descriptive text is tented to be helpful for the students. COW was a strategy that was used in writing descriptive (Graham and Perin , 2007:16). COW stood for Collect, Organize, Write. Before the students wrote a text, first they needed collect and organize their ideas of the topic. They would make a list of their ideas to made them easy in writing descriptive text. Then from the ideas that had been organized and listed, they would write a good text. As a student progresses, the teacher would given more freedom to the students to write his/her own sentences (Dunigan, 2008:52). COW was a strategy to develop and improve students writing skill that work through systematic processes : Collect, Organize, Write (Kerka, 2010:10). It was also helpful to the students in developing and arranging their ideas into text, because the steps of this strategy helped students to list their ideas before they write in a good text. So that the researcher was interested to write the topic “*The Effect of Collect-Organize-Write (COW) Strategy on the Students Achievement in Writing Descriptive Text*”.

B. The identification of the Problem

Based on the background of study, the problem were identification as follows :

1. The students could not describe animals in detail because they didn't have any idea what they could describe about.
2. The students had less vocabulary.

3. They made mistake in using simple present tense.

C. The Scope and the Limitation of the Study

The scope of the study was focused in COW (Collect-Organize-Write) Strategy and the researcher limited in writing descriptive text was conducted at academic year 2016/2017, Jalan Amal Bakti Pasar VII Tembung, Medan city.

D. The Formulation of the Problem

The formulation of the problems were is there any significant effect of COW Strategy on the students achievement in writing descriptive text?

E. The Objectives of the Study

The objectives of the study was to find out the significant effect of COW Strategy on the students achievement in writing descriptive text.

F. The Significances of the Study

The findings of the study were expected to be useful in :

a. Theoretically

Theoretically the study would give valuable information to increase the

students achievement in writing descriptive text by easier and interesting if Collect-Organize-Write (COW) strategy.

b. Practically

1. For the students, to increased their ability in writing.
2. For the teachers, to used various strategy in teaching writing like using Collect-Organize-Write (COW) strategy.
3. For the headmaster, to solved the problem in the school related to teaching writing to improve the teacher competence in teaching.
4. For writer, to gave an experience for the writer herself to apply and expand the knowledge that she gets during study in the university in the real activity.
5. For readers, to gave information about Collect-Organize-Write (COW) Strategy in written form or as a references about teaching writing by applying Collect-Organize-Write (COW) strategy.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are need to explain some concepts or terms applied in the research concerned. Some terms used in this study and they need to be theoretically explained.

In the following part, theoretical on the terms were presented.

1. Description of Effect

The word “effect” is meant by result of change of something. Hornby (2007 : 277) “Effect is the change produce by an action or cause result or outcome, and then it comments to the adjectives word effective which stresses the ability of the actual action”.

Effect in this research meant as an improvement of ability after learning something. Slameto (2004 :15) stated that improvement in learning is certain proof of success or ability of a student in doing their learning activities which based in their level of class. The improvement in which achieved by the students are realized in the form of score so that is acknowledge the certain position of a students in the class because the score they have reflected their improvement in the learning process.

Moreover, the effect of teaching treatment in language learning according to Buehl (2002 :78) that related to the changed of getting something into our cognitive system. The final result of the effect in teaching is the improvement of ability. The ability is the result of learning process which involves the teacher with the students which are reflected form the knowledge the students have.

2. Description of Approach and Strategy

2.1.Approach

Brown (2001 : 16) “An approach is theoretically well-informed position and belief about the nature of language, the nature of language learning, and the applicability of both to pedagogical setting”. Approach is the level at which assumption and beliefs about language, language learning and learning teaching.

Harmer (2004) explains that approach describes how language is used and how its constituent parts interlock in other words it offers a model of language competence. Approach describes how people acquire their knowledge of the language and makes statement about the condition which promoted successful language learning.

2.2.Strategy

Sanjaya (2010 : 126) states that strategy as a plan, method or series of activities designed to achieve a particular educational goal. In other hand, Nugrayah (2011 : 6) mentions that strategy is said as a general pattern of teacher-students action in educational process which is aimed as the concept of understanding effectively in system of teaching learning process.

According to Douglas Brown (2000), Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling manipulating certain information. Learning strategies can be defined as the planning that contains a series of activities designs to achieve specific educational objectives (JR David in Sanjaya, 2008 : 126). The term strategy is often used in many contexts with meaning is always the same.

3. Description of Collect-Organize-Write(COW) Strategy

COW Strategy is a strategy that used in writing text (Graham and Perin, 2007 : 16). COW stand for Collect, Organize, and Write. Before the students write a text they collect and organize their ideas first. Beside that, they make a list of their ideas to easy writing. This strategy can help students to improve their writing skill because students will be easy to memory all steps in writing activities. Just as the students need practice in reading and math, they must also have many experiences writing sentences, text, and stories before they master the craft of writing. As a students progresses, the teacher will give more freedom to the students to write his or her own sentences (Dunigan, 2008 : 52). COW is a strategy to develop and improve the students writing skill that work through systematic processes : Collect, Organize, and Write (Kerka, 2010 : 10). It is also helpful for the students in developing and arranging their ideas into text, because the steps of this strategy help the students to list their ideas before they write in a good text.

3.1.The Procedure of Collect-Organize-Write Strategy

In teaching writing text using COW strategy, there are some procedures that should be done in order that writing a text runs well. Dunigan (2008 : 52) mention that the procedures of COW strategy are :

- a. Collecting steps
 - 1) Discuss the topic. Write the topic in the center circle of the web.
 - 2) Prompt the students to generate the ideas that go with the topic. Write these ideas beside the web.
 - 3) Guide class in deciding on the main ideas that fit with the main idea of the topic. Write them on the spokes around the center circle of the web.
- b. Organizing steps
 - 1) Have the students help decide on the order for the ideas. Number the ideas on the web.
 - 2) Make a separate list of the ideas.
- c. Writing steps
 - 1) Always write a topic sentence (from the center circle of the web) first.
 - 2) Write a sentence about item one, item two, and so on, until finished.

