

**THE EFFECT OF BRAINSTORMING TEACHING THEORY ON  
STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE  
PARAGRAPH AT SMA HARAPAN MEKAR**

**SKRIPSI**

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

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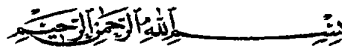
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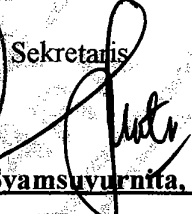



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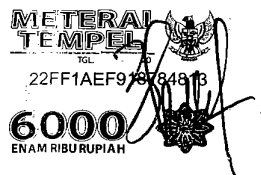
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## ABSTRACT

**Zahra Isfani Nur. 1402050037. The Effect of Brainstorming Teaching Theory on Students' Achievement in Writing Descriptive Paragraph at SMA Harapan Mekar Medan. Skripsi English Faculty of Teachers' Training and Education, English Education Program. University of Muhammadiyah Sumatera Utara, 2018.**

This research deals with the effect of brainstorming teaching theory on students' achievement in writing descriptive paragraph at SMA Harapan Mekar Medan. This research was conducted at SMA Harapan Mekar Medan. The research was done from December 2017 to March 2018. The population of this research was taken from the X grade students' academic year 2017/2018 of SMA Harapan Mekar Medan, Sumatera Utara, which of two parallel class. There were X-IPA and X-IPS. Class X-IPA consists of 30 students, and X-IPS consists 30 students where X-IPA and X-IPS class were taken as the sample of this research. The experimental quantitative research was applied in this research. The experimental quantitative research was research with two different group, experimental that consist of 15 students and control group consist 15 students. The facts showed that t-critical ( ) value was higher than the on the level 2.793. Therefore, the null hypothesis was rejected and alternative hypothesis was accepted. So, the researcher concluded the alternative was accepted that there was any significant effect of brainstorming teaching theory on students' achievement in writing descriptive paragraph at SMA Harapan Mekar Medan. The students difficulties of applying Brainstorming Teaching Theory on students' ability based on the minimal passing grade the students that 70 points or 36% was low did not get pass the minimal passing grade and the students got above passed of the minimal passing grade 69%, it meant that, the applying Brainstorming Teaching Theory on the students' ability was succeeded.

**Key Words:** Brainstorming Teaching Theory, Writing Descriptive Paragraph.

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# CHAPTER I

## INTRODUCTION

### **A. The Background of the Study**

Writing is one of the language skills needed to improve the quality of learning. Students are expected to express their ideas, thoughts, and feelings that he or she had after undergoing the learning process in a variety of writing, both fiction and nonfiction. According to Tarin (2000:3), "Ability and interest in students' writing is lacking, they have not been able to state ideas in both oral and written perfectly." Writing skills, especially writing descriptive paragraph corresponding to the unit level education curriculum (KTSP) is one of the competency standards.

Everyday people use writing from simple to complex such as writing letters, notes, shopping lists, stories, etc. It means that writing holds an important role in daily communication. Through writing people can express their experiences, events, stories, and ideas. So writing is central to our personal experience and social identities which is focusing on the contents, ideas, and written products (Hyland,2002). Therefore, writing involves our actively thinking about ideas. The ideas will be developed to be a good and interesting writing. Using good and correct language is essential so that the readers can understand the writing easily. By the reason that, it shows that writing is an important skill that must be mastered.

Nowadays, the skill to write has become an indispensable skill in our global literate community. In fact, many students think that it is difficult to write a

good writing, though they spend time to try. It has been known that writing is the most difficult skill in the learning process of English writing (Crimmon,1998). Sometimes, many students build anticipatory models or blueprints that are confirmed or modified by themselves to make them easy in making writing without giving much attention whether writing is correct or not, especially in descriptive writing.

According to Unit's Curriculum of Education Level or Kurikulum Tingkat Satuan Pendidikan (KTSP) of Senior High School, there are four fundamental skills should be achieved by Indonesia students, namely : reading, listening, speaking, and writing. In this case, the writer will take up narrative as the source of data, because this kind of writing is relevant to the second year students' syllabus as well as to the goal of writing English. The unit's curriculum of education level of Senior High School issued that Indonesia students must be able to express meaning in short functional written text and simple essay of recount, narrative, procedure, descriptive, news item, spoof, report, analytical exposition, hortatory exposition, explanation, discussion and review form in the context of daily use.

In line with students' writing at SMA Harapan Mekar Medan while trying to adapted with the curriculum 2013, the researcher found problem in writing a descriptive paragraph, the students got confuse of what to write and how to start. Students did not know to write properly because most of students are not interested in learning writing. Most of them also did not have any ideas what grammar to use or how to orgazine the ideas. They perhaps have ideas in their mind but they don't know how to orgazine or express their point views in writing. Those problems

related to their knowledge before the treatment and the way they assumed that English is a complicated one. The writer found the student can not write it individually. They need to have a group or pairs discussion to share information with each other.

Here, the writer focused only on Brainstorming Teaching Technique as one of the ways to improve students' writing skills. Brainstorming means the use of the brain to solve active problems and the brainstorming session aims to develop creative solutions to problems (Jarwan, 2005). The writer chose this technique because it enables students to generate new, useful ideas and promote creative thinking and to show their competence in writing descriptive paragraphs.

Knowles (in Sudjana, 2001: 2) reveals that methods that can be used in participatory learning can be classified into three categories, including individual methods, group methods, and methods of community learning), and the brainstorming method is an example of a method in participatory learning.

## **B. Identification of the Problems**

The problems of this research are identified as follows:

1. Many students do not understand English writing when they write the paragraph.
2. The students have no motivation and are not interested in learning especially in the writing activity.
3. The students' writing descriptive paragraphs was low.

**B. The Scope and Limitation**

The scope of this research is focused on writing descriptive paragraph and it is limited on the effect of brainstorming teaching theory on students' achievement in writing descriptive paragraph of tenth grade of SMA Harapan Mekar academic 2017/2018.

**D. Formulation of the Problem**

Based on the background of the study above as well as the identification of the problems, the research problem was formulated as follows: "What is the effect of brainstorming teaching theory on students' achievement in writing descriptive paragraph at SMA Harapan Mekar?".

**E. Objective of the Study**

The objective of study is given as follows: to find out the effect of brainstorming teaching theory on students' achievement in writing descriptive paragraph at SMA Harapan Mekar.

**F. Significance of the Study**

Considering the important the study, it is expected that some advantages can be acquired from the study as presented below:

1. For the class X students of SMA Harapan Mekar, it can be an effort for them to improve their writing descriptive paragraph through the brainstorming teaching theory.



2. For the teacher, the teacher can use the research findings to improve the success of teaching-learning process.
3. For the readers, hopefully this research can give more information about how to improve the students' writing descriptive paragraph by using brainstorming teaching theory.

## **CHAPTER II**

### **REVIEW LITERATURE**

#### **A. Theoretical Framework**

##### **1. The Description of Teaching and Learning**

In teaching and learning process, a teacher should have strategy and method, so that his students can learn effectively and efficiently. Brown (2009:5) stated that teaching is a task like hunting or fishing not an achievement like winning. It means that teacher should make some efforts in teaching the material.

