

**THE INFLUENCE OF USING GIVE ONE GET ONE STRATEGY ON
STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT**

SKRIPSI

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

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Dengan ini menyatakan bahwa skripsi saya yang berjudul "The Influence of Using Give One Get One Strategy on Students' Ability in Writing Descriptive Text". Adalah benar bersifat asli (original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

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ABSTRACT

Siti Khadizah. 1902050119. “The Influence of Using Give One Get One Strategy on students’ Ability in Writing Descriptive Text”. Skripsi. English Education Department, Faculty of Teacher Training and Education. Universitas Muhammadiyah Sumatera Utara. Medan. 2023.

This research was conducted because there were problems in student learning activities, the lack of use of learning models during learning by teachers so that it had an impact on students' low writing skills and the methods used by teachers to teach understanding in conventional ways. The formulation of the problem in this thesis is whether the use of the *Give One Get One* strategy has a significant effect on students' ability to write descriptive text. The purpose of this research is to find out whether the *Give One Get One* strategy has a significant effect on students' ability to write descriptive text. ability to write descriptive text. The method in this study uses pretest and posttest as data collection instruments. The data analysis technique of this research is (1) normality test (2) homogeneity test (3) hypothesis test in the form of t-test. Hypothesis testing uses the t test formula, which is preceded by a normality test and homogeneity test. the results of the t test showed that there was a significant effect on fertility, the value of sig (2-tailed) = 0.004 <0.05, then Ho was rejected and Ha was accepted. In conclusion, there is significance in using the *Give One Get One* strategy in order to effect students' ability in writing descriptive text.

Keywords: *Writing, Descriptive Text, Give One Get One Strategy*

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3. **Dr.Hj Dewi Kesuma Nasution, SS M.Hum.** Deputy Dean I of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.

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Medan, 25 August 2023
The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of the macrolanguage skills that second language learners must achieve in order to communicate their ideas, feeling, and the like in the form of written communication (Margana & Maristy, 2020). It is one of the productive language skills which requires two types of knowledge, namely systemic knowledge and schematic knowledge (Margana, 2012). Writing is the ability to express one's ideas as a second or foreign language (Celce & Murcia, 2007). It means that writing is the activity of expressing our thoughts on the other side in written form. According to (Hardi, 2020) writing is not a natural skill because it cannot be acquired automatically and easily.

In order to acquire writing skills, one should have enough writing practice. These practices aim to inspire the ability of a person to write and express ideas in a good essay. Without practice, it is impossible to write well and effectively. "Writing is a difficult skill for both native and non-native speakers; as the author must be able to write it in terms of content, organization, purpose, audience, vocabulary, and mechanisms such as punctuation, spelling, and capitalization (Rass in Fitriani, 2019). According to (Sapkota, 2013): "Writing is a thought process because writing is the process of putting ideas on paper in order to translate them into words and give them structure and coherence". (Syafii, 2022) writing is a form of communication to deliver through or to express feeling through written form.

Among four skills, writing is considered as the most difficult skill to be learned. This is because a writer needs to generate and organize ideas and also translate these ideas into readable text (Richard & Renandya in Fransiska, 2016). Writing success is used multifarious purposes at school level (Javed, Juan & Nazli, 2013). According to Hedge in (Ferdias, 2017) states that there are some purposes of writing namely: (1) for pedagogic purposes; (2) for assessment purposes; (3) for real purposes; (4) for humanistic purposes; (5) for creative purposes; (6) for classroom management purposes; (7) for acquisitional purposes; and (8) for educational purposes. Writing can be divided into sub-skills like descriptive, narrative and expository writing skills (Jalango & Saracho, 2016).

Descriptive text is a genre of written text. Descriptive text is the text that describes the characteristics of someone, something, or a particular place. It includes many different components, such as content, organization, grammar, vocabulary, and mechanics (Jayanti, 2019). When writing descriptive texts, students must complete five components of writing, namely content, organization, grammar, vocabulary, and mechanics (Burhanuddin, 2015). Using these metrics, authors can see students' abilities through their tests and analyze them against the metrics (Sugiharti, 2020).

However, in fact it has been revealed by previous research conducted by Arbiansyah in 2014 entitled "The Effect of Using Give One Get One Strategy on Students' Reading Comprehension on Narrative Text of the Second Year at SMA Negeri 12 Pekanbaru." The result of the research showed that there was significant progress for the students in reading comprehension of narrative text

taught using Give One Get One strategy. It can be proved by the difference of mean score of posttests in experimental group and control group. From the data showed that the reading of narrative text taught using Give One Get One strategy is categorized as excellent.⁹ Thus, Give One Get One strategy works well to develop students' reading comprehension. The students still find difficult to generate and organize ideas and lack of ability to create an orderly paragraph. During teaching learning process, the teacher doesn't have many strategies to teach writing well. The teacher still using conventional (direct method) which only focused on grammar made the students felt bored and cannot help the students to transfer their ideas and feelings in writing. Writing is the one of the basic skills of the English language. It is generally considered one of the most difficult that other skills for foreign language students. Even native speakers feel difficulty in showing a good command of writing. (Johnstone, Ashbaugh, & Warfield, 2002). The difficulties when the students writing descriptive text that are the lack of motivation, the frequency practice is not enough and learning method is not correct (Herwanis dan Susidamaiyanti, 2020).

Teachers need to make a good plan before teaching in class. According to Arends in (Irawan, Syahrial & Sofyan, 2018) asserts that good planning in teaching involves allocating the use of time, choosing appropriate methods of instruction, creating students' interest, and building a productive learning environment. Furthermore, Musthafa (2010) mentions that whatever methodology used in the class, the teachers' purpose is to help students to learn English by understanding the learners' needs. Therefore, the teachers need to select

appropriate materials to fit the curriculum. By doing so, students' outcomes are expected to be improved.

Thus, the teacher should use strategy that can develop the reading Writing Ability. *Give One Get One* strategy is one of the teaching strategies that can be used in teaching to develop the students' writing ability. "*Give One Get One* strategy is a strategy which a sosial way for a student to tap into build background knowledge for a text" (Zwiers in Novallinda, 2015). (Marzano, Pickering & Pollock in Prasetya, 2019) stated that the use of *GiveOne Get One* strategy be able to encourage the students to share their ideas and experiences. Using this strategy, the students can respond and share with each other through has structured procedure.

Based on background above, the researcher is interested in doing research entitled "The Influence of Using *Give One Get One* Strategy on students' Ability in Writing Descriptive Text".

B. The Identification of Problem

Relate to the background above, the problems will identify as follow:

1. The students have difficulty getting ideas to compose words.
2. The students cannot express their idea.
3. The students difficult face to find meaning in the picture to write descriptive text.
4. Commonly students feel lazy to write the descriptive text.
5. The teacher's strategy was less attractive in teaching writing.

C. The Scope and Limitation

The scope and limitation of this research is about the effect of applying *Give One Get One* strategy on the students' ability in writing descriptive text at SMP Swasta Dharma Pancasila Medan 2022/2023 Academic year.

D. The Formulation of Problem

Based on the background above, the problem of this research was formulated as the follow: Does the use of the *Give One Get One* strategy has significant effect of students' ability in writing descriptive text?

E. The Objective of the Study

Based on the problem of the study, the aims of the study are: To find out whether the *Give One Get One* strategy has significant effect of students' ability in writing descriptive text.