3.2.The Advantages of Collect-Organize-Write Strategy

COW strategy have many advantages or benefit especially for the students. According to Graham and Perin (2007 : 16), COW is strategy that used in

writing text. This strategy can help students to improve their writing skill because students will be easy to memory all steps in writing activities. Before the students write a text they collect and organize their ideas first. Beside that, they make a list of their ideas to easy writing. The students will easy to write by using the easy steps of this strategy. Kerka (2010 : 10), mention that COW is a strategy to develop and improve students writing skill. It is also help the students in developing and arranging their ideas into text, because the steps of this strategy helps the students to list their ideas before they write in a good text.

4. Description of the Students Achievement in Writing Descriptive Text

Based on the Oxford Advanced Learner Dictionary, A.S Hornby, “Achievement is a thing done successfully, especially with efforts and skill. According to Hornby, A.S (2007 :1) “Cognitive consist of knowledge, understanding application, analysis and evaluation”. Application includes the method on concrete case. Analysis includes the ability to divide the small part into whole. Synthetic includes combining the new thing into new understanding and evaluation merits the ability to perform an opinion about something.

Affective is the changing of behavior that affects someone lies to do something. There are acceptance, sign with the acceptance by using their senses and respond. Decision, decide a problem with a simple up to complex.

Psychomotor, the skill to do something, ready to do it based on physic and emotion, self control and become a habit. Therefore it concludes that students

achievement is a success in reaching particular goal, statues or standard, especially by effort, skill and encourage.

5. Description of Writing

Writing is one of the four language skills besides listening, speaking and reading. Among the four skill, writing the most difficult to be learned. The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text.

Mc Dowel, in Douglass (2000 : 65) states that writing to convey exact meaning accurately and clearly organize ideas in a clear logical structure use register appropriate for ask/ situation.

As Harmer (2003 : 4) “Writing process is the stage writer goes through in order to produce something in its final form”. According to Weigle (2002 : 1) “Writing has also become more important as tenets of Communicative Language Teaching that is teaching language as a system of communication rather that as an object of study which have taken hold in both second and foreign language setting”. Writing convey the writers thought in the written form.

As stated before that writing is a skill, the skill of writing itself includes five general component or main idea (Heaton, 2003:135) namely :

1. Language use : the ability to write correct and appropriate sentences.
2. Mechanical skills : the ability to use correctly those conventions peculiar to written language, e.g : punctuation and spelling.

3. Treatment or content : the ability to think creatively and developed thoughts including all the relevant information.
4. Stylistic skills : the ability to manipulate sentences and paragraph and use language effectively.
5. Judgment skills : the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and other relevant information. As Carol (2001:15) asserts that the process of writing occurs in several stages :
 1. Prewriting : include exploring topics, choose a topic and begin to gather and organize detail before writing.
 2. Drafting : involves getting ideas down on paper in teaching the format that intend for the finished work.
 3. Revising : is the stage in which rework the first draft to improve the content and structure.
 4. Editing and proofreading : involve correcting errors in grammar, spelling and mechanical.
 5. Publishing and presenting : are sharing the work with others.

6. Description of Descriptive Text

Descriptive text is used to describe what something is look like. Descriptive text is a group of sentences that describes a noun. A noun is a person, a place, or a thing (Purslow, 2008:4). The purpose of descriptive text is to describe objects such as a particular person, place, or thing. According to Pardiyono (2007:164) defines description of object which includes person or focuses an describing parts, characteristic, specialization, qualities or quantities of an object. Pardiyono (2007:165) also divides a description text based on social function, writing focus and grammatical patterns :

1. Social functions

To describe the characteristic of condition of an object either person or thing by using adjective or attribute.

2. Writing focus

The description of quality, condition, or characteristic of an object.

3. Grammatical patterns

- a. The use of simple present tense in the text.
- b. The use of predicate or verb, has/have, or linking verbs such as look, seem, sound, taste, etc.
- c. The use of objective to describe qualities of condition of an object.

6.1.The Types of Descriptive Text

Description can be useful in other of writing. But it can also stand alone. According to Regina (2003:58) here some examples of descriptive writing as follows:

1. Describing Personality

If we want to describe a person, the first thing that we do is to recognize him or his individual characteristic. They need to describe people occurs fairly in archaism of physical attribute (hair, eye), emotional (warm, nervous, and other), moral attributes (greedy, flush, worthy, etc) and intellect (clever, perception, and soon). Consequently the writer describe the person.

2. Describing a place

As with the people there is commonly occurring head to describe place such as a features of town, district or area like garden or park. The best way to describe a place is by presenting some of concrete example. Such as hotel, home, school, and soon. Further, it is essential to describe the size and agreement at the spare involved.

3. Describing process

To describe a process in descriptive writing, it is important for the writer to know and understand how something is happened and done. That's why

the writer will consider the steps for completing the process and also verbs usually used in the imperative form.

4. Describing an object

The best way to describe an object, such as : the size, the shapes, the form, the colors, etc.

5. Describing an event

In describing an event the writer will be able to memorize and remember what happen in the event. Suppose, the writer will write and discuss the accident happened two days ago. In this case, he or she explain all details relate to the event clearly. In needed, it makes the event in the real situation.

6.2.The Characteristics of Descriptive Text

According to Pardiyo (2007) states that in descriptive text there are generic structures such as :

- a. Identification is identifying phenomenon to be described (person, thing, object, or place).
- b. Description is describing parts, qualities, characteristics, etc.

7. Teaching Descriptive Text Using Collect-Organize-Write (COW) Strategy

Teaching writing text, especially descriptive text is not easy for the teachers. That's why the teacher needs appropriate strategies in learning process. COW strategy can be an alternative strategy for the teacher in teaching writing. This strategy can help and make easy for the students to write a good text.