Teaching is not monologue but it is dialogue. Based on the statement we can say that teaching is more than giving information or lesson to the students but it is how to give it. Teacher should have certain method and strategy in teaching. Hornsby (2006:16) stated that teach can mean give instruction to somebody to know or able to do something, give to somebody skill and give a lesson.

Teaching is needed to use special method or strategy in teaching. It is often said that there are two basic approaches to teaching. They are teacher centered and student centered. Teacher centered approaches are sometimes referred to as instruction, deductive teaching or expository teaching and are typified by the lecture. In the method teaching the teacher controls what is to be taught and how students are presented with the information they are to learn.

Teaching English in senior high school has four language skills namely listening, speaking, reading, and writing. The components of language such as vocabulary, structure, spelling, and pronunciation are taught and integrated with the teaching of four language skills. In order to teach English in senior high

school appropriately, there are many things that the teacher should pay attention to. They are among others the English curriculum in senior high school, purpose of teaching English, and the materials of teaching English.

There are many methods in teaching but it may not be easy to decide what teaching strategy to use for a particular lesson because the number of factors that should be considered is quite large. An important first step is to accept that having content knowledge is simply not enough to enable you to teach effectively.

## **2. The Description of Brainstorming Teaching Theory**

### **2.1 Understanding Brainstorming Method**

Brainstorming is a strategy or creative problem-solving method launched by Alex F. Osborn in 1953. The method that focuses on the disclosure of this opinion begins with Osborn's desire to encourage his employees to think creatively to find solutions to the problems that exist in his company by discussing where every employee is free to express opinions. In deciding on a strategy, he chooses a different way of asking all his employees to convey his ideas that they have for discussion and then to get the best decision. Osborn holds all the ideas and discusses them using the brainstorming method. Furthermore, this idea has the basis that the opinions collected regardless of the opinion arise from those who express opinions (Dahlan, 2006: 11).

The existence of members in expressing to express their thoughts is very clearly necessary in the implementation of brainstorming. In fact, the idea that emerged about the use of brainstorming methods is very effective to get a good idea in overcoming the problem creatively. The thoughts and ideas possessed by

each of its members are able to encourage the overcoming problems faced creatively. This method can be used in the business world and finance, then evolving along with the many innovations in various fields of science as well as in the field of education that requires an exchange in ideas in it. In the development of brainstorming method is then known also with brainstorming methods. "Brainstorming is a method of learning done in groups where learners have different backgrounds and knowledge" (Sudjana, 2001: 86). This activity is conducted to collect ideas or opinions in order to determine and choose various statements in response to questions related to learning needs, resources, obstacles and so forth. Each student is given the opportunity in turn to convey a statement about his opinion or ideas.

However, according to Roestiyah, he learned Teaching and Learning Strategies that Brainstorming Method is a method or teaching that is implemented by teachers in the classroom. It is by throwing a problem into the classroom by the teacher, then the students answer or express an opinion, or comment so that the problem may develop into a new problem, or can be interpreted as a way to get many ideas from a group of people in a short time (Roestiyah 2001: 73).

In line with Roestiyah, Hatimah (2003: 32) states that "brainstorming or brainstorming is a way to collect ideas or opinions of every citizen to learn about a problem. The brainstorming method encourages students to develop and find as many ideas as possible to solve problems. Then at the next stage it is considered which ideas are most likely to be implemented. There are four basic rules that must be considered in the process of disclosure of opinions, namely:

1. Criticism and adverse assessment of the appearance of ideas are temporarily deferred-judgment. This rule actually implies that criticism can make other people spontaneous in thinking, but if the criticisms that turn out to cause a person to be less confident should be avoided.
2. Welcome ideas that look wild and free. This rule states that we should welcome ideas, especially those that feel different or even close to the solution.
3. The more ideas the better and the more likely it is to get a good idea. This rule implies that quantity of ideas is also needed.
4. Combine and refine the students' ideas until they become the best ideas. (Dahlan, 2006: 12).

Based on the above statement, it is clear that the participation of students in the opinion and discussion with the group to produce a good solution can develop the potential and courage of students, because they have different backgrounds and potentials are different. Every student has a high potential provided they dare to pour out all the ideas and ideas they have. Student knowledge will become more developed. In brainstorming methods, teachers must be able to accommodate and combine existing ideas to create the right ideas. This will certainly contain students' understanding of a more intact and integrative history lesson.

## **2.2 Teachers and Students' Duties In Brainstorming Methods**

As one of the learning methods involving active students in the execution of brainstorming a facilitator is required to initiate, carry out activities and

encourage the participation of all members during the activities. Surjadi cited by TutiIndrayani (2005: 15) suggests tasks that should be done by teachers in brainstorming methods to achieve the desired goals. The teacher's duties are as follows:

1. Bring out a problem or material to the group.
2. Appoint a writer who records the ways in which group members are submitted.
3. Implementing key peraturns for members such as proposing solutions quickly, putting forward ideas that come to mind avoiding evaluating others.
4. Determine how long disclosure activities take place
5. Ask the reviewers advice.

Based on the above explanation, in the implementation of this method the task of the teacher is to provide problems that are able to stimulate students' minds, so they can respond, and the teacher should not comment that the students' opinions are right or wrong. In addition, the opinions expressed do not need to be directly summarized, the teacher only accommodates all student opinion statements, so that all students in the class get a turn. During the disclosure of opinion there is no need to comment or evaluate directly.

While the role of students in this brainstorming method is in charge of possessing knowledge to respond to problems, express opinions, ask questions, or bring new problems through the process of imagination it has. They learn and train to formulate their opinions with good language and sentences, so that they can get a proper conclusion after learning. Students who are less active need to be

lured with questions from teachers to actively participate, and dare to express their opinions.

### **2.3 Steps of Brainstorming Learning Method**

According to Dunn and Dunn (in Sapriya, 2009: 145) the brainstorming model can encourage students to think critically. In a modified brainstorming process with this critical thinking skill includes the following steps:

- a. In the initial focus, teachers encourage students to think about how best to solve a problem
- b. The teacher asks the next question, why this thinking has not been implemented yet.
- c. After the students answer this question, the teacher asks the other students, helping the students are thinking.
- d. In this steps the teacher asks students to think about problem that may be faced in answering the previous question.
- e. The students are asks to determine whether the first step to solve the problem.

The following are the learning steps that use the brainstorming method:

- a. Provision of information and motivation

The teacher explain the problem faced with the background and invites the active learners to contribute their thoughts.

b. Identifications

At this stage learners are invited to give brainstorming thoughts as much as possible. All incoming suggestions are accommodated, written and criticized. Group leaders and participants may only ask for clarification. This is so that the creativity of learners is not inhibited.

c. Classification

All participants' suggestions and feedback are written down. The next step classifies based on criteria made and agreed upon by the group. Classification can be based on structure or other factors.

d. Verification

The group collectively looks back at the classified suggestions. Each piece of advice is tested for relevance to the problem. If there is discourse the same is taken one of them and irrelevant advice can be crossed out. To the advice giver can be asked argumentation.

e. Conclusion (Agreement)

Teachers/ group leaders and others participants try to conclude the agreed alternative problem-solving points. After all satisfied, then taken last agreement how to solve the problem that is considered most appropriate.