F. The Significance of the Study

The significance of the study is expected to be useful theoretically and practically,

1) Theoretically

This research is expected to be a reference for other researchers who want to conduct research on the effect of the *Give One Get One* strategy on writing ability in descriptive text for students in Vocational Schools or at universities.

2) Practically

a. To Researchers

The researcher hopes that this research will be useful to develop their ability to writing in descriptive text to students. Researchers hope that the results of this study can be used as additional references in other studies.

b. To Students

The results of this study are expected to make the learning process more interesting and fun, so that it will to enrich students' writing ability.

c. To English's Teachers

Teachers need to use interesting techniques and media such as the *Give One Get One* strategy. Students will be interested in following the lesson and they must be able to develop a good atmosphere in the classroom, so that students learn in a comfortable situation.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Writing in English Learning

a. The Essence of Writing in English as A Foreign Language

Writing is difficult for most people both in mother tongue and in foreign language (Byrne in Meiska, 2022). In learning English, there are four skills that should be mastered; those are listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to be learnt. Writing is the most difficult skill for second language learners to master (Richard & Renandya, 2002). Basically, the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way (Braine & Yorozu in Kaharuddin & Mardiana, 2022). Advanced writing skill is one of the basic requirements for better academic performance as well as other activities related to writing presentation (National Assessment of Educational Progress, 2002).

According to (Saddler et al., 2019) said, “Writing is a difficult skill for native speakers and non-native speakers; because writers must be able write it in multiple issues such as organization, content, purpose, vocabularies, audience, and mechanics such as spelling, punctuation, and capitalization”, it is because there are some aspects that the students should learn to make a good writing. Writing is a good support for the other skills and also the activity that can be usefully be prepared for by work (Hastuti, 2020)

There are many different definitions about writing given by experts from many resources. According to (Axelrod & Coopers in Dewi, 2023) “writing is a complex process and as such contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage”.and Writing is “the ability to express one’s ideas in written form is a second or foreign language” (Celce-Murcia,2001 in Waliyaddin, 2018).

Writing is how to produce a written product. The process involves a series of thinking activities in which the writers have to transform their ideas coherently and cohesively into written text. According to Brown (in Silaban, 2019) writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive. Writers are not only required to transmit a message but also to grow and cook a message.

From the descriptions above, it can be concluded that writing is a process of organizing ideas in which the writer is demanded to perform creativity in using the language skills to produce a written text.

b. Purposes of Writing

The purpose of writing in principle, is the expression of ideas, the conveying of messages to the reader (Penny, 1999). So, the ideas themselves should arguably be seen as the most important aspect in the writing”.

According to Grenville in (Pohan, 2018) there are three purposes of writing: to entertain to inform and persuade, in this research focus to inform.

1. To entertain

Writing to entertain generally takes the form of imaginary or creative

writing. Meaning that the reseacher need to use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways.

2. To inform

Writing to inform has purpose to tell the readers about something. This kind of informative writing can focus on objects,places, procedure and events it can be seen in newspaper and article, scientific or bussines reports, instructions or procedures, and essays for school and university.

3. To persuade

The reseacher tries to convince the reader of something that a poin of view is valid by presenting the fact/data so that readers follow reseachers opinions and act upon it.

c. The process of writing

Writing is ongoing process of considering alternatives and making choices (Subekti, 2017). According to Harmer (in Mulyadi, 2020), the process of writing has for main elements.

According to (Tompkins and Hokinson, 2015) in (Rahayu & Zainuddin, 2021), there are five stages in a writing process.

1. Pre-writing

Tompkins and Hokinson in (Rahayu & Zainuddin, 2021) stated that pre-writing is the preparation stage for writing. This stage is important as warm up in writing. Pre-writing begins when learners have to find any relevant supporting ideas for the topic they wish to write about. Rohmah in (Rahayu & Zainuddin, 2021) says that pre-writing phase of writing uses writing as a

means of exploring a subject, of discovering various approaches, of seeing thing in a new way.

2. Drafting

In this stage the writer begins to develop and form their thought into more concrete form. The writer focuses on getting the ideas. Students begin with tentative ideas development through pre-writing activities. Later, during editing, students can clean up mechanical errors and put their composition into a neat, final form.

3. Revising

In this process the writers getting feedback from the teacher or another student. Student makes four types of changes: additions, substitution, deletion, and moves. Students might add words, substitute sentences, delete paragraphs, and move phrases.

4. Editing

In this process the writers focus to change mechanics of writing. The writer polishes the writing by correcting spelling and other mechanical errors. They include capitalization, punctuation, spelling, sentence structure, usage, and formatting considerations specific to poems, scripts, letters, and the other forms of writing. The other hand, the writer read their writing to make sure that there are no contents error or grammatical error or spelling errors. (Nunan in Gayiani, 2019)

5. Publishing

In this stage the writer put their writing in the final finishing format and

share to the appropriate audience. When you are writing, you must follow the All of the process. Each of the process related each other. You must follow the first until the last of the writing process. Not only that, to make your writing is better, you should give attention to the six elements of writing.

d. Kinds of Writing

There are many kinds of writing that have their own characteristics. (Hyland, 2015) classifies that there are eleven genres of writing as listed below:

1. Narrative: to amuse/ entertain the reader and to tell the story.
2. Descriptive: to describe a particular person or things detail.
3. Explanation: to explain the purpose involved in the format or working of natural or socio-cultural phenomena.
4. Procedure: to help the reader how to do or make something.
5. Recount: retell past experience and tell the series of past even.
6. Discussion: To present information an opinion about issue in one more side of an issue.
7. Report: to present information about something as it is.
8. News item: to inform readers about events of the day which are considered news worthy of important.
9. Analytical exposition: to reveal the readers that something is the important.
10. Hortatory exposition: to persuade the readers that should or should not be done.

e. Writing Assessment

To know students' achievement in writing, writing assessment is needed. Students' written competence can be identified based on five scales (Dalton-Puffer in Saputra, 2020). The scales are used for a general evaluation of the students' proficiency level. These five scales will be used to have an overall account of the written assignment:

1. Content

This category considers the development and comprehension of the topic as well as the adequacy of the content of the text.

2. Organization

Several factors are considered here, such as the organization of ideas, the structure and cohesion of the paragraph and the clarity of exposition of the main secondary ideas.

3. Vocabulary

This category deals with the selection of words, expressions and their usage. The appropriateness of the register used is also taken into account.

4. Language use

The use of grammar categories is taken into account, e.g. tense, number, subject-verb agreement, in addition to word order and the use of complex syntactic structure.

5. Mechanics

This category includes the evaluation of punctuation, spelling and the use of capitalization.

There are five components of evaluating writing namely: content, organization, vocabulary, language use, and mechanics (Brown in Duha,2022).

2. Descriptive Text

a. The Essence of Descriptive Text

Descriptive text is an activity to describe something in detail interestingly. It is a verbal picture of a person, place, and object (Donald Pharr in Rahmawati, 2021). When the people describe something or someone through essay writing, he or she tries to perform as real as possible that can attract the reader's sense. Descriptive text is the text about the way of things, people, or places (Rahmawati, 2021). In descriptive texts, the students can use imagination and percept-kive sense to make reader hear, taste, smell, see, and feel as they present a good word of the subject. Description is about sensory experience how something looks, sounds, tastes. Mostly is about visual experience, but description also deals with other kinds of perception (Kane in Masitoh, 2015).