Dunigan (2008:52) mention that the procedures of COW strategy are :

- a. Collecting steps
 1. Discuss the topic. Write the topic in the center circle of the web.
 2. Prompt the students to generate the ideas that go with the topic.
Write these ideas beside the web.
 3. Guide class in deciding on the main ideas that fit with the main idea of the topic. Write them on the spokes around the center circle of the web.
- b. Organizing steps
 1. Have the students help decide on the order for the ideas. Number the ideas on the web.
 2. Make a separate list of the ideas.

c. Writing steps

1. Always write a topic sentence (from the center circle of the web) first.
2. Write a sentence about item one, item two, item three, and so on ,until finished.

B. Relevant Studies

There were a research had been conducted related to the relevant studies. The first, the researcher Ardi Al-Maqassary Jp Pendidikan gg 2015 was in journal of *teaching writing a descriptive text by using COW strategy*. The subject were Class VIII students, SMPN 17 Pontianak. This research was intended to find out how effective teaching was teaching writing a descriptive text by using COW strategy at eight grade students. The second, the researcher Herlamabang Vol 1, No 1 (2015) was in journal of *The Effect of Using COW Strategy in Students' Writing Skill of Descriptive Text at The First Grade SMPN 2 Rampah Hilir*. The students' writing skill of descriptive text was low because they did not know how to write a good descriptive text and lack of time and practice. The finding showed that there is significant effect between teaching descriptive text with using COW Strategy. The third, the researcher Kurniati 2015 was in journal of *The Effect of COW Strategy Toward Writing Skill in Descriptive Text at SMAN 3 Hilir*. The purpose of the research was to know the effect of COW Strategy toward writing skill in descriptive text. The method in this research was experimental research, pre test and post test

design. The result of this research are there was significant effect in post test with using COW Strategy.

C. Conceptual Framework

Writing skill is one of the most important skill for the students to be learning. Writing helped the researcher to express their ideas in written form. In teaching writing, the teacher wan apply some strategies to improve the students achievement in writing. One of the strategies is COW strategy that can be used to improve the students ability in writing. This study is intended to find out the effect of teaching writing by applying COW strategy on the student achievement in writing descriptive text. In teaching writing, the teacher had to be able to attract the students attention in order that they can write a good text. So that, COW strategy is need to make the learning process more interesting.

Teaching writing descriptive text by applying COW strategy is very helpful for the students, especially the eighth grade students of SMP Nurul Hasanah. By using this strategy, the students are able to write a good text. It would improve the students ability in writing and make them easy to write the text. Because this strategy help the students to list their ideas before writing a good text. So, it is expected that applying COW strategy in teaching writing would affect the students achievement in writing descriptive text.

D. Hypothesis

The hypothesis of the study as follow :

Students achievement in writing descriptive text by applying COW strategy is more significant than without applying COW strategy.

CHAPTER III

THE METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMP Nurul Hasanah, Jalan Amal Baksti Pasar VII Tembung, Medan city, Sumatera Utara province, Indonesia, and time of research started from February until April. The researcher for choosing this school because the researcher choose that school based on SWOT (Strengths, Weaknesses, Opportunities and Threats) experience of teaching in that school, the researcher found that the students had problems in writing descriptive text, especially in describing animal.

B. Population and Sample

1. Population

The population of this research was taken from the eight grade students of SMP Nurul Hasanah at academic year 2016/2017. There were 2 parallel classes, they were VIII 1 consist of 22 students and VIII 2 consist of 22 students. So, the total population of this research was 22 students.

Table 3.1**Population**

No	Class	Population
1	VIII 1	22
2	VIII 2	22
Total		44

2. Sample

In this research, the researcher used total sampling technique. It is total sampling because the population was taken as sample. The researcher chose two classes as sample in this research, they were class VIII A consist of 22 students and VIII B consist of 22 students.

Table 3.2**Sample**

No	Class	Sample
1	VIII A	22
2	VIII B	22
Total		44

C. Research Design

In this research, the researcher used an experimental research. It dealt with quantitative research. There were two different groups namely experimental group

and control group. The experimental group was taught by applying COW strategy while control group was taught without applying COW strategy. The design was presented as follows :

Table 3.3
Research Design

Group	Pre-test	Treatment	Post-test
A(Experimental)	√	COW Strategy	√
B(Control)	√	-	√

The researcher designed two kinds of test namely pre test and post test for experimental group and control group. Both groups got the same test in the pre test and post test.

The procedure in administrating the test showed below :

a. Pre test

Before treatment of research by applying COW strategy, a pre test was administrated to the sample, the experimental and control group. The pre test was use to measure the students homogeneity getting treatment.

b. Treatment

The experimental and control group are taught by using same skill, that was writing skill but they were different in treatment. In meant that in experimental group

was taught by applying COW strategy while in the control group was taught without applying COW strategy.

Table 3.4

Treatment in Experimental Group Between The Teacher's Activities and The Students' Activities

The Teacher's activities	The Students' activities
<ul style="list-style-type: none"> a. The researcher asked the students about their writing. b. The researcher asked the students to center circle ideas about their classroom in their group. c. The researcher was told the students to organized ideas on the web, and make list of the ideas d. The researcher asked the students to wrote first sentence about their topic. e. The researcher command the students to supplied the support sentences in their paragraph with the ideas that they have collected. f. The researcher reminded the students to end their writing. 	<ul style="list-style-type: none"> a. The students would took the topic of writing. b. The students making center circle about their classroom. c. The students making list of the ideas d. The students wrote the first sentence. e. The students wrote some support sentences to be one paragraph. f. The students wrote their last sentence.

c. Post test

After having treatment, the post test is give to the students. The post test is the same as the pre test. The post test was final test in this research, especially in measuring the treatment, whether it was significant or not. It is meant to know whether the treatment give effect of not the students achievement in writing skill.

D. The Instrumental of the Research

In the collecting data need, the instrument of the research was written test. The students were asked to write a descriptive text. The material of the test was take from English book. The title was Classroom Authoring : Guided Writing Grade 2, Jima Dunigan.