Brainstorming method can instill inhibition on creative thinking, because too odd ideas from some members can shake someone else's thinking passion. This is in accordance with the statement that reveals that is learning is necessary atmosphere that can build enthusiasm and passion of learners.



## **2.4 Advantages and Disadvantages of Brainstorming Methods In The Learning Process**

### **2.4.1 Excess Brainstorming Method**

Brainstorming method has many advantages. Some experts such as Sudjana (2001: 88) reveal the advantages of brainstorming methods as follows:

- a. Stimulate all learners to express opinions and ideas,
- b. Generate answers or opinions through chain reactions,
- c. The use of time can be controlled and this method can be used in large or small groups,
- d. Does not require many tools or professionals.

In line with Sudjana, Subana cited by TutiIndrayani (2005: 13) revealed a lot of advantages of Brainstorming method. Including the following:

- a. Encourage students to actively think fast and logical.
- b. Encourage students to express their opinions and stimulate students to always be ready to argue that related to the problems given by teachers.
- c. There is a healthy competition.
- d. A democratic and disciplined atmosphere can be grown.

Roestiyah (2000: 74) reveals several other advantages of Brainstorming methods, namely as follows:

- a. Children actively think to express opinions,

- b. Train students to think quickly and logically,
- c. Increase student participation in receiving lessons,
- d. Students who are less active get help from their clever students or from teachers,
- e. There is a healthy competition,
- f. Children feel free and happy,
- g. The atmosphere of democracy and discipline can be cultivated.

#### **2.4.2 Weakness of Brainstorming Method**

In addition to having many advantages, Brainstorming methods also have weaknesses. The following weaknesses of Brainstorming method proposed by (Sudjana, 2001: 88) are as follows:

- a. Learners who are less attentive and less daring to express an opinion will feel compelled to convey his thoughts.
- b. Simple answers tend to be easily detached from chain opinions.
- c. Learners tend to assume that all opinions are accepted.
- d. Requires further evaluation to determine the priority of the opinion submitted.
- e. Children who are less always behind.
- f. Sometimes the conversation is only monopolized by a clever child.

Meanwhile, according to Roestiyah, 2001: 74-75 lack of Brainstorming method is as follows:

- a. Teachers do not give enough time for students to think well.
- b. Children who are less clever always lag.
- c. Teachers only accommodate opinions never formulate conclusions.
- d. Does not guarantee troubleshooting results.
- e. Problems can develop in an unexpected direction.

One thing is reasonable if in the implementation of learning by using certain methods there are advantages and weaknesses in it. Brainstorming learning method has advantages, ie there is a stage of identification of needs, sources, and possible barriers in learning. In the implementation of each student with the application of this method can be more motivated to follow the lesson, so the lesson is felt to be more meaningful. To overcome the weaknesses that exist in the application of this method, required a skill from the teacher in terms of asking or managing the class for more activities can be felt maximal. In this study, for example done with the appearance of the media as much as possible so that existing opinions are not far deviate from the focus of the problem presented.

Brainstorming method aims to drain out everything *seuatu* thought by students in responding to the problems raised by the teacher to him and to obtain various possibilities solving of a problem. However, the lack of this method, among others, learners tend to assume that all opinions will be accepted as well as teachers are also considered less in giving enough time for students to think well. For example, the teacher posed a problem to the group and the group members

were asked to propose the idea of the solution, for example, in connection with the material of ancient civilization in Europe (Greece and Rome). Through the Brainstorming method, all students can give their thinking ideas about how the comparison of ancient Greek and Roman civilizations. Ideas written on chalkboard or on wide paper or opinion sheets, nobody is allowed to comment or criticize them. After it was written down the suggestion was reviewed by the group. Opinions that arise will certainly vary, then students can interpret how the ancient Greek and Roman society developed its civilization, so as to produce something meaningful that can be useful for life, until it can be felt the benefits until now. In addition, if using this method in the learning process of history sometimes talks are only monopolized by clever children, and learners who are less attentive and less daring to express opinions will always miss and tend to be passive.

## **2.5 Type of Learning Method**

There are two types of brainstorming you can try, among others:

### **a. Individual Brainstorming**

Brainstorming this one tends to generate more ideas. In fact, people do get more brainstorming ideas when thinking for themselves. An experiment conducted by psychologist named Solomon Asch in 1951-1956 shows the result that a person will work better (and produce more accurate problem solving, if required) if working alone, rather than working in a team. The point is the same, if you do individual brainstorming you certainly do not have to worry about criticism from others, therefore you will be more free to develop your ideas. And

of course, if after a hard time thinking and you still do not reveal your ideas to others, what's the use of brain racking and thinking long? Simply put, Individual Brainstorming is indeed you get a lot of ideas, but it will be difficult to develop it because you really have to think for yourself.

#### b. Group Brainstorming

Next there is Group Brainstorming. This type of brainstorming becomes more effective because it uses all the experience and creativity of existing group members. When one member expressing the idea has reached its limit, then the other members can help develop the idea. It's a kind of gigantic mind map of many heads. Of course, the opposite of Individual Brainstorming, Group Brainstorming allows the development of a broader idea albeit with few ideas. Therefore, Group Brainstorming can be said to be effective to explore ideas in more depth.

### **2.6 Basic Rules or Brainstorming Principles**

There are four basic rules in Brainstorming:

#### 1. Focus on quantity

The assumption here is that the more ideas generated, the greater the chance of generating a radical and effective solution.

#### 2. Withhold criticism

In Brainstorming, criticism of the ideas that arise will be postponed. Assessment is done at the end of the session, this is to make the students feel free to come up with ideas during the lesson.

3. Welcome unusual ideas

Unusual ideas appeared warmly welcomed. Could be, this unusual ideas is a problem solution that will provide a good perspective for the future.

4. Combine and improve ideas

Good ideas can be combined into one better idea.

### **3. The Description of Writing Descriptive Paragraph**

Writing is one of the important skill in learning English among listening, speaking, and reading. By writing the students can communicate, give opinions, and transfer their ideas in written form. Besides that, in writing activity the must make the reader understand and comprehend about what the students write and explain. Thus, the readers will not misunderstand when read the writing. Nunan (2003:88) also explain about writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statement and paragraphs that will be clear.

In addition, the students should have ability in wtiring. The students must capable to write and also how to use appropriate language in writing. Besides that, the students should understand how to usse grammar correctly. After that, the teacher's role is also very important in teaching writing. Thus, the teacher must be able to guide and help the student to write correctly. Next, the teacher also gives

more practises to students in writing something. With the manner, the students will be mastered with the subject.

### **Criteria of Good Writing**

A good paragraph has basic elements such as a topic sentence, supporting sentence, concluding sentences, unity and coherence and transition.

#### **1. The Topic Sentence**

The topic sentence is usually the first sentence of the paragraph and states the main idea of the paragraph. A good topic sentence makes a point that will be developed in the rest of the paragraph.