Moreover (Langan in Irwan, 2018) says that when you describe something or someone, you give your readers a picture in words. P. Josep Canavan stated "students may be describing a sunset, an individual, or a sinking ship. Descriptive text is one of texts in English to describe about a person, places, and thing in a paragraph. (Septiyana & Anggraini, 2022). Descriptive text is a text which is intended to describe a particular person, place or thing. The schematic structure of Descriptive text is divided into two: Identification and Description (Gerot & Wignell in Ashera,2018). Linguistic features of descriptive text are: use specific

participant, written in present tense, use linking verbs, use adjectives, use relational and material processes (Emilia, 2014).

Furthermore, McKay in (Markhamah in Jayanti, 2019) says that when we want to describe something, we must be able to make the reader understand what we mean. McKay mention also the most common types of descriptive of describing a process, describing an object, describing a place, describing a personality, and describing an event. Linguistic Features of descriptive text are: use specific participant, written in presents tenses, use linking verb, use adjectives, use relational, and material process. (Margaretha, 2019). According to Wardiman in (Hardianti & Saosang, 2022) descriptive text is a part of factual genres. Descriptive writing also involves putting across feelings, describing place, things and object. In this case the researcher is going to describe the students' skill in writing descriptive text based on their writing test result (Husna, 2013).

Then, descriptive writing is one of the type of writing that should be taught and mastered not only by English teacher, but also by Senior High School students. The descriptive text is usually as a main idea of the paragraph or called as a general statement, and the description of the descriptive text is about the explanation of general statement or main idea of supporting details to the general statement (Rivai, at all, 2017).

From the explanation above, the researcher concludes that descriptive text is one of text which giving information about something. Descriptive text describes about a particular person, place, and thing specifically. Descriptions are divided into two categories: objective and subjective. In descriptive text the writer creates the sense of impression of feeling, sound, taste, smell, and look of things and should help the readers to understand a sensation or an emotion. When writing the

descriptive text, the writer uses vivid language to make the object describe come alive.

b. Generic Structure of Descriptive Text

The Generic Structure of Descriptive Text The generic structure of the descriptive text is different from other texts. There are two main components in the generic structure of the descriptive text. They are identification and description, (Gerot and Wignell, 1994) state that the Generic structure of descriptive writing is Identification which identifies phenomenon that will be describe and Description which describe parts, qualities, or characteristics of something or someone in detail.

According to (Zulaikah, at all, 2018) states the generic structure of descriptive text consists of identification and description. It means that, in description component, the students have to describe parts, characteristics of the objects and qualities. Sometimes, the students cannot organize the paragraph well. Beside identification and description component, in organizing ideas the students also have to pay attention to the chronological orderto their text. Chronological order is ordered by time, it uses to explain the process.Chronological order also used to describe events period of time.

The generic structure of descriptive text consists of identification and description (Wardani, at all 2014). The generic structure of descriptive text is show in the following table:

Table 2.1
The Generic Structure of Descriptive Text

Generic Structure	Function
Identification	<ul style="list-style-type: none">• The identification usually in first paragraph, itis uses to introducing subject or thing that will be described to the readers.

Description	<ul style="list-style-type: none"> • Description itself has a function to support the identification. • Description is brief details about who, or what the subject.
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Example of descriptive text:

My Best Friend, Ernesto

My best friend is Ernesto and he is my classmate. We go to school together. Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher. **(Identification)**.

He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him. Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient. He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend. **(Description)**.

c. The Purpose of Descriptive Text

The social function of descriptive writing is primarily to describe a person, place, or thing in such a way that picture is formed in reader's mind. The purpose of descriptive text is to describe and reveal a particular person, place, or thing in details or specific to make the reader be able to visualize the description (Potradinata, 2018).

Descriptive texts present the appearance of things that occupy space, whether they

are object, people or buildings or cities (Bosede and Fakaye, 2016). It can be concluded that descriptive text is used to describe everything, which is seen by a writer in detail.

3. *Give One Get One Strategy*

a. Definition *Give One Get One Strategy*

Give One Get One is a strategy with a social way for students to tap into and build background knowledge for a text (Preszler, 2005). It is similar to a brainstorm session but has more communicative twist. It means that *Give One Get One* strategy is a kind of strategy which can build background knowledge through a social way. *Give One Get One* is allowed struggling students to gather new knowledge and information about a content topic.

According to (Pickering, Morzano & Pollock, 2001) state that *Give One Get On* strategy can be used to encourage learners to share ideas and examples. places to go on holiday, ways in which a story ends, similes for description how would you describe to a blind person. this technique is a great sharing protocol that can be used in workshop, exploration, research, experience, or technique of teaching. this study use *Give One Get On*.

Lim in Chersia's journal (2015) states that *Give One Get One* is a reading strategy that can get every student to participate every time. It allows the students to engage in discussion with group or peers. It also stimulates the students before they share the idea in the classroom. It means that *Give One Get On* strategy allows the students to engage in discussion with group or peers. It is also stimulates the students before they share the idea in the classroom. Besides, this

strategy that can be used to invite the students are active in learning (Commander, 1997) explains that active learning gives the chance to the students to work with other students.

Based on the explanation above, the writer concludes that *Give One Get One* is a strategy where the students can get information from their friends' thought and share the information from their own thought. The students will share each other about a topic being discussed. In their community, the students can get new information and also the students will deliver their information for other students in their community.

b. Procedures of *Give One Get One* Strategy

Give One Get One strategy can get every student to participate in learning process, this strategy allows students to engage in structure academic discussion with peers in classroom. There are the procedures of *Give One Get One* strategy (Commander,1997):

1. Teacher poses a question.
2. Students generate two ideas.
3. Teacher established a goal (number of ideas and time limit- time to collect ideas).
4. Students stand up and “connect” with another students only to give an idea and get a new idea.
5. If they both have similar ideas, they need to brainstorm together to generate a new idea.
6. Students return to their seats (they can share ideas in small groups and try to

generate two or three additional new ideas).

7. Teacher collects and records ideas to be examined and explored.

Meanwhile (Zwiers in Novallinda, 2015) states the procedures of *Give One Get one* strategy as follows:

1. Teacher generates a topic idea from the text and put it on the board.
2. Students fold a piece of paper in half horizontally and number 1 through 4 above the fold and 5 through 8 below.
3. Students write down ideas related to the topic.
4. Students circulate throughout the room and exchange their ideas for at least three different ideas from other students, which go on line 5 through 8. They need to get the student's name for each corresponding idea and write it in the "from" column.
5. After several minutes, students regroup and share with the class the ideas they heard from others students.
6. Students have to use academic language such as "Julie had a similar thought", "Manuel predicts that..." or "Katia differs in opinion because she..."
7. Discuss all the responses and then introduce the text.

Based on the explanations above, the writer concludes that *Give One Get one* strategy makes the students active in the class, the students gather the information from the texts not only from their knowledge from the text but also from the other students. So, the students are not only silent in the class, but also they are sharing ideas to get information and the students also get information from text quickly.

In addition, the researcher conducted the research by allowing those steps. The main purpose of the process is to make the students easier in understanding the text.

c. Advantages and Disadvantages of *Give One Get One* Strategy

Give One Get One strategy is a strategy which can make learning easier.

However, there are some the advantages and disadvantages of using *Give One Get One* strategy, they are as follows:

1. The Advantages of *Give One Get One* Strategy

The general advantages of *Give One Get One* strategy are to motivate students and to make students interacting with other students because students has to work together doing activities.