To describe the students achievement in writing, there were some criteria consider. Hughes (2003:104) “there are five scores components scales namely : content, organization, vocabulary, language use, and mechanism”. The explanation for each component are described below :

1. Content

The scoring of the content depends on the students capability to write their ideas and information in the form of logical sentences. The criteria of scoring content are given bellow :

30-27	Excellent to very good : for the students with some knowledge of subject adequate or range limited development. Mostly relevant of topic sentences but lack of details.
26-22	Good to average : for students with some knowledge of subject

	adequate range omitted but lack details.
21-17	Fair to poor : when a student with limited some knowledge of subject, little substance inadequate development of subject.
16-13	Very poor : a student does not show knowledge of subject, non substantive not pertinent or not enough to evaluate.

2. Organization

The organization refers to the students ability to write ideas, information in good logical order. The topic and supporting sentences are clearly stated.

20-18	Excellent to very good : where a student is ready to provide fluent expression, idea clearly state, sentences are organize logical sequence cohesive.
17-14	Good to average : somewhat choppy, organize but that main ideas stand out, limited support, logical but incomplete sequencing.
13-10	Fair to poor : non-fluent ideas, confused or disconnect, lack logical sequence and development.
9-7	Very poor : not communicate, no organization or not enough to evaluate.

3. Vocabulary

Vocabulary refers to the students ability in using word or idiom to express idea logically. The criteria for scoring the vocabulary will be given as follows :

20-18	Excellent to very good : a student with sophisticated range, effectively word from imitative appropriate register.
17-14	Good to average : adequate range, occasionally error, meaning is obscured.
13-10	Fair to poor : limited range, frequent errors of words, choice, usage, meaning confused or obscured.
9-7	Very poor : lack of essential translation, knowledge of English vocabulary, idioms, words, forms not enough to evaluate.

4. Language Use

Language use refers to the students ability in writing the sentences simple, complex or compound correctly and logically. It also refers to the ability to develop agreement in the sentences and more other words, such as nouns, adjectives, verbs and time signals.

5. Mechanism

Mechanism refers to the students ability in using words appropriately : using function correctly, the text can be read correctly. The criteria of scoring the mechanism are given below :

5	Excellent to very good : demonstrated mastery of convention, few errors in spelling, punctuation and capitalization and paragraphing.
4	Good to Average : occasionally errors in spelling, punctuation, capitalization, paragraphing but meaning is obscured.
3	Fair to poor : frequent errors of spelling, punctuation and capitalization, writing sentences.
2`	Very poor : no mastery of conventional dominated by errors of spelling, punctuation and capitalization, paragraphing hand writing illegible or not enough to evaluate.

Based on these indicators, then the students ability in writing descriptive text using chronological order were classified in quantitative and qualitative systems. The scales are as follows :

Table 3.5

The Quantitative and Qualitative System

SKILL	SKILL
Quantitative form	Qualitative form
Excellent to very good	90-100

Good to average	70-89
Fair to poor	30-69
Very poor	0-29

E. Technique of Collecting data

In collecting the data, some steps were applied as follows :

1. Giving pre-test to both of the groups
2. Teaching in experimental group by applying COW strategy in writing descriptive text
3. Teaching in control group by applying Free Writing strategy in writing descriptive text
4. Giving post-test to both of the group

F. Technique of Analyzing Data

In this research, some steps are apply in analyzing the data, they were :

1. Reading the students' answer sheet
2. Identifying the students' answer sheet
3. Scoring the students' answer sheet
4. Listing the score into tables, first for experimental group scores and second for control group sources.
5. Calculating the mean of the students' score by using formula:

$$M = \frac{\Sigma(T_2 - T_1)}{N}$$

6. Calculating the total score pre-test and post-test in Experimental group and control group.

a. Standard deviation in Experimental group :

$$SD_1 = \sqrt{\frac{\sum(T_2 - T_1)^2}{N_1}}$$

b. Standard deviation in Control group :

$$SD_2 = \sqrt{\frac{\sum(T_2 - T_1)^2}{N_2}}$$

c. The statistical hypothesis could be determined by using :

$$t = \frac{r\sqrt{n-2}}{\sqrt{2-r}}$$

d. Percentage of the use of method

$$KP = r^2 \times 100 \%$$

Notes :

t = t distribution

r = correlation coefficient between the spin

r^2 = the correlation coefficient one item total

KP = coefficient determiner

x = first score of x

y = first score of y

\bar{X}_2 = score change were correlated of x

\bar{y}_2 = score change were correlated of y

$\sum x$ = total score of x

$\sum y$ = total score of y

$\sum xy$ = amount of score of x and y

N = number of respondent

n = number of respondent research

G. Statistical Hypothesis

Ha : COW strategy was effective on the students achievement in teaching writing descriptive text.

Ho : COW strategy was not effective on the students achievement in teaching writing descriptive text.

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data Collection

The data was collected by using five indicators that refers to the rules of writing and the following tables are the calculation and the result of the data collected. Both of the experimental and control group were given a test in the form of writing descriptive text. The result of the pre-test and post-test were presented in the following tables.

Tables 4.1
The score of Pre-test in Experimental Group

No	Students' Initial	Score					Total
		C	O	V	L	M	
1	AT	22	15	16	16	3	72
2	AAL	23	16	13	15	3	70
3	AFZ	24	16	15	16	4	75
4	AM	19	15	16	16	3	69
5	AP	23	16	13	15	3	70
6	AR	22	16	15	15	4	72
7	CP	20	16	15	15	3	69
8	FS	27	18	18	20	4	87
9	LL	23	16	13	15	3	70
10	MH	24	17	16	18	4	79
11	MY	23	15	15	16	3	72
12	M	24	17	16	18	4	79
13	NN	17	13	13	14	3	60
14	NA	18	14	14	15	4	65
15	RS	20	16	15	15	3	69
16	RRY	23	15	16	16	4	74
17	RG	22	14	14	15	3	68
18	RZ	18	14	14	15	4	65
19	SAP	22	14	14	15	3	68