#### **2. The Supporting Sentence**

Supporting sentence which develops the topic sentences is by giving specific details about the topic. A writer needs to provide some dividedness, reasons and statements to impress the readers. There are kinds of supports which can be used in writing the supporting idea of the paragraph. They are by giving descriptive details, fact and reason to persuade. The writer needs to develop several reasons support their statements so the writing is factual reason to read.

#### **3. The Concluding Sentence**

A concluding sentence sums up the paragraph and appears at its end. It is used to signal that the writer has completed what he/she wanted to say.

#### **4. Unity**

Unity in paragraph requires consistent development of the idea that the paragraph intends to explain a paragraph is unified by mutually supported.

#### **5. Coherence**

Coherence means “stick together” is the verbal thread that ties each new sentence in a paragraph to the one before it. When the paragraph is coherent, the reader can see a continuous line of thought passing from one sentence to the next. Paragraph coherence begins with clear, precise, focused topic sentence because the topic sentence sets up the expectations the reader has about appropriate related facts, examples, details that the writer could use to develop central idea.

#### **6. Transitions**

Transitions are signal that help readers follow the direction of the writer’s thought.

### **3.1 Assessing Writing Descriptive Text**

O’Malley and Pierce (1996) state that writing assessment should evaluate more aspects of writing than just mechanic and grammar, and should capture some of the processes and complexity involved in writing so that the teacher can know in which aspects of the writing process students are having different. Two important components in the assessment of writing are nature of task, or prompt and the scoring criteria or rubric. Djiwandono (1999) and O’Malley and Pierce (1996)



stated that a writing prompt defines the task for the students' writing assessment. Furthermore, O'Malley and Pierce (1996) stated that writing assessment can be used most effectively with instruction when the criteria for scoring written products was clear to the students and when the students seen an obvious relationship between what they have written and scores they have received.

The following was the example of rubric on assessing the students' writing. It focus on the students' ability in writing descriptive text.

<b>Aspect</b>	<b>Score</b>	<b>Performance Descriptive</b>	<b>Weighting</b>
<b>Content (C) 30%</b> - Topic - Details	4	The topic is complete and clear and the details are relating the topic.	3x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
<b>Organization (O) 20%</b> - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives.	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives.	
	2	Identifications is not complete and descriptive are arranged with few misuse of connectives.	
	1	Identifications is not complete and descriptions are arranged with misuse of connectives.	
<b>Grammar (G) 20%</b> - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies.	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning.	

	2	Numerous grammatical or agreement inaccuracies.	
	1	Frequent grammatical or agreement inaccuracies.	
Vocabulary (V) 15%	4	Effective choice of words and words form.	1.5x
	3	Few misuse of vocabularies, word forms, but not change meaning.	
	2	Limited range confusing words and word forms.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization.	1.5x
	3	It has occasional errors of spelling, punctuation, and capitalization.	
	2	It has frequent errors of spelling, punctuation, and capitalization.	
	1	It is dominated by errors of spelling, punctuation, and capitalization.	

Adapted from Brown (2007)

$$\text{Score} = \frac{\dot{y}}{\dot{y}} \prod \square$$

From the analytic scoring rubric of writing, each unit is scored from 1 to 4 and weighted based on its worth to the final draft on the descriptive text. The content is weighted 30% since it can be more worth than the other aspects. The organization and the grammar are weighted 20% respectively as they are more worth than vocabulary and mechanic. As there is a little anxiety around the last two aspects, vocabulary and mechanic, the small weighting is attached to them. They are weighted 15% respectively.

## **B. Relevant Research Studies**

There are many studies about the implementation of the brainstorming teaching theory in the teaching writing. Many researchers have written about the effect of the brainstorming teaching theory in improving students reading skills as they use different methods, subjects, and materials in conducting the study. They find that the brainstorming teaching theory succeed to improve the students achievement in writing. One of them is conducted by Group Brainstorming "*improving the ability in writing descriptive texts through brainstorming technique for grade viii students at smp n 1 piyungan*" (2014). The results of this study showed that the implementation of brainstorming technique in the writing classes was believed to be effective to improve students' ability in writing descriptive texts. Brainstorming technique helped the students to generate ideas and organize them into paragraphs. They could manage the time for writing more effectively and perform the writing task more maximally. The students also perceived that brainstorming technique helps them to improve their writing ability. This implies that the implementation of brainstorming technique in the writing instructions gives positive effects on improving students' performance and achievement in writing descriptive text. In reference to the result of the study, brainstorming could improve the students' ability in writing descriptive texts in terms of encouraging the students to start with writing. Brainstorming facilitates the students to activate their prior knowledge before they practice their writings. It helps them generate ideas more effectively and release their anxiety that cause the writer's block. By using the technique, the students could feel at ease in performing the writing task.

Another Researcher is *Ety Dwi Astuti*, “ *Roundtable Brainstorming: A Technique To Improve The Writing Ability Of Students In Writing Descriptive Texts*”(2013).The results of the study show that roundtable brainstorming can improve the writing ability of grade ten students of SMAN 12 Surabaya in Writing Descriptive Texts. It can improve all the components of the students’ composition except “mechanics”.

Thus, those studies find that the implementation of the brainstorming is believed to be effective to improve the students’ writing descriptive paragraph. The differences between those studies and this study are the use of the methods, the materials, the time of the research and the subject of the research.

### **C. Conceptual Framework**

The term method of education is widely used to demonstrate a series of targeted teacher activities and cause students to learn. As a method or procedure used to achieve success in learning, or as a tool that makes teaching and learning activities to be effective. Because it is considered a process, the method consists of several steps.

Learning method can also be interpreted as a means used to implement the plan that has been prepared in the form of real and practical activities to achieve learning objectives (M Saikhul Arif, 2011). Then, Salamun (2002) revealed that learning methods are different ways to achieve different learning outcomes under different conditions.

Brainstorming learning method is a model in learning to generate many ideas from all students in discussion groups that try to overcome aall obstacles and criticism. The activity encourage the emergence of many ideas, including

indiscriminate, unreasonable, wild and bold ideas in the hope that they can produce creative ideas.

The approach of brainstorming in the education of the modern methods that persuade creative thinking and let go the potential when educated in an atmosphere of liberty and security allows the appearance of all views and ideas so that the learner at the top of the communication and interaction with the circumstances and fit this approach in the issues and topics open that have no answer.

#### **D. Hypothesis**

Based on the hypothesis on chapter two, it is transform into statistical hypothesis. There is significant the effect of brainstorming teaching theory on students' achievement in writing descriptive paragraph. This is statistical hypothesis was tested as follows:

$$H_a : t_0 > t_{table}$$

$$H_0 : t_0 < t_{table}$$

Where:

$H_0$  : Null Hypothesis

$H_a$  : Alternative Hypothesis

**CHAPTER III**  
**METHOD OF RESEARCH**

**A. Location and Time**

This research was conducted at SMA Harapan Mekar on class X. The school is located at Street Marelan Pasar 4 Marelan, Medan Marelan. The researcher conducted the action research in the second semester in the academic year of 2017/2018.

**B. Population and Sample**

**1. Population**

Based on the Sugiyono statement which means that population was generalization area that consist of object/subject which has certain quality and characteristic from the researcher to be learned and then make conclusion. So based on this theory, the population of the this research was taken from the X grade students' academic year 2017/2018 of SMA Harapan Mekar, Medan which consist of two parallel class. There were X- IPA,dan X IPS. Class X-IPA consists of 30 students, class X-IPS consists of 30 students. It can be seen in table 3.1.