According to (Prezler, 2005) *Give One Get One* allows struggling students to gather new knowledge and information about a content topic. Since students share information and question each other, all students in the classroom regardless of ability levels can reap positive rewards from this strategy. (Zwiers in Novallinda, 2015) states that *Give One Get One* strategy has advantages to make the students to be able to share each other what they already know about a certain topic. Thus, from the theories, the researcher includes that the advantages of Give One Get One are:

- a) Help students to make interaction with other students because the students have to work together doing activities.
- b) The students can find information from text quickly.

- c) The students can find information and learn from other students.
- d) Help in activate students' prior knowledge.

2. The Disadvantages of *Give One Get One* strategy

Commander (1997:4) implies some disadvantages of using *Give One Get One* strategy are:

- a) *Give One Get One* strategy needs more time for discussion.
- b) Division of the group in pairs and sharing between students making less conducive.

From the disadvantages, the researcher minimized those disadvantages as follows:

- a) The teacher can set the time for students to discuss with others, so, the class more conducive and the students will be more enthusiast with the lesson.
- b) The teacher controls the class with circulate around the room and provide information or ideas to those struggling to come up with any of their own.

B. Previous Related Studies

Some studies have been conducted previously relating to this research. The first study the research conducted by Rizki Amalia (2017), entitled "The Influence of Using Give One-Get One Strategy Towards Studets' Reading Comprehension at the First Semester of The Eight Grade of SMP Negeri 20 Bandar Lampung in the Academic Year Of 2016/2017". This was quasi-experimental study. The study was aimed to find out the effect of Give One Get One strategy on students' reading comprehension. Rizki Amalia found that there

was a significant influence of using Give One Get one strategy towards students' reading comprehension.

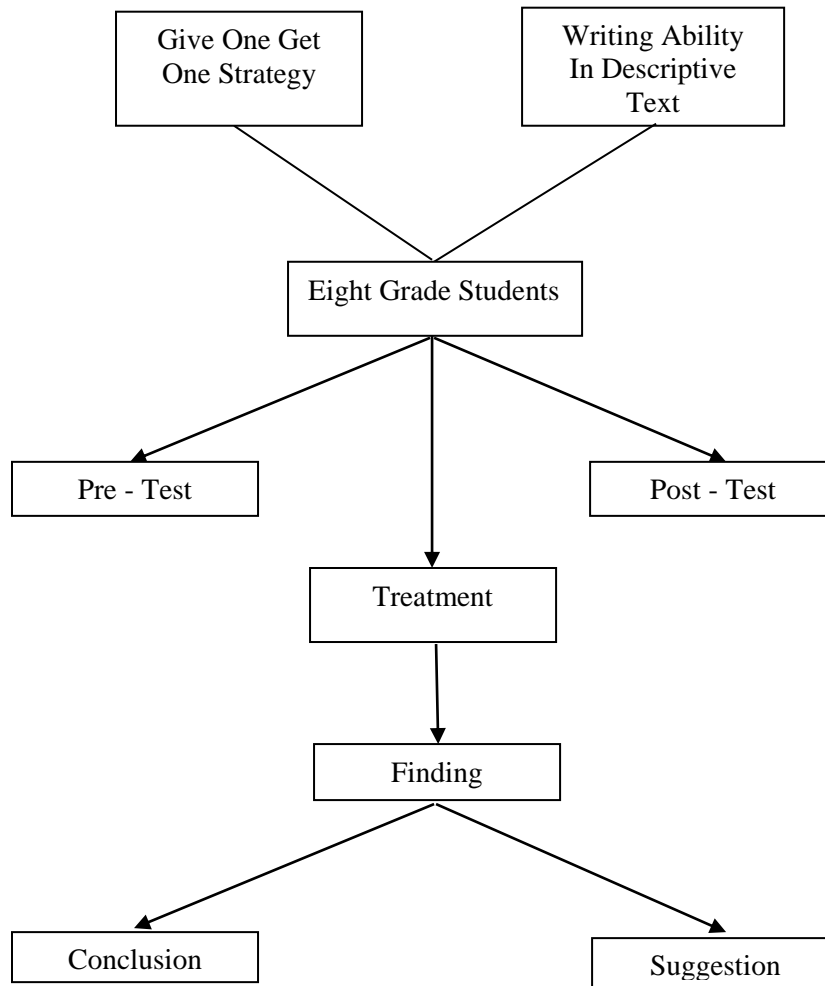
Another study was also done by Chersia, Radjab and Refnaldi (2015). The title is "The Effect of Give One Get One Strategy and Motivation on Students' Reading Comprehension of Narrative Text. The research is quasi experimental reasearch that was conducted at the tenth grade of SMA 7 Padang in the academic year of 2014/2015. The result of this research showed that Give One Get one strategy gave significant effect on students' reading comprehension.

The last, Kelvin Arbiansyah (2014) did research entitled "The Effect of Using Give One Get One Strategy on Students' Reading Comprehension in Narrative Text of the Second Year at SMAN 12 Pekanbaru". The objectives of this research, were to find out the students' reading comprehension on narrative text taught and without taught by using Give One Get One strategy. The research was conducted at the second-year students of SMA N 12 Pekanbaru. In his research he found that the students' reading comprehension that taught by using Give One Get One strategy was better than reading comprehension of students taught without using Give One Get One strategy.

C. Conceptual Framework

The main focus of this research is the use of the give one gets one strategy to influencing students' ability in writing descriptive text. This research will be given in the following diagram:

Figure 1. Conceptual Framework



At this stage, it was collected the main information about students' ability in writing descriptive text and Give One Get One Strategy that were delivered to eight grade students at SMP Dharma Pancasila Medan by giving a writing test before applying the treatment. The stages are Pre-test, Treatment and Post test.

In the next stages, the researcher it was applied the test to effect the students' ability in writing descriptive text. That is teaching writing to students by using the Give One Get One strategy that applies the repetition method.

At the discovery stage, researchers will determine the effect of using applications in learning writing ability to students. Maybe the pretest, treatment, posttest can show results. Whether the effect of students' ability in writing descriptive to effect or not.

D. Hypothesis

Ha : Give one get one strategy is able to affect the students' ability in writing descriptive text

Ho : Give one get one strategy is able to affect the students' ability in writing descriptive text

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research was conducted using experimental research. Experimental design is the traditional approach to conducting quantitative research. The aim is to find out whether there is a significant effect of using *Give one get one* strategy on students or not. There were two groups in this research, they were experimental group and control group. Pre-test will be applied before treatment and post-test will be applied after treatment. In conducting the treatment, the researcher used the *Give one gets one* strategy in the experimental group while the control group used conventional teaching media such as reading method. The design will be explained as follows:

Table 3.1
The Research Design

Group	Pre-test	Treatment	Post-test
Experimental (VIII A)	√	Using Give One Get One Strategy	√
Control (VIII B)	√	Using Conventional Technique (Writing Method)	√

B. Population and Sample

1. Population

The population of this research is the eighth-grade students of SMP Dharma Pancasila Medan of 2022/2023 academic year who consists of 90 Students in 3 parallel classes (VIII A until VIII C).

Table 3.2
Population of Research

No	Class	Population
1	VIII A	30
2	VIII B	30
3	VIII C	30
Total		90

2. Sample

The sample is part of the number and characteristics possessed by the population. In this research, the research was applied cluster random sampling technique because the population was in the group. Cluster random sampling is similiar to simple random sampling except that groups rather than individuals are randomly selected; the sampling unit is a group rather than an individual. In cluster sample, the samples are not taken individually, but are based on the group of the individuals. And the procedure cluster random sampling can use lottery, ordinal and randomly (Hadi,2004).