20	S	20	16	15	15	3	69
21	WA	22	14	14	15	3	68
22	YA	21	14	13	15	3	66

Table 4.2
The score of Post-test in Experimental Group

No	Name Initial	Score					Total
		C	O	V	L	M	
1	AT	27	19	18	20	5	89
2	AAL	26	18	18	20	5	87
3	AFZ	27	21	20	21	5	94
4	AM	24	18	17	18	4	81
5	AP	26	18	18	20	4	86
6	AR	27	19	18	20	5	89
7	CP	26	18	18	20	5	87
8	FS	27	21	20	21	5	94
9	LL	26	19	18	20	4	87
10	MH	26	19	18	20	4	87
11	MY	26	18	18	20	5	87
12	M	26	18	18	20	4	86
13	NN	24	17	16	18	4	79
14	NA	24	18	17	18	4	81
15	RS	25	17	18	18	4	82
16	RRY	26	18	18	20	5	87
17	RG	26	18	18	20	5	87
18	RZ	24	18	17	18	4	81
19	SAP	24	18	17	18	4	81
20	S	26	18	18	20	5	87
21	WA	27	18	18	20	4	87
22	YA	25	18	18	20	4	85

The data in table 4.1 showed that the highest score of the pre-test in experimental group was 87 and the lowest 60. While the data in table 4.2 showed the highest score of post-test was 94 and the lowest 79.

Table 4.3
The score of Pre-Test in Control Group

No	Name Initial	Score					Total
		C	O	V	L	M	
1	AAR	17	13	13	10	3	56
2	AR	18	12	14	13	3	60
3	AY	17	10	13	12	3	55
4	DU	18	12	14	13	3	60
5	EOZ	18	14	14	15	4	65
6	FS	17	13	13	10	3	56
7	IU	18	14	14	15	4	65
8	KM	18	12	14	13	3	60
9	MIA	16	13	13	12	3	57
10	MIR	20	14	14	13	3	64
11	NS	17	13	13	10	3	56
12	QA	18	12	14	13	3	60
13	RI	16	13	13	12	3	57
14	RV	18	14	13	14	3	62
15	RW	23	16	15	15	4	73
16	S	20	14	14	13	3	64
17	SP	18	12	14	13	3	60
18	SEP	19	15	15	14	4	67
19	WA	18	14	13	14	3	62
20	WAA	18	12	14	13	3	60
21	WAT	23	16	15	15	4	73
22	ZS	17	10	13	12	3	55

Table 4.4
The score of Post-test in Control Group

No	Name Initial	Score					Total
		C	O	V	L	M	
1	AAR	18	14	14	15	4	65

2	AR	22	16	15	15	4	72
3	AY	18	14	13	14	3	62
4	DU	18	14	13	14	3	62
5	EOZ	21	15	16	14	4	70
6	FS	18	14	14	15	4	65
7	IU	21	15	16	14	4	70
8	KM	21	14	13	15	3	66
9	MIA	21	14	13	15	3	66
10	MIR	22	16	15	15	4	72
11	NS	20	14	14	13	3	64
12	QA	21	14	13	15	3	66
13	RI	21	14	13	15	3	66
14	RV	21	14	13	15	3	66
15	RW	24	18	17	18	4	81
16	S	21	15	16	14	4	70
17	SP	20	14	14	13	3	64
18	SEP	21	15	16	14	4	70
19	WA	19	15	15	14	4	67
20	WAA	20	14	14	13	3	64
21	WAT	24	18	18	20	4	84
22	ZS	20	14	14	13	3	64

Where

C : Content

O : Organization

V : Vocabulary

L : Language Use

M : Mechanics

The data in table 4.3 showed that the highest score of the pre-test in control group was 73 and the lowest was 55. While the data in table 4.4 showed the highest score of post-test was 84 and the lowest was 62.

B. The Data Analysis

Based on the data from the test, the score was analyzed in order to find out the differences of pre-test and post-test of the experimental and control group.

Table 4.5
The Differences Score of Pre-Test and Post-Test in Experimental Group

No	Students' Initial	score				
		Pre-Test (T_1)	(T_1^2)	Post-Test (T_2)	(T_2^2)	$\sum T_2 - T_1$
1	AT	72	5184	89	7921	17
2	AAL	70	4900	87	7569	17
3	AFZ	75	5625	94	8836	19
4	AM	69	4761	81	6561	12
5	AP	70	4900	86	7396	16
6	AR	72	5184	89	7921	17
7	CP	69	4761	87	7569	18
8	FS	87	7569	94	8836	7
9	LL	70	4900	87	7569	17
10	MH	79	6241	87	7569	10
11	MY	72	5184	87	7569	15
12	M	79	6241	86	7396	7
13	NN	60	3600	79	6241	19
14	NA	65	4225	81	6561	16
15	RS	69	4761	82	6724	13
16	RRY	74	5476	87	7569	13
17	RG	68	4624	87	7569	19
18	RZ	65	4225	81	6561	16
19	SAP	68	4624	81	6561	13
20	S	69	4761	87	7569	18
21	WA	68	4624	87	7569	19
22	YA	66	4356	85	7225	19
		$\sum T_1 =$ 1556	$\sum_1^2 =$ 110726	$\sum T_2 =$ 1891	$\sum_2^2 =$ 162861	$\sum T_2 - T_1 =$ 337

The Calculation of the Score of Pre-Test and Pos-Test

1. The calculation of the score of pre-test and post-test in experimental group

a. Mean

$$\begin{aligned} & \frac{\sum T_2 - T_1}{N_1} \\ &= \frac{337}{22} \\ &= 15.31 \end{aligned}$$

b. Standard Deviation (SD)

$$\begin{aligned} SD_1 &= \frac{\sqrt{(T_2 - T_1)^2}}{N_1} \\ &= \frac{\sqrt{337^2}}{22} \\ &= \frac{\sqrt{113569}}{22} \\ &= \sqrt{6162,2} \\ &= 71.84 \end{aligned}$$