**Table 3.1**

No.	Class	Population
1.	X-IPA	30
2.	X-IPS	30
TOTAL		60

## 2. Sample

Based on Sugiyono statement which means that sample was part of total characteristic that the population have. So, sampling technique was applied in this research and X-IPA class was taken as the sample of this research.

**The sample can be seen in table 3.2**

No.	Class	Sample
1.	X-IPA	30
TOTAL		30

## C. Research Design

The experimental quantitative research was applied in this research. The experimental quantitative was studied with two different groups, experimental that consist of 15 students and control group consist of 15 students. The experimental group was taught by brainstorming teaching theory, it involved the student study brainstorming teaching theory. It required students to make imagination to what another students doing in the classroom, using material and finally in their own.

## D. Instrument of the Research

This research used test as the instrument in collecting the data. The data of research collect by giving the test, a pre-test and post-test that would be given to experimental and control group. The researcher was use the picture which taken from internet. Students would be asked to see a picture, after that students would be asked to write from the picture.

### **E. Technique of Collecting the Data**

The data of this research were in the form of qualitative data and quantitative data. The quantitative data were collected through two techniques. Those data were obtained through observation and interview techniques. The instruments that were used to collect the data were an observation sheet, interview guidelines, a camera and a pre-test and a post-test. The observation was done in the teaching-learning process which was collecting data in the form of field notes. To get more valid data, the researcher interviewed some of the students and the teacher. The data of interview were in the form of interview transcripts. Meanwhile, the quantitative data were collected through scoring the students' work. The researcher used a pre-test and a post-test to take the students' score.

### **F. Technique of Analyzing Data**

To analyze the qualitative data, Miles and Huberman (1994: 10) state that there are three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification that should be done. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the written-up field notes or transcriptions (Miles and Huberman, 1994: 10). In this regard, the researcher collected all data in the form of field notes of observation and interview transcripts during the teaching learning process. Next, the researcher reduced the data in order to simplify and summarize the form of data that is in the field. Data display is an organized, compressed



assembly of information that permits conclusion drawing and action (Miles and Huberman, 1994: 11).

In this research, descriptive quantitative technique was applied to analyze the data, and the steps are:

- a. Calculating Mean Score:

$$\bar{X} = \frac{\sum X_i}{N} \quad (\text{Sugiyono, 2015})$$

$$\bar{X} = \text{Mean}$$

$\sum X_i$  = The total of students' value

$N$  = The number of students

- b. Standard Deviation by Formula

$$SD1 = \sqrt{\frac{\sum X_i^2}{N} - \bar{X}^2} \quad (\text{Sugiyono, 2015})$$

- c. Calculating correlation Product Moment between X and Y

$$r_{xy} = \frac{\sum X_i Y_i - \frac{\sum X_i \sum Y_i}{N}}{\sqrt{\left(\sum X_i^2 - \frac{(\sum X_i)^2}{N}\right) \left(\sum Y_i^2 - \frac{(\sum Y_i)^2}{N}\right)}} \quad (\text{Sugiyono, 2015})$$

- d. Hypothesis test (t-test)

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2}}} \quad (\text{Sugiyono, 2015})$$

Where:

t= t- test

$\bar{a}$  = Mean of variable 1 ( experimental group)

$\bar{b}$  = Mean of variable 2 ( control group)

$s_1$  = Standard deviation of sample 1 ( experimental group)

$s_2$  = Standard deviation of sample 2 ( control group)

$s_1^2$  = Standard deviation squared (variants) of sample 1 (experimental group)

$s_2^2$  = Standard deviation squared ( variants) of sample 2 ( control group)

n= Total of sample

$n_1$  = Number of cases for variable 1 ( experimental group)

$n_2$  = Number of cases for variable 2 ( control group)

r = Correlation of product moment between X and Y

## BAB IV

### DATA AND DATA ANALYSIS

#### A. Data Collection

The data of this research were students' answer which was collected by giving the students a test consisting of ten items. There were 30 students as sample involved in this research. Samples were divided into two group, namely the experimental group and control group. Each group was given a pre-test and post-test. The description could in the following table.

**Table 4.1**  
**The Result of Pre-Test and Post-Test in Experimental Group**

No.	Students' Initial	Score	
		Pre-Test ( )	Post-Test ( )
1	AZ	30	95
2	AS	30	95
3	AJS	40	95
4	EM	20	95
5	FSN	30	95
6	HS	50	95
7	LF	30	95
8	LA	60	95
9	MN	30	95
10	MFL	20	87
11	NHB	30	87
12	OPP	60	87
13	P	30	87
14	TIP	40	87
15	UB	30	87
<b>Total</b>		<b>T1=530</b>	<b>T1=1377</b>

**Table 4.2**  
**The Result of Pre-Test and Post-Test in Control Group**

No.	Students' I	31	Pre
			Post-Test (4 )
1	ADI	30	52
2	ETM	30	40
3	F	40	53
4	IK	20	45
5	JS	30	56
6	J	50	35
7	MFA	30	40
8	NH	60	44
9	S	30	43
10	S	20	46
11	SD	30	65
12	UB	60	37
13	YA	30	43
14	YAS	40	46
15	LH	30	50
<b>Total</b>		<b>T1=530</b>	<b>T2=695</b>

Based on the data in the table above, the students' initial (sample) and the students' score in the pre-test and post-test of two group could be seen in the table 4.1 and 4.2. In the pre-test, the highest score of pre-test in the experimental group was 60 and the lowest was 20 with the total score of pre-test was 530. While the highest score of post-test was 95 and the lowest was 87 with the total score of post-test was 1377.

For the control group, the highest score of pre-test in the experimental group was 60 and the lowest was 20 with the total score of pre-test was 530. While the highest score of post-test was 65 and the lowest was 35 with the total score of post-test was 695.

## B. Data Analysis

From all the data of the pre-test and post-test of the experimental group and the control group obtained, then the researcher analyzed the data to find out the differences of the sample's score between pre-test and post-test in the experimental group.

### 1. The Effect of Brainstorming Teaching Theory on Students' Achievement in Writing Descriptive Paragraph at SMA Harapan Mekar

Based on the table above, the following tables 4.3 and 4.4 shown the difference scores between pre-test and post-test of both the experimental group and control group.