Table 3.3
Sample of Research

No	Class	Sample
1	VIII A (Experimental Group)	30
2	VIII B (Control Group)	30
Total		60

C. Location and Time

This research was conducted at SMP Dharma Pancasila Medan at Jalan.Dr. Mansyur No.71A Kec.Medan Selayang, Sumatera Utara at academic year of 2022/2023, eight grade student in junior high school. The reason for choosing this school is because the researcher found that the eight grade students had problems in students' ability in writing descriptive text and the researcher wanted to provide new ideas using the *Give one gets one* that did not yet exist in teaching writing at the school. The time of this research in this study occur for 1 months from the issuance of the research permit by UMSU.

D. Instrument of Research

The researcher used a writing test as an instrument. Tests will be applied for pre-test- and post-test. For the test consists of 10 essay questions taken from student textbooks. The pre-test aims to determine the students' ability in writing descriptive text before applying the *Give one gets one* strategy, while the post-test aims to determine the students' ability in writing descriptive text after using the

Give one gets one strategy.

E. Technique of Collecting the Data

Researchers tested and administered questionnaires in data collection, pre-test and post-test. The pre-test is given to determine the previous ability before doing the material and the post-test will show the effect of students' ability in writing descriptive text after presenting the material using the *Give one gets one* strategy.

The data of this study were collected using a pretest, treatment and posttest. To collect data, the researcher will use the following steps:

1. Pre-test

Before giving the treatment, the researcher gives the students a pre-test as a test to measure students' ability in writing descriptive text. The test was given to the experimental and control group. After giving the pre-test the researcher checked the students' work to find out how the students reading comprehension. After giving the pre-test the researcher gave treatment to the students.

2. Treatment

Treatment in the experimental group to effect using the *Give one gets one* strategy. Both of experimental and control group were taught by using the same topics but different treatments. Treatment means the researcher uses the *Give one gets one* strategy as a media for students' ability in writing descriptive text. There is a safe procedure research, researchers need 2 months to conduct research.

3. Post Test

After having the treatment, the students of both groups would be given the post-test. This is intended to determine the success of the treatment or not. The post-test has the same procedure as the pre-test.

F. Technique for Analyzing the Data

In analyzing the data, some techniques will be as follow:

1. Normality Test

According to (Rohaeti, 2021) the data normality test is a form of testing the normality of the data distribution. The purpose of this test is to determine whether the data taken is normal data or not.

In this study, the normality test used the Kolmogorov-Smirnovatest. Testing the normality of the data with the Kolmogorov-Smirnovatest can be done with the help of the SPSS version 16.0 for windows program with the significant level used is 5% (0.05).

1) If $sign > 0.05$ then the data is normally distributed.

2) If the $sign < 0.05$ then the data is not normally distributed.

2. Homogeneity Test

Homogeneity test of variance test aims to determine whether the data pair to be tested for differences represents the variance that is classified as homogeneous (not different) (Rohaeti, 2021). This is done because to use a different test, the variance of the data group to be tested must be homogeneous.

To simplify the calculation of data homogeneity, the researcher used the SPSS version 16.0 for windows program with the following conditions:

- 1) The value of $\text{sig} > 0.05$ then the data has a homogeneous variance.
- 2) The value of $\text{sig} < 0.05$ means that the data has a non-homogeneous variance.

3. Hypothesis Test

Hypothesis testing was used to compare two unpaired samples using the t-test Independent Sample T test with the help of SPSS version 16.0 for windows. The t-test was used to test the significance of the difference in the average class effect. The requirements for the Parametric Statistical Test are that the data must first be confirmed to be normal. According to Imam Ghozali (2012:66) the conditions used in the significance value (Sig) are:

- 1) If the value of Sig (2-tailed) < 0.05 , then there is a significant difference between learning outcomes in CLASS VIII A and CLASS VIII B.
- 2) If the value of Sig (2-tailed) > 0.05 , then there is no significant difference between learning outcomes in CLASS VIII A and CLASS VIII B.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Based on the research study, there are two groups in this study, namely the experimental group and the control group. First, the experimental group was given a pre-test before being given treatment. Then the experimental group was given treatment using the Give one Get One strategy. After being given the treatment, the experimenter was given a post-test. Based on the table of pre-test and post-test of the experimental group above, it shows that the lowest pre-test score with a score of 35 is 1 person and the highest pre-test score with a value of 80 is 1 person. Meanwhile, there were 3 people with the lowest post-test score with a score of 60 and 2 people with the highest post-test score with a score of 90. Second, the control group was given a pre-test before being given treatment. Then the control group was given treatment with the lecture method. After giving the treatment, the control group was given a post-test. Based on the pre-test and post-test table for the control group above, it shows that the lowest pre-test score with a score of 40 is 1 person and the highest pre-test score with a score of 80 is 1 person. Meanwhile, the lowest post-test score with a score of 55 is 5. people and the highest post-test score with a score of 80 was 3 people.

1. Data Analyze

a. Validity Test

The validity test is used to determine the validity or suitability of the tests used by researchers in measuring and obtaining research data from

respondents.

The validity test of the questions consisted of 30 pretest questions and 30 posttest questions. This research was conducted on 30 class VIII A SMP Dharma Pancasila Medan with the following results.

Basis of taking pearson validity test.

1. If the value of $r_{\text{count}} > r_{\text{table}}$ then the value obtained is valid
2. if the value of $r_{\text{count}} < r_{\text{table}}$ then the value obtained is not valid

To find the r_{table} value with $N = 30$ at 5% significance in the distribution of r_{table} statistical values, then the r_{table} value is 0.361

Table 4.3
The Result of Validity Test

No	Rcount	rtable	Explanation
1	0,525	0,361	Valid
2	0,615	0,361	Valid
3	0,768	0,361	Valid
4	0,507	0,361	Valid
5	0,855	0,361	Valid
6	0,706	0,361	Valid
7	0,836	0,361	Valid
8	0,757	0,361	Valid
9	0,697	0,361	Valid
10	0,787	0,361	Valid
11	0,791	0,361	Valid
12	0,517	0,361	Valid

13	0,827	0,361	Valid
14	0,607	0,361	Valid
15	0,827	0,361	Valid
16	0,817	0,361	Valid
17	0,627	0,361	Valid
18	0,507	0,361	Valid
19	0,807	0,361	Valid
20	0,512	0,361	Valid

Based on the results of the validity pretest and posttest above, it is stated that 20 questions are all valid and worthy of being a test.

b. Reliability Test

The reliability test aims to see whether the test has consistency if the measurement is carried out with the test being carried out repeatedly.

The basis for taking the Cronbach alpha reliability test according to (Wiratna Sujewerni, 2014), the test is said to be reliable if the Cronbach alpha value is > 0.6 .