2. The calculation for pre-test in experimental group

a. Mean

$$\begin{aligned} MT_1 &= \frac{\sum T_1}{N} \\ &= \frac{1556}{22} \\ &= 70.72 \end{aligned}$$

b. Variances

$$S^2 = \sum T_1^2 - \frac{(\sum T_1)^2}{N}$$

$$\begin{aligned}
&= 110726 - \frac{(1556)^2}{22} \\
&= 110726 - \frac{2421136}{22} \\
&= 110726 - 110051.63 \\
&= 674.37 \\
s &= \sqrt{674.37} \\
s &= 25.96
\end{aligned}$$

c. Standard Deviation

$$\begin{aligned}
SD &= \sqrt{\frac{\sum T_1^2}{N}} \\
&= \sqrt{\frac{110726}{22}} \\
&= \sqrt{5033} \\
&= 70.94
\end{aligned}$$

3. The calculation for post-test in experimental

a. Mean

$$\begin{aligned}
MT_2 &= \frac{\sum T_2}{N} \\
&= \frac{1891}{22} \\
&= 85.95
\end{aligned}$$

b. Variances

$$S^2 = \sum T_2^2 - \frac{(\sum T_2)^2}{N}$$

$$\begin{aligned}
&= 162861 - \frac{\sqrt{(1891)^2}}{22} \\
&= 162861 - \frac{3575881}{22} \\
&= 162861 - 162540.04 \\
&= 320.96 \\
s &= \sqrt{320.96} \\
s &= 17.91
\end{aligned}$$

c. Standard Deviation

$$\begin{aligned}
SD &= \sqrt{\frac{\sum T_2^2}{N}} \\
&= \sqrt{\frac{162861}{22}} \\
&= \sqrt{7402.77} \\
&= 86.03
\end{aligned}$$

Table 4.6
The Differences Score of Pre-test and Post-Test in Control group

No	Name Initial	Score				
		Pre-test(T_1)	(T_1^2)	Post-test(T_2)	(T_2^2)	$\sum T_2 - T_1$
1	AAR	56	3136	65	4225	9
2	AR	60	3600	72	5184	12
3	AY	55	3025	62	3844	7

4	DU	60	3600	62	3844	2
5	EOZ	65	4225	70	4900	5
6	FS	56	3136	65	4225	9
7	IU	65	4225	70	4900	5
8	KM	60	3600	66	4356	6
9	MIA	57	3249	66	4356	9
10	MIR	64	4096	72	5184	8
11	NS	56	3136	64	4096	8
12	QA	60	3600	66	4356	6
13	RI	57	3249	66	4356	9
14	RV	62	3844	66	4356	4
15	RW	73	5329	81	6561	8
16	S	64	4096	70	4900	6
17	SP	60	3600	64	4096	4
18	SEP	67	4489	70	4900	3
19	WA	62	3844	67	4489	5
20	WAA	60	3600	64	4096	4
21	WAT	73	5329	84	7056	11
22	ZS	55	3025	64	4096	9
		$\sum T_1 =$ 1347	$\sum T_1^2 =$ 83033	$\sum T_2 =$ 1496	$\sum T_2^2 =$ 102376	$\sum T_2 - T_2 =$ 149

The Calculation of the score of Pre-Test and Post-Test

1. The calculation of the score of pre-test and post-test in control group

a. Mean

$$\begin{aligned} \sum \frac{T_2 - T_1}{N} \\ &= \frac{149}{22} \\ &= 6.77 \end{aligned}$$

b. Standard Deviation

$$\begin{aligned} SD_1 &= \frac{\sqrt{T_2 - T_1}}{N} \\ &= \frac{\sqrt{149^2}}{22} \\ &= \frac{\sqrt{22201}}{22} \\ &= \sqrt{1009.13} \\ &= 31.76 \end{aligned}$$

2. The Calculation for pre-test in control group

a. Mean

$$\begin{aligned} MT_1 &= \frac{\sum T_1}{N} \\ &= \frac{1347}{22} \\ &= 61.22 \end{aligned}$$

b. Variances

$$\begin{aligned}
S^2 &= \sum T_1^2 - \frac{(\sum T_1)^2}{N} \\
&= 83033 - \frac{1347^2}{22} \\
&= 83033 - \frac{1814.409}{22} \\
&= 83.033 - 82473.13 \\
&= 559.57 \\
s &= \sqrt{559.87} \\
&= 23.66
\end{aligned}$$

c. Standard Deviation

$$\begin{aligned}
SD &= \sqrt{\frac{\sum T_1^2}{N}} \\
&= \sqrt{\frac{83033}{22}} \\
&= \sqrt{3774.22} \\
&= 61.43
\end{aligned}$$

3. The calculation for post-test in control group

a. Mean

$$\begin{aligned}
MT_2 &= \frac{\sum T_2}{N} \\
&= \frac{1496}{22} \\
&= 68
\end{aligned}$$

b. Variances

$$\begin{aligned}
 S^2 &= \sum T_2^2 - \frac{(\sum T_2)^2}{N} \\
 &= 102376 - \frac{1496^2}{22} \\
 &= 102376 - \frac{2238016}{22} \\
 &= 102376 - 101728 \\
 &= 648 \\
 s &= \sqrt{648} \\
 &= 25.45
 \end{aligned}$$

c. Standard Deviation

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum 2^2}{N}} \\
 &= \sqrt{\frac{102376}{22}} \\
 &= \sqrt{4653.45} \\
 &= 68.21
 \end{aligned}$$

Table 4.7
The Calculation Table

No	X	Y	X ²	Y ²	XY
1	89	65	7921	4225	5785

2	87	72	7569	5184	6264
3	94	62	8836	3844	5828
4	81	62	6561	3844	5022
5	86	70	7396	4900	6020
6	89	65	7921	4225	5785
7	87	70	7569	4900	6090
8	94	66	8836	4356	6204
9	87	66	7569	4356	5742
10	87	72	7569	5184	6264
11	87	64	7569	4096	5568
12	86	66	7396	4356	5676
13	79	66	6241	4356	5214
14	81	66	6561	4356	5346
15	82	81	6724	6561	6642
16	87	70	7569	4900	6090
17	87	64	7569	4096	5568
18	81	70	6561	4900	5670
19	81	67	6561	4489	5427
20	87	64	7569	4096	5568
21	87	84	7569	7056	73008
22	85	64	7225	4096	5440