**Table 4.3**  
**The Differences Score of the Pre-Test and Post-Test in Experimental Group**

No.	Students Initial	Score				
		Pre-test ( )	<sup>2</sup>	Post-Test ( )	<sup>2</sup>	- (X1)
1	AZ	30	900	100	10000	70
2	AS	30	900	70	4900	40
3	AJS	20	400	90	8100	60
4	EM	30	900	90	8100	60
5	FSN	30	900	90	8100	60
6	HS	30	900	100	10000	70
7	LF	30	900	70	4900	40
8	LA	30	900	70	6400	40
9	MN	40	1600	100	10000	60
10	MFL	20	400	70	6400	50
11	NHB	30	900	70	6400	40
12	OPP	20	400	70	6400	50
13	P	30	900	90	8100	60
14	TIP	40	1600	100	10000	60
15	UB	30	900	100	10000	70
<b>Total</b>		$\sum = 440$	$\sum = 13400$	$\sum = 1280$	$\sum = 117800$	$\sum ( ) = 830$

The data in the table 4.3 showed the differences scores between pre-test and post-test in the experimental group. From the result of the test previously the data was calculated to find out whether applying Brainstorming Teaching Theory had significant effect on students' achievement in writing descriptive paragraph. The collected data were analysis t-test formula. In experimental group, pre-test was 440 and post-test was 1280. The differences of the pre-test and post-test were  $4 - 4 = 830$ .

### The Calculation in Experimental Group

#### 1. The calculation for total in pre-test and post-test in experimental group

a. Mean

$$\begin{aligned} & ) = \frac{\sum T_1}{n} \\ & = \frac{3050}{55} \\ & = 55.34 \end{aligned}$$

b. Standard Deviation (SD)

$$\begin{aligned} & = \frac{\sum (T_1 - T_1)^2}{n} \\ & = \frac{45000}{210} \\ & = 214.31 \end{aligned}$$

## 2. The calculation for pre-test in experimental group

a. Mean

$$= \frac{\sum x_1}{n}$$

$$= \frac{2934}{100}$$

$$= 29.34$$

b. Variances

$$= \sum x_1^2 - \frac{(\sum x_1)^2}{n}$$

$$= 13400 - \frac{2934^2}{100}$$

$$= 13400 - 8618.36$$

$$= 13400 - 8618.36$$

$$= 4781.64$$

$$= 4781.64$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{\sum x_1^2}{n}}$$

$$= \sqrt{\frac{4781.64}{100}}$$

$$= \sqrt{47.8164}$$

$$= 6.915$$

## 3. The calculation for post-test in experimental group

a. Mean

$$= \frac{\sum x_2}{n}$$

$$= \frac{8534}{100}$$

$$= 85.34$$

## b. Variances

$$\begin{aligned}
 &= \sum x^2 - \frac{\sum x^2}{n} \\
 &= 117800 - \frac{109227}{15} \\
 &= 117800 - 7281.8 \\
 &= 110518.2 \\
 &= 8573
 \end{aligned}$$

## c. Standard Deviation (SD)

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum x^2}{n}} \\
 &= \sqrt{\frac{110518.2}{15}} \\
 &= \sqrt{7367.88} \\
 &= 85.85
 \end{aligned}$$

**Table 4.4**  
**The Differences Score of the Pre-Test and Post-Test in Control Group**

No.	Students Initial	Score				
		Pre-test ( )	$\sum x^2$	Post-Test ( )	$\sum x^2$	- (X1)
1	ADI	20	400	90	81000	70
2	ETM	30	900	100	10000	70
3	F	40	1600	100	10000	60
4	IK	20	400	90	8100	70
5	JS	30	900	100	10000	70
6	J	50	2500	100	10000	50
7	MFA	30	900	70	4900	40
8	NH	60	3600	90	8100	30
9	S	40	1600	100	10000	60
10	S	20	400	90	8100	70
11	SD	30	900	90	8100	60
12	UB	20	400	70	4900	50
13	YA	20	400	70	4900	50
14	YAS	30	3600	100	10000	70
15	LH	30	900	100	10000	70
<b>Total</b>		$\sum x = 470$	$\sum x^2 = 19400$	$\sum x = 1360$	$\sum x^2 = 125200$	$\sum (X1) = 890$



### The calculation in Control Group

#### 1. The calculation for total test in pre-test and post-test in control group

a. Mean

$$\bar{y} = \frac{\sum y}{n}$$

$$= \frac{5934}{100}$$

$$= 59.34$$

b. Standard Deviation (SD)

$$= \sqrt{\frac{\sum y^2}{n} - (\bar{y})^2}$$

$$= \sqrt{\frac{3540}{100} - (59.34)^2}$$

$$= \sqrt{354 - 3520.8356}$$

$$= \sqrt{229.1644}$$

$$= 15.14$$

#### 2. The calculation for pre-test in control group

a. Mean

$$\bar{y} = \frac{\sum y}{n}$$

$$= \frac{3134}{100}$$

$$= 31.34$$

b. Variances

$$= \sum y^2 - \frac{(\sum y)^2}{n}$$

$$= 19400 - \frac{3134^2}{100}$$

$$= 19400 - 98139.56$$

$$= 19400 - 14727$$

$$= 4673$$

c. Standard Deviation (SD)

$$\begin{aligned}
 SD &= \sqrt{\frac{\quad}{\quad}} \\
 &= \frac{\quad}{\quad} \\
 &= \sqrt{\frac{\quad}{\quad}} \\
 &= 113.73
 \end{aligned}$$

### 3. The calculation for post-test in control group

a. Mean

$$\begin{aligned}
 &= \frac{\quad}{\quad} \\
 &= \frac{\quad}{\quad} \\
 &= 90.68
 \end{aligned}$$

b. Variances

$$\begin{aligned}
 &= \sum \quad - \frac{\quad^2}{\quad} \\
 &= 125200 - \frac{\quad^2}{\quad} \\
 &= 125200 - \frac{\quad}{\quad} \\
 &= 125200 - 123307 \\
 &= 1893
 \end{aligned}$$

c. Standard Deviation (SD)

$$\begin{aligned}
 SD &= \sqrt{\frac{\quad}{\quad}} \\
 &= \frac{\quad}{\quad}
 \end{aligned}$$

$$= \frac{\sum XY}{\sum X \sum Y}$$

$$= 91.36$$

**Table 4.5**  
**The Calculation Table**

No.	X	Y			XY
1	90	100	8.100	10.000	9.000
2	60	70	3.600	4.900	4.200
3	70	90	4.900	8.100	6.300
4	100	100	10.000	10.000	10.000
5	60	70	3.600	4.900	4.200
6	70	100	4.900	10.000	7.000
7	60	70	3.600	4.900	4.200
8	60	70	3.600	4.900	4.200
9	70	90	4.900	8.100	6.300
10	60	70	3.600	4.900	4.200
11	90	100	8.100	10.000	9.000
12	60	70	3.600	4.900	4.200
13	70	90	4.900	8.100	6.300
14	90	100	8.100	10.000	9.000
15	100	100	10.000	10.000	10.000
<b>Total</b>	<b>1.110</b>	<b>1.290</b>	<b>85.500</b>	<b>113.700</b>	<b>98.100</b>

The table 4.5 above, calculation table that explained formula of post-test in experimental and control group was implemented to find the t-critical value both group as the basis to the hypothesis the research.

### C. Testing the Hypothesis

Testing the hypothesis should be done in order to know whether the hypothesis is accepted or rejected.