Table 4.4
The Result of Reliability Test

Case Processing Summary			
		N	%
Cases	Valid	20	100.0
	Excluded	0	.0
Total		20	100.0

Reliability Statistics

Cronbach's Alpha	N of items
.725	20

Based on the test results of the 20 items questions above, it can be seen that $0.725 > 0.60$ so that it can be seen from the table above that the Cronbach Alpha value is more than 0.60 so it can be concluded that the 20 items used in this test are reliable, meaning that there are data similarities at different times and times so that the resulting data is accurate.

c. Descriptive statistics

Descriptive statistics are used to describe or describe the data that has been collected as it is in this study. Based on the SPSS processed data which includes the results of the pretest and posttest from the experimental group and the control group, it will be possible to know the maximum value, minimum value, mean and standard deviation of each variable which can be seen in table 4.5 below:

Table 4.5
The Result of Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest Eksperimen	30	35	80	57.33	9.997
PostTest Eksperimen	30	60	90	72.67	8.380

PreTest Kontrol	30	40	80	58.33	9.408
PostTest Kontrol	30	55	80	66.33	8.087
Valid N (listwise)	30				

Based on table 4.3, it can be seen the number of samples, mean value, the maximum value, the minimum value and the standard deviation value for each variable.

d. Normality Test

Normality test is used to determine whether the samples obtained are normally distributed or not. In this study, the normality test was determined using a statistical test with the help of the SPSS program, namely the Kolmogorov-Smirnova test.

The results of the normality of this study can be seen in the following table:

Table 4.6
Test of Normality

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students' Learning Result	PreTest Eksperiment	.139	30	.146	.975	30	.696
	Post Test Eksperiment	.158	30	.054	.942	30	.101
	PreTest Kontrol	.130	30	.200*	.974	30	.639
	Post Test Kontrol	.150	30	.084	.922	30	.061
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

The normality test above is used to determine whether the distribution is normal or not. The conditions used are if P (Asymp. Sig. > 0.05) then the results are said to be normal. Conversely, if $P < 0.05$ then the results are said to be abnormal. From the results of the normality test above the pretest items in the experimental group are obtained (Sig = 0.146) and items The posttest obtained (Sig = 0.054) showed that the normality test was normally distributed (Sig > 0.05), then the pretest item was obtained in the control group (Sig = 0.200) and the posttest item obtained (Sig = 0.084) also stated that the normality test was distributed normal.

e. Homogeneity Test

Based on the instrument trials that have been carried out in the experimental group and control group, each result is obtained which is presented in the form of the following table:

Table 4.7
Test of Homogeneity

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Students' Learning Result	Based on Mean	.272	3	116	.845
	Based on Median	.223	3	116	.880
	Based on Median and with adjusted df	.223	3	108.42 9	.880
	Based on trimmed mean	.284	3	116	.837

From the output of the homogeneity test results above, it shows sig 0.893, it can be explained that the value of sig > 0.05 , it can be concluded that the test results show that the data is homogeneous.

Hasil Belajar Siswa	Equal variances assumed	.000	1.000	2.979	58	.004	6.333	2.126	2.077	10.590
	Equal variances not assumed			2.979	57.927	.004	6.333	2.126	2.077	10.590

Based on the output of the table above, the data on the results of the t-test in the table shows that there is a significant effect to enrich the scores of students in class VIII A (Using *Give One Get One* Strategy) with the posttest ($M = 72.67$, $SD = 8.380$) and the scores of students in class VIII B (Using Conventional Method) with the posttest ($M = 66.33$, $SD = 8.087$), t count = 2.979, value sig (2-tailed) = $0.004 < 0,05$. then H_0 is rejected and H_a is accepted. It can be concluded that there is a significant difference between learning result using the *Give One Get One* Strategy to effect students' ability in writing descriptive text which is higher than using conventional technique. Thus, there is an effect of the *Give One Get One* Strategy to effect students' ability in writing descriptive text.

B. Discussion

According to (Sugiyono, 2018), the t test is a test which basically shows how far the influence of the independent variable has on the influence of the dependent variable by assuming other independent variables are constant. Based on the analysis of the research data, the analysis was carried out through an independent sample test statistical test. Based on the research study that the value sig (2-tailed) = $0.004 < 0,05$ then H_0 is rejected and H_a is accepted. It's shows that student

learning result in framing students' ability in writing descriptive text improvement using *Give One Get One* Strategy are higher than using conventional Method.

Based on the findings of the pre-test and post-test results from the experimental group, it shows that the lowest score from the pre-test is 35 and the highest score from the pre-test is 80. Meanwhile, the lowest score from the post-test is 60 and the highest post-test score is 90. Based on the table above the pre-test and post-test values of the control group show that the lowest pre-test score is 40 and the highest pre-test score is 80. While the lowest post-test score is 55 and the the highest post-test is 80.

Based on previous related study conducted by Rizki Amalia (2017), entitled "The Influence of Using Give One-Get One Strategy Towards Studets' Reading Comprehension at the First Semester of The Eight Grade of SMP Negeri 20 Bandar Lampung in the Academic Year Of 2016/2017". This statement has similarities with what researchers found in this study. In his observations, The study was aimed to find out the effect of Give One Get One strategy on students' reading comprehension.

Another study was also done by Chersia, Radjab and Refnaldi (2015). The title is "The Effect of Give One Get One Strategy and Motivation on Students' Reading Comprehension of Narrative Text. This statement of similarity with what the researcher found in this study. In the observation, the researcher uses a type of experimental research, namely how to find a causal relationship between two factors that are deliberately caused by researchers and the population in this study with research conducted by researchers.

The last, Kelvin Arbiansyah (2014) did research entitled “The Effect of Using Give One Get One Strategy on Students’ Reading Comprehension in Narrative Text of the Second Year at SMAN 12 Pekanbaru”. The researchers used a sample consisting of 2 classes, namely 1 class as an experimental class and 1 class as a control class which was taken by selecting groups randomly and the method of collecting data was carried out in this study and what I did was by using a test of learning outcomes in class form of pretest and posttest, and the last similarity in the results of the researchers has a significant influence on the use of the webtoon application. and the difference is that researchers do not always use reading comprehension as variable X.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This research examines the problem of students who have difficulty generating and organizing ideas and the lack of ability to make paragraphs in an orderly manner. The research findings reveal that during the teaching and learning process, teachers do not have many strategies to teach writing well. Teachers who still use the conventional method (direct method) which only focuses on grammar make students feel bored and cannot help students to transfer their ideas and feelings in written form.

This research has an impact on the descriptive writing of eighth grade students at SMP Dharma Pancasila Medan. There is a significant influence on the students' writing ability after using the *Give One Get One* strategy. With this learning strategy, students become more interested in the learning process that takes place in class. and Research has implications as a source of information and reference material for further research so that it can be further developed in other materials to improve the quality of learning.

The research that has been carried out certainly has many limitations, including limited research time. This research was carried out during the writing of the thesis. This short time is included as one of the factors that can narrow the space for research. So that it can affect the results of research that has been done.

This study provides important information about the effect of the *Give One Get One Strategy* method in writing descriptive text. based on research results of

t-test that H_0 is rejected and H_a is accepted. It can be concluded that there is a significant difference between the pretest and posttest questions, thus there is an effect of the *Give One Get One* strategy to effect students' ability in writing descriptive text.

B. Suggestions

Based on the results of the discussion and conclusions, the suggestions in the research. These are as follows:

a. To English Teacher

As a teacher in the process of teaching and learning activities it is expected to pay attention to the strategies that will be used in learning, which of course must pay attention to the needs and suitability of learning media with students' abilities in mastering writing so as to improve students' writing skills. For example, by using the *Give One Get One* strategy in learning and improving students' writing skills, teachers should use the *Give One Get One* strategy as a learning method. Because the use of the *Give One Get One* strategy will also train students to get used to using learning strategies as a learning method.

b. For Students

In today's modern era, it is hoped that it can maximize the use of learning strategies as learning methods to enrich scientific insights. So that students can be more active and have broader insights for learning.

c. For Other Researchers

Research on the Give One Get One strategy learning method emphasizes cognitive assessment to determine the level of results based on research results related to learning using the media so that it can influence student learning outcomes in class VIII SMP Dharma Pancasila Medan.