	$\sum X = 1891$	$\sum Y = 1496$	$\sum X^2 = 162861$	$\sum Y^2 = 102376$	$\sum XY = 128521$
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C. Testing Hypothesis

a. The equation of linier regression

$y = a + b$ where a and b were got by :

$$\begin{aligned}
 a &= \frac{(\sum y)(\sum x^2) - (\sum x)(\sum xy)}{N(\sum x^2) - (\sum x)^2} \\
 &= \frac{(1496)(162861) - (1891)(128521)}{22(162861) - (1891)^2} \\
 &= \frac{243640056 - 243033211}{3582942 - 3575881} \\
 &= \frac{606845}{7061} \\
 &= 85.94
 \end{aligned}$$

$$\begin{aligned}
 b &= \frac{N(\sum xy) - (\sum x)(\sum y)}{N(\sum x^2) - (\sum x)^2} \\
 &= \frac{44(128521) - (1891)(1496)}{44(162861) - (1891)^2} \\
 &= \frac{5654924 - 2828936}{7165884 - 3575881} \\
 &= \frac{2825988}{3590003} \\
 &= 0.78
 \end{aligned}$$

$$Y = a + b$$

$$= 85.94 + 0.78$$

b. Coefficient r^2

$$\begin{aligned}
 r^2 &= \frac{b\{N(\sum xy - (\sum x)(\sum y))\}}{N \sum y^2 - (\sum y)^2} \\
 &= \frac{0.78(44)(128521) - (1891)(1496)}{44(102376) - (1496)^2} \\
 &= \frac{4410840.72 - 2828936}{4504544 - 2238016} \\
 &= \frac{1581904.72}{2266528} \\
 &= 0.69
 \end{aligned}$$

Examining the Statistical Hypothesis

Ha : $P \neq 0$ there is a significant effect of using COW strategy on students' achievement in writing descriptive text.

Ho : $P = 0$ there is no significant effect of using COW strategy on students' achievement in writing descriptive text.

With criteria examination, Ha is accepted if $t_{hit} > t_{table}$ where t_{table} is getting by t distribution with $dk = n - 2$, $\alpha = 5\% = 0.05$

$$\begin{aligned}
 t_{hit} &= \frac{r\sqrt{n-2}}{\sqrt{2-r}} \\
 &= \frac{0.69\sqrt{44-2}}{\sqrt{2-0.69}} \\
 &= \frac{0.69\sqrt{42}}{\sqrt{1.31}} \\
 &= \frac{(0.69)(6.48)}{1.14} \\
 &= \frac{4.47}{1.14}
 \end{aligned}$$

$$= 3.921$$

$$t_{table} = t_{(1-\frac{1}{2}\alpha)(db)}$$

With $\alpha = 0.05$ and $db = n-2$, so :

$$t_{tab;e} = t_{(0.925)(42)} = 1.682$$

$$t_{hit} > t_{table} \text{ yaitu } 3.921 > 1.682$$

The conclusion, because $t_{hit} > t_{table}$ or $3.921 > 1.682$. So, H_0 is rejected. It means that H_a is accepted. "There is a significant the effect of Collect-Organize-Write (COW) Strategy on the students' achievement in writing descriptive text.

Determining the percentage of the effect X variable toward Y variable

$$KP = r^2 \times 100\%$$

$$= 0.69 \times 100\%$$

$$= 69\%$$

$$= 100 - 69\%$$

$$= 31\%$$

It means: The effect of Collect-Organize-Write (COW) strategy on the students' achievement in writing descriptive text was 69% and 31% was influenced by another factors.

D. Discussion

The discussion of this study be report as follow from the observation sheet, the data showed that the students in learning process seemed enjoy and had good response in writing descriptive text. From the interview sheet, the data showed that the students had difficulties in writing descriptive text at the first meeting, but interview in the last meeting showed that the students were interested in descriptive text applying COW strategy. The researchers also agreed that the COW strategy was suitable to be used for students in writing descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, conclusion were drawn as There was significant effect of Collect-Organize-Write (COW) strategy in writing descriptive text which was proved from the result of t-test that showed $t_{hit} > t_{table}$ ($3.921 > 1.682$), so it was meant that H_0 rejected and H_a accepted and Based on this research, it was found that the percentage of Collect-Organize-Write (COW) strategy on the students' achievement in writing descriptive text was 69% and 31% was influenced by other factors.

B. Suggestion

In relation to the conclusions, suggestion were stated as the finding this study, it was found that were significant effect of Collect-Organize-Write(COW) strategy on the students' achievement in writing descriptive text. So, the teacher could apply this strategy to the students because this strategy has an easy steps to be remembered by the students. It helped the students to collect the ideas about the topic as many as possible then organize their ideas on the order finally starting to write and By applying COW strategy, it could increase the students achievement in writing descriptive text. Based on this study, it was revealed that the percentage of the effect

of COW strategy on the students achievement in writing descriptive text was higher than those which was influenced by other factors. So, this strategy could help the students to improve their writing skill and to increase the students achievement in writing descriptive text.

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APPENDIX 1

LESSON PLAN (EXPERIMENTAL GROUP)

Name of School	: SMP Nurul Hasanah
Subject	: English
Class/Semester	: VIII/ 1
Types of Text	: Descriptive Text
Aspect/ Skill	: Writing
Time allocation	: 2 x 40 Minutes

I. Competence Standard

Expressing the meaning in functional written text and simple short essay in form *descriptive* and *recount* to interact with the surroundings.

II. Basic Competence

Expressing the meaning and rhetoric step in simple short essay by using variety of written language accurately, fluently, and available for doing interaction with the nearest environment in form *descriptive* and *recount* text.

III. Indicator

- a. Understanding definition of descriptive text.
- b. Understanding types and the characteristic of descriptive text.
- c. Write the descriptive text with the certain topic.