**a. The Equation of Linier Regression**

Y = a + b was getting by:

$$\frac{\sum x \quad \sum y}{\sum x^2 \quad \sum y^2}$$

$$\frac{10000 \quad 10000}{10000 \quad 10000}$$

$$\frac{100000000 \quad 100000000}{100000000 \quad 100000000}$$

= 1053

$$\frac{\sum x \quad \sum y}{\sum x^2 \quad \sum y^2}$$

$$\frac{100 \quad 10000 \quad 10000 \quad 10000}{100 \quad 10000 \quad 10000 \quad 2}$$

$$\frac{10000000 \quad 10000000}{10000000 \quad 10000000}$$

$$\frac{10000000}{10000000}$$

= 1.13

Y = a + bx

= 10.53 + 1.13x

**b. Coefficient r<sup>2</sup>**

$$= \frac{\sum x \quad \sum y}{\sum x^2 \quad \sum y^2}$$

$$= \frac{\sum x^2 \quad \sum y^2}{\sum x^2 \quad \sum y^2}$$

$$= \frac{\sum x^2 \quad \sum y^2}{\sum x^2 \quad \sum y^2}$$

$$= \frac{\sum x^2 \quad \sum y^2}{\sum x^2 \quad \sum y^2}$$

$$= 0.6893$$

**c. Examining the statistical hypothesis**

Ha :  $P \neq 0$  there was any significant effect of brainstorming teaching theory on students' achievement in writing descriptive paragraph.

Ho :  $P = 0$  there was not any significant effect of brainstorming teaching theory on students' achievement in writing descriptive paragraph.

With the criteria examination, Ho was accepted if  $t \leq t_{\alpha}$

Where  $t_{\alpha}$  was getting by t distribution with  $dk = n - 2$ .  $dk = 30 - 2 = 28$ .  $\alpha = 5\%$

$= 0.05$ . In the other way, Ho was rejected.

$$= \frac{\bar{y}_1 - \bar{y}_2}{\sqrt{\frac{S_p^2}{n_1} + \frac{S_p^2}{n_2}}}$$

$$= \frac{7.9433 - 2.793}{\sqrt{\frac{1.5}{28} + \frac{1.5}{28}}}$$

$$= \frac{5.1503}{\sqrt{0.1071}}$$

$$= 7.9433$$

$$= 7.9433 > 2.793$$

$$= 7.9433 > 2.793 \quad (28)$$

$$= 7.9433 > 2.793 \quad (28)$$

$$= 7.9433 > 2.793$$

The conclusion, because  $t = 7.9433 > 2.793$ . So, Ho was rejected. It meant that Ho was acceptable or "there was a significant effect of brainstorming teaching theory on students' achievement in writing descriptive paragraph."

**d. Determining the percentage of the effect of X variable toward Y variable**

$$\begin{aligned} D &= \quad \times 100\% \\ &= 0,6893^2 \times 100\% \\ &= 0,4751 \times 100\% \\ &= 47.51\% \end{aligned}$$

It meant the effect of X variable toward Y variable or the effect of Brainstorming Teaching Theory on Students' Achievement in Writing Descriptive Paragraph at SMA Harapan Mekar was 47.51% and 43.46% was influenced by another factors.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analysis the data, conclusion can be drawn as following:

1. The fact showed that the  $t$ -observed  $t$ -table 7.9433 > 2.793. 4 test the hypothesis, the formula of  $t$  and the distribution table of observed were applied. The facts showed that  $t$ -critical ( ) value was higher than the  $t$ -table on the level 2.793. Therefore, the null hypothesis was rejected and alternative hypothesis was accepted. So, the research concluded the alternative hypothesis was accepted that there was any significant effect of Brainstorming Teaching Theory on Students' Achievement in Writing Descriptive Paragraph at SMA Harapan Mekar.
2. The students difficulties of applying Brainstorming Teaching Theory on the student' ability based on the minimal passing grade the students that 70 points or 36% was low did not get pass the minimal passing grade and the students got above passed of the minimal passing grade 69%, it meant that, the applying Brainstorming Teaching Theory on the students' ability was succeeded.

**B. Suggestion**

In relation to the conclusion above, the researcher would like to give some benefits from the researcher as following:

1. The English teacher can use Brainstorming Teaching Theory to increase the students' writing descriptive paragraph because based on the research finding, it has effect to the students' ability.
2. As an input for the students' to increase their ability when the teacher used Brainstorming Teaching Theory effectively in teaching learning process in the class.
3. The readers of UMSU library should make this thesis as a reference to make a similar research.
4. Headmaster of the school should support teachers in applying Brainstorming Teaching Theory because the method can increase the students' writing in descriptive paragraph.
5. As an input for the researcher hope this research will be useful for anyone in teaching and learning process.





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## **APPENDIX 1**

### **LESSON PLAN (EXPERIMENTAL GROUP)**

**School** : SMA Harapan Mekar Medan

**Subject** : English

**Class / Semester** : X-IPA/2

**Material** : Descriptive Paragraph

**Skill** : Writing

**Alokasi waktu** : 2 x 45 minutes

**1. Competency Standard** : Expressing meaning in short functional text and simple essay in form of narrative and descriptive paragraph in the context of daily life.

**2. Basic Competency** : To express meaning and rhetorical stage in essay written language accurately, fluently, and acceptably in the daily-life context in form descriptive paragraph.

**3. Indicator** :

1. Identify the social function of descriptive paragraph.
2. Identify the generic structure of descriptive paragraph.
3. Identify the grammatical feature of descriptive paragraph.
4. Write a simple descriptive paragraph of describing object.

#### **4. Learning Objective :**

1. Students are able to identify the social function of descriptive paragraph.
2. Students are able to identify the generic structure of descriptive paragraph.
3. Students are able to identify grammatical feature of descriptive paragraph.
4. Students are able to write a simple descriptive paragraph of describing the object.

**5. Learning Material** : Text

**6. Learning Method** : Brainstorming Teaching Theory

#### **7. Learning Material**

##### **a. Descriptive Paragraph**

###### Definition

Descriptive paragraph is a paragraph that focuses on describing things in a specific way. Descriptive is a type of text function to describe a particular person, place, or thing.

##### **b. Generic structures of descriptive text**

- Identification

The identification is to identify the object or phenomenon to be described.

Description is to describe parts, qualities, and characteristics of the parts of the object.

##### **c. Grammatical features of descriptive text**

- The use of present tense
- The use of be (is, are, was, were) for the identification and showing qualities
- The use of action verb to describing behavior or personalities
- The use of adjective to describing especially the qualities

## d. Examples of Descriptive Paragraph

### 1. Picture for Writing Test

Write descriptive paragraph about person based on the picture.