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Appendix 1. The Result of SPSS

Case Processing Summary

	Kelas	Valid		Cases Missing		Total	
		N	Percent	N	Percent	N	Percent
Hasil Belajar Siswa	Pre Test Eksperimen	30	100.0%	0	0.0%	30	100.0%
	Post Test Eksperimen	30	100.0%	0	0.0%	30	100.0%
	Pre Test Kontrol	30	100.0%	0	0.0%	30	100.0%
	Post Test Kontrol	30	100.0%	0	0.0%	30	100.0%

Descriptives

	Kelas	Statistic	Std. Error		
Hasil Belajar Siswa	Eksperimen	Mean	57.33	1.822	
		95% Confidence Interval for Mean	Lower Bound	53.61	
			Upper Bound	61.06	
			5% Trimmed Mean	57.31	
		Median	60.00		
		Variance	99.540		
		Std. Deviation	9.977		
		Minimum	35		
		Maximum	80		
		Range	45		
		Interquartile Range	15		
		Skewness	.025	.427	
		Kurtosis	.216	.833	
		Post Test Eksperimen	Mean	72.67	1.530
			95% Confidence Interval for Mean	Lower Bound	69.54
Upper Bound	75.80				
5% Trimmed Mean	72.41				
Median	70.00				

	Variance		70.230	
	Std. Deviation		8.380	
	Minimum		60	
	Maximum		90	
	Range		30	
	Interquartile Range		15	
	Skewness		.432	.427
	Kurtosis		-.440	.833
Pre Test Kontrol	Mean		58.33	1.718
	95% Confidence Interval for Mean	Lower Bound	54.82	
		Upper Bound	61.85	
	5% Trimmed Mean		58.15	
	Median		60.00	
	Variance		88.506	
	Std. Deviation		9.408	
	Minimum		40	
	Maximum		80	
	Range		40	
	Interquartile Range		15	
	Skewness		.221	.427
	Kurtosis		-.148	.833
Post Test Kontrol	Mean		66.33	1.477
	95% Confidence Interval for Mean	Lower Bound	63.31	
		Upper Bound	69.35	
	5% Trimmed Mean		66.20	
	Median		65.00	
	Variance		65.402	
	Std. Deviation		8.087	
	Minimum		55	
	Maximum		80	
	Range		25	
	Interquartile Range		15	
	Skewness		.164	.427
	Kurtosis		-1.097	.833

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Kelas		Statistic	df	Sig.	Statistic	df	Sig.
Students' Learning Result	Pre Test	.139	30	.146	.975	30	.696
	Eksperiment						
	Post Test	.158	30	.054	.942	30	.101
	Eksperiment						
	Pre Test Kontrol	.130	30	.200 [*]	.974	30	.639
Post Test Kontrol	.150	30	.084	.922	30	.061	

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Test of Homogeneity of Variance

		Levene			
Statistic		df1	df2	Sig.	
Students' Learning Result	Based on Mean	.272	3	116	.845
	Based on Median	.223	3	116	.880
	Based on Median and with adjusted df	.223	3	108.429	.880
	Based on trimmed mean	.284	3	116	.837

Group Statistics

		N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Modul Pembelajaran A	30	72.67	8.380	1.530
	Modul Pembelajaran B	30	66.33	8.087	1.477

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students Learning Result	Equal variances assumed	.000	1.000	2.979	58	.004	6.333	2.126	2.077	10.590
	Equal variances not assumed			2.979	57.927	.004	6.333	2.126	2.077	10.590

Appendix 2. The Result of Pretest and Posttest

The Result of Pre-test and Post-test of Experimental Group

No	Student's Initial Name	Pre - Test	Post test
1	AB	80	80
2	AD	60	75
3	AF	40	65
4	AY	60	70
5	BC	55	60
6	CA	65	75
7	DP	50	70
8	DT	45	60
9	FR	60	70
10	HS	50	65
11	LK	70	80
12	LS	55	65
13	MA	65	75
14	MC	60	75
15	MF	70	90
16	MP	60	75
17	MV	65	75
18	NA	35	60
19	NU	75	70
20	NZ	65	70
21	RA	60	85
22	RC	55	90
23	RD	55	85
24	RE	50	65
25	RY	60	80
26	SK	45	65
27	VA	60	70
28	WA	50	70
29	YN	50	65
30	ZZ	50	80

The Result of Pre-test and Post-test of Control Group

No	Student's Initial Name	Pre - Test	Post test
1	AD	60	65
2	AK	80	80
3	BP	70	75
4	DZ	60	65
5	DP	45	60
6	DN	65	70
7	EN	60	75
8	FH	55	60
9	FA	55	55
10	IK	45	55
11	II	60	70
12	IJ	45	55
13	JM	65	70
14	KN	60	70
15	KA	75	80
16	MI	55	65
17	ML	60	65
18	NA	55	65
19	NS	50	60
20	NZ	55	60
21	RT	65	75
22	RG	70	80
23	RF	70	75
24	RN	50	55
25	ST	60	70
26	SK	40	55
27	TR	50	60
28	WP	55	65
29	WT	50	60
30	YY	65	75

Appendix 3

LESSON PLAN (EXPERIMENTAL GROUP)

Sekolah	: SMP Dharma Pancasila Medan
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: 8/1
Judul materi	: It's English time!
Alokasi waktu	: 4 x 40 menit

Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat :

- Mengidentifikasi fungsi sosial , struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian dan responnya sesuai dengan konteks penggunaannya.

Media pembelajaran, Alat/Bahan dan sumber Belajar :

Media Pembelajaran : Projector, Laptop , Memrise Application.

Alat/Bahan : Penggaris spidol, papan tulis, laptop dan infocus

Sumber belajar : Buku Bahasa Inggris "When English Rings a bell"

Kegiatan Pembelajaran

Pendahuluan :

- Guru mengucapkan salam dan berdoa.
- Guru memberikan motivasi dan apresiasi
- Guru menginformasikan tujuan pembelajaran
- Guru Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya

Inti :

- Guru mengajak siswa untuk melakukan strategi Give One Get One di kelas
- Guru mengajak siswa untuk melakukan interaksi antara sesama teman yang lainnya

- Dengan bimbingan dan pengarahan dari guru, siswa di minta untuk mampu menyelesaikan beberapa exercise yang ada di teks descriptive text.

Penutup :

- Guru beserta siswa membuat kesimpulan singkat tentang materi meminta perhatian dan responnya .
- Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
- Guru mengakhiri pembelajaran dengan ucapan doa dan salam.

Penilaian :

Sikap	<ul style="list-style-type: none"> • Observasi Spiritual (mengucapkan salam dan doa) Sosial (Hadir tepat waktu dan aktif dalam kegiatan pembelajaran)
Pengetahuan	<ul style="list-style-type: none"> • Penugasan Peserta didik mencatat tentang descriptive text Peserta didik diminta untuk mengerjakan soal pretest dan posttest.
Keterampilan	<ul style="list-style-type: none"> • Tes praktik Peserta didik membacakan laporan singkat tentang kegiatan rutin yang biasa di lakukan.