IV. Learning Objectives

At the end of lesson, the students are expected to be able to :

- a. Define sentences into meaningful text in the form of descriptive text.
- b. Understanding types and characteristic of descriptive text.
- c. Writing an essay in the form of descriptive text based on the topic.

V. Learning Material

- a. Definition of descriptive text

Descriptive text is group of sentences that develops one main idea that describe the characteristics of a person, place or thing. The types of descriptive text are describing about person, thing and animal.

- b. The characteristics of descriptive text
 1. Generic structure
 - Identification : Identify phenomenon to be described. It contains some information of name, occupation or special character of person, thing, animal and place.
 - Description : To describe the characteristics features of the subject. For example, physical appearance, dressings, qualities, habitual behavior.
 2. Social function : to describe a particular person, place, thing or animal.
 3. Language features :
 - Focus on specific participants.
 - Use attributive and identifying processes.
 - Use the simple present tense.

VI. Learning Method

Collect-Organize-Write (COW) Strategy

VII. Learning Activity

No	Learning Activities	Time Allocation
	First Meeting Opening : <ul style="list-style-type: none"> - Greeting - Checking the students attendane list Main Activity : <ul style="list-style-type: none"> - Giving the pre test - Collecting the students work to be evaluated 	5 minutes 35 minutes
	Second Meeting Opening : <ul style="list-style-type: none"> - Greeting - Checking the students attendance list Main Activity : <ul style="list-style-type: none"> - Giving the explanation about the 	5 minutes

	<p>material.</p> <ul style="list-style-type: none"> - Explaining how to comprehend writing text by applying COW strategy. - Explaining the task for each students to make their task. <p>Closing :</p> <ul style="list-style-type: none"> - Concluding the learning material. - Asking the students to practice their English at home. 	35 minutes
	<p>The Third Meeting</p> <p>Opening :</p> <ul style="list-style-type: none"> - Greeting - Checking the students attendance list <p>Main Activity :</p> <ul style="list-style-type: none"> - Giving the post test to the students in order to know the students evaluation. 	5 minutes 35 minutes

VIII. Learning Sources

- English in Focus for Grade VIII Junior High School
- Classroom Authoring : Guided writing Grade 2 Jima Dunigan
- Picture related to the topic
- Dictionary

IX. Assessment

Indicator	Technique	Instrument Form	Instrument Item
a. Understanding definition of descriptive text. b. Understanding types and the characteristics of descriptive text. c. Write the descriptive text with the certain topic.	Written	Essay test	Please write a descriptive text by the topic "My Pet"

Instrument Item :

Please write a descriptive text by the topic "My Pet"

Assessment Score :

Maximum score of each element = 25

Maximum score = 100

$$\text{Score} = \frac{\text{scoring of the test}}{\text{maximum score}} \times 100$$

Rubric Score :

Element	Score
Content	13 – 30
Language use	5 – 25
Organization	7 – 20
Vocabulary	7 – 20
Mechanism	2 – 5

Standard of each element :

Excellent	21 – 25
Very good	16 – 20
Good	11 – 15
Average	6 – 10
Poor	≤ 5

Medan, February 2017

Approved by :

English Teacher

Researcher

Arman Kelana S.pd

Dwi Anzar sari

Known by :

Headmaster of SMP Nurul Hasanah

Drs. SK Kurniawan Siregar, M.Si

APPENDIX 2

TEST ITEM

Writing test for the pre test and post test of experimental and control group

DIRECTION

1. Write down your name and your class on your work sheet
2. Write a descriptive text by the topic “ My Pet”
3. The text is written in the present tense
4. Pay attention to content, organization, vocabulary, language use and mechanism
5. You may open your dictionary.

CURRICULUM VITAE

Name : Dwi Anzar Sari

Register Number : 1302050206

Sex : Female

Religion : Moeslem

Marital Status : Single

Place / Date of Birth : Tembung, 13 Oktober 1996

Education :

1. Elementary School at SD Sabilina Tembung
2. Junior High School at SMP Nurul Hasanah Tembung
3. Senior High School at SMA Nurul Hasanah Tembung
4. Student of English Department of FKIP of Muhammadiyah University of North Sumatera from 2013- up to the present

Hobbies : Singing

Father's Name : Suriadi

Mother's Nmae : Sukarmi

Address : Jalan Sederhana Pasar VII No.5 Tembing Kec. Sambirejo
Timur, Kab. Deli Serdang, Medan

LESSON PLAN
(CONTROL GROUP)

Name of School	: SMP Nurul Hasanah
Subject	: English
Class/Semester	: VIII/ 1
Types of Text	: Descriptive Text
Aspect/ Skill	: Writing
Time allocation	: 2 x 40 Minutes

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 3. Language features :
 - Focus on specific participants.
 - Use attributive and identifying processes.
 - Use the simple present tense.

VI. Learning Method

Expository Strategy

VII. Learning Activity

No	Learning Activities	Time Allocation
	<p>First Meeting Opening : - Greeting - Checking the students attendance list Main Activity : - Giving the pre test - Collecting the students work to be evaluated</p>	<p>5 minutes 35 minutes</p>
	<p>Second Meeting Opening : - Greeting - Checking the students attendance list Main Activity : - Giving the explanation about the material. - Explaining how to comprehend writing text by applying Lecturing strategy.</p>	<p>5 minutes 35 minutes</p>

	<ul style="list-style-type: none"> - Explaining the task for each students to make their task. <p>Closing :</p> <ul style="list-style-type: none"> - Concluding the learning material. - Asking the students to practice their English at home. 	
	<p>The Third Meeting</p> <p>Opening :</p> <ul style="list-style-type: none"> - Greeting - Checking the students attendance list <p>Main Activity :</p> <ul style="list-style-type: none"> - Giving the post test to the students in order to know the students evaluation. 	<p>5 minutes</p> <p>35 minutes</p>

VIII. Learning Sources

- English in Focus for Grade VIII Junior High School
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- Picture related to the topic
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IX. Assessment

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