### 2. The picture for the First Meeting

a. Write descriptive paragraph about person based on the picture.



b. The time 45 minutes

## 8. Learning Activities

### A. Teaching learning steps

Activities	Description of Activities	Time
Introduction	<ol style="list-style-type: none"><li>1. Greeting and pray together</li><li>2. Ask the condition of students and give the motivation</li><li>3. Check the attendances</li><li>4. Teacher delivers the material to be learned</li><li>5. Teacher delivers the objective of the study</li></ol>	10 Menit

Core	<ol style="list-style-type: none"> <li>1. Observing <ul style="list-style-type: none"> <li>• Teacher point out of Descriptive Paragraph.</li> <li>• The teacher explains about Brainstorming Teaching Theory and roles that there is in this techniques.</li> <li>• The students give attention to the teacher explanation.</li> <li>• Teacher asks the students to read Descriptive Paragraph.</li> </ul> </li> <li>2. Questioning <ul style="list-style-type: none"> <li>• With guidance and direction from the teacher, students ask questions about matter that have not been understood.</li> </ul> </li> <li>3. Exploring <ul style="list-style-type: none"> <li>• The teacher give a picture to the students and order the students write into description paragraph using Brainstorming Teaching Theory.</li> <li>• The teacher asks students to identify the main content of the information and determine the generic structure and find new grammar.</li> </ul> </li> <li>4. Assosiating <ul style="list-style-type: none"> <li>• The teacher asks the students to do the exercise that will be given by the teacher.</li> </ul> </li> <li>5. Communicating <ul style="list-style-type: none"> <li>• Teacher and students are together discuss the answer with the students</li> </ul> </li> </ol>	25 Menit
Closing	<ul style="list-style-type: none"> <li>• The teacher give the conclusion, motivation to the students and close the lesson.</li> </ul>	10 Menit



## **9. Evaluation**

- Technique : Assignment + Testing/ Quiz
- Form : Written Assignment

The teacher asks students to write a news item text based on the topic they choose. The aspects to be assessed: grammar, vocabulary, mechanics, and fluency.

Medan, Februari 2018

To know:

English Teacher

Researcher

**Hadinata Syahputra, S.Pd**

**Zahra Isfani Nur**

Knowing by,

Headmaster at SMA Harapan Mekar

**A.Muin Tarigan, S.Pd**

## APPENDIX II

### LESSON PLAN (CONTROL GROUP)

<b>School</b>	<b>: SMA Harapan Mekar Medan</b>
<b>Subject</b>	<b>: English</b>
<b>Class / Semester</b>	<b>: X-IPS/2</b>
<b>Material</b>	<b>: Descriptive Paragraph</b>
<b>Skill</b>	<b>: Writing</b>
<b>Alokasi waktu</b>	<b>: 2 x 45 minutes</b>

**1. Competency Standard** : Expressing meaning in short functional text and simple essay in form of narrative and descriptive paragraph in the context of daily life.

**2. Basic Competency** : To express meaning and rhetorical stage in essay written language accurately, fluently, and acceptably in the daily-life context in form descriptive paragraph.

**3. Indicator** :1. Identify the social function of descriptive paragraph.  
2. Identify the generic structure of descriptive paragraph.  
3. Identify the grammatical feature of descriptive paragraph.  
4. Write a simple descriptive paragraph of describing object.

#### **4. Learning Objective :**

1. Students are able to identify the social function of descriptive paragraph.
2. Students are able to identify the generic structure of descriptive paragraph.
3. Students are able to identify grammatical feature of descriptive paragraph.
4. Students are able to write a simple descriptive paragraph of describing the object.

**5. Learning Material** : Text

**6. Learning Method** : -

#### **7. Learning Material**

##### **a. Descriptive Paragraph**

###### Definition

Descriptive paragraph is a paragraph that focuses on describing things in a specific way. Descriptive is a type of text function to describe a particular person, place, or thing.

##### **b. Generic structures of descriptive text**

- Identification

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Description is to describe parts, qualities, and characteristics of the parts of the object.

##### **c. Grammatical features of descriptive text**

- The use of present tense
- The use of be (is, are, was, were) for the identification and showing qualities
- The use of action verb to describing behavior or personalities
- The use of adjective to describing especially the qualities

## d. Examples of Descriptive Paragraph

### 1. Picture for Writing Test

Write descriptive paragraph about person based on the picture.



### 2. The picture for the First Meeting

a. Write descriptive paragraph about person based on the picture.



b. The time 45 minutes

## 8. Learning Activities

### B. Teaching learning steps

Activities	Description of Activities	Time
Introduction	<ol style="list-style-type: none"><li>1. Greeting and pray together</li><li>2. Ask the condition of students and give the motivation</li><li>3. Check the attendances</li><li>4. Teacher delivers the material to be learned</li><li>5. Teacher delivers the objective of the study</li></ol>	10 Menit

Core	<p>6. Observing</p> <ul style="list-style-type: none"> <li>• Teacher point out of Descriptive Paragraph.</li> <li>• The teacher explains about Brainstorming Teaching Theory and roles that there is in this techniques.</li> <li>• The students give attention to the teacher explanation.</li> <li>• Teacher asks the students to read Descriptive Paragraph.</li> </ul> <p>7. Questioning</p> <ul style="list-style-type: none"> <li>• With guidance and direction from the teacher, students ask questions about matter that have not been understood.</li> </ul> <p>8. Exploring</p> <ul style="list-style-type: none"> <li>• The teacher give a picture to the students and order the students write into description paragraph using Brainstorming Teaching Theory.</li> <li>• The teacher asks students to identify the main content of the information and determine the generic structure and find new grammar.</li> </ul> <p>9. Associating</p> <ul style="list-style-type: none"> <li>• The teacher asks the students to do the exercise that will be given by the teacher.</li> </ul> <p>10. Communicating</p> <ul style="list-style-type: none"> <li>• Teacher and students are together discuss the answer with the students</li> </ul>	25 Menit
Closing	<ul style="list-style-type: none"> <li>• The teacher give the conclusion, motivation to the students and close the lesson.</li> </ul>	10 Menit

## 9. Evaluation

- Technique : Assignment + Testing/ Quiz

- Form : Written Assignment

The teacher asks students to write a news item text based on the topic they choose. The aspects to be assessed: grammar, vocabulary, mechanics, and fluency

Medan, Februari 2018

To know:

English Teacher

Researcher

**Hadinata Syahputra, S.Pd**

**Zahra Isfani Nur**

Knowing by,

Headmaster at SMA Harapan Mekar

**A.Muin Tarigan, S.Pd**

**ATTENDANCE LIST**  
**(EXPERIMENTAL GROUP)**

<b>No.</b>	<b>Students' Name</b>	<b>Meeting 1</b>	<b>Meeting 2</b>	<b>Meeting 3</b>
1	Ahya Zaelanni			
2	Ananda Safitri			
3	Aryo Jagad Satrio			
4	Eka Maulany			
5	Febri Surya Ningsih			
6	Hanna Sabria			
7	Luis Fernando			
8	Lulu Azlika			
9	Meysy Nadila			
10	Muhammad Fadli Lubis			
11	Noor Hafiza Bustami			
12	Okky Pratiwi P			
13	Pebrianti			
14	Tania Inada Putri			
15	Ulfa Barokah			
16				
17				

**ATTENDANCE LIST**

**(CONTROL GROUP)**

<b>No.</b>	<b>Students' Name</b>	<b>Meeting 1</b>	<b>Meeting 2</b>	<b>Meeting 3</b>
1	Agi Dame Isha			
2	Ega Tasya Mawarni			
3	Fatnah			
4	Irna Khairina			
5	Juliana Sari Nst			
6	Juriah			
7	Mhd. Faisal Amri			
8	Nurul Hamida			
9	Saodah			
10	Sartika			
11	Sri Dewi			
12	Ulfa Barokah			
13	Yunita Agustina			
14	Yulia Anjelita Syahputri Chan			
15	Lamhot Hendryco Sinambela			
16				
17				