Medan, Agustus

2023

Mengetahui

Kepala SMP Dharma Pancasila

Peneliti

Suwito,S.Pd.,M.Hum
NIP. 19640929198803 1007

Siti Khadizah
NPM.1902050119

LESSON PLAN (CONTROL GROUP)

Sekolah	: SMP Dharma Pancasila Medan
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: 8/1
Judul materi	: It's English time!
Alokasi waktu	: 4 x 40 menit

Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat :

- Mengidentifikasi fungsi sosial , struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memeriksa pemahaman seseorang, menanyakan dan meresponnya sesuai dengan konteks penggunaannya.

Media pembelajaran, Alat/Bahan dan sumber Belajar :

Media Pembelajaran : Worksheet atau lembar kerja.

Alat/Bahan : Penggaris spidol, papan tulis, laptop dan infocus

Sumber belajar : Buku Bahasa Inggris "When English Rings a bell"

Kegiatan Pembelajaran

Pendahuluan :

- Guru mengucapkan salam dan berdoa.
- Guru memberikan motivasi dan apresiasi
- Guru menginformasikan tujuan pembelajaran
- Guru Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya

Inti :

- Guru menuliskan descriptive text di papan tulis
- Setelah peserta didik selesai mendengarkan penjelasan dan mengamati kemudian guru meminta peserta didik untuk mencatat dan menerjemahkan kosakata tersebut
- Guru meminta siswa untuk menyelesaikan beberapa exercise yang ada di buku cetak siswa
- Siswa kemudian membuat sebuah kalimat mengenai kemampuan dan kemauan melakukan suatu tindakan dari kata yang diberikan oleh guru.

Penutup :

- Guru beserta siswa memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Guru mengakhiri pembelajaran dengan ucapan doa dan salam.

Penilaian :

Sikap	<ul style="list-style-type: none">• Observasi Spiritual (mengucapkan salam dan doa) Sosial (Hadir tepat waktu dan aktif dalam kegiatan pembelajaran)
Pengetahuan	<ul style="list-style-type: none">• Penugasan Peserta didik mencatat tentang menulis descriptive text. Peserta didik diminta untuk mengerjakan soal pretest dan posttest.
Keterampilan	<ul style="list-style-type: none">• Tes praktik Peserta didik melafalkan kosakata yang sudah dipelajarinya.

Medan, Agustus

2023

Mengetahui

Kepala SMP Dharma Pancasila

Peneliti

Appedixes II

Appendix 4 Pretest and Posttest

PRETEST

1. Describe the following picture in two sentences using there is/there are and prepotision of place.



2. Read and complete the following dialog with there is/there are.

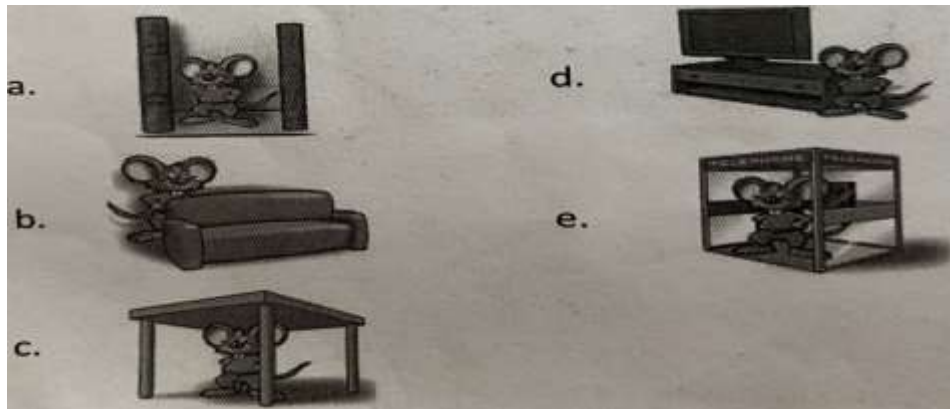
Puput : Hey, this is a great apartment.
Wulan : Thanks. (a) a lot of space, and (b)
Some really nice
neighbors as well.
Puput : (c)..... any stores near here?
Wulan : Sure, (d)..... a supermarket near here.
Puput : You have a great view!
Wulan : Right. (e) only one problem.
Puput : What's that?
Wulan : It's really expensive!

3. Choose the correct word to complete the following story



a. (There is/is) a car parking (b. under/ under) a no parking sign. Unfortunately, (c. there is/there are police (d. behind/next to) the traffic sign. He comes to the driver and reproves him for parking his car there. The driver says that he doesn't know if (e. there is/there are) a traffic sign no parking space. Police, however, issues a traffic ticket to the driver.

4. Where is the mouse?



Answer :

.....

POST TEST

1. Describe the following picture in two sentences using **there is/there are** and preposition of place.



2. Read and complete the following dialog with **there is/there are**.

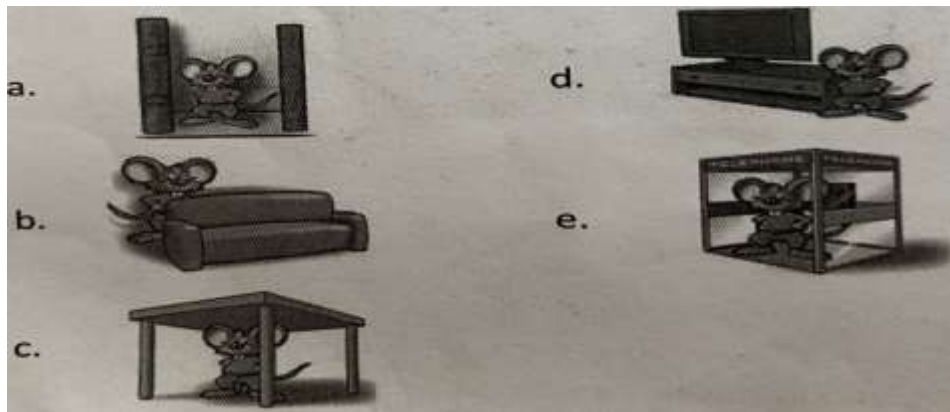
Puput : Hey, this is a great apartment.
Wulan : Thanks. (a) a lot of space, and (b)
Some really nice
neighbors as well.
Puput : (c)..... any stores near here?
Wulan : Sure, (d)..... a supermarket near here.
Puput : You have a great view!
Wulan : Right. (e) only one problem.
Puput : What's that?
Wulan : It's really expensive!

3. Choose the correct word to complete the following story



a. (There is/is) a car parking (b. under/ under) a no parking sign. Unfortunately, (c. there is/there are police (d. behind/next to) the traffic sign. He comes to the driver and reproves him for parking his car there. The driver says that he doesn't know if (e. there is/there are) a traffic sign no parking space. Police, however, issues a traffic ticket to the driver.

4. Where is the mouse?



Answer :

.....

Appendix 5. Documentation of Research

DOCUMENTATION OF RESEARCH













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

Form : K - 1

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

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Siti Khadizah
NPM : 1902050119
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 137 SKS
IPK= 3,74

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Influence of Using Give One Get One Strategy on Students' Ability in Writing Descriptive Text	
	Implementation of Critical Thinking in EFL Learning for Junior High School : Exposure Challenges and Opportunities.	
	Increasing Student's Reading Skill Through Quizizz Application	

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

Medan, 06 April 2023
Hormat Pemohon,

Siti Khadizah

Keterangan:

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



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

Form K-2

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

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : **Siti Khadizah**
NPM : 1902050119
Prog. Studi : Pendidikan Bahasa Inggris

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

The Influence of Using Give One Get One Strategy on Students' Ability in Writing
Descriptive Text

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

Pirman Ginting, S.Pd., M.Hum.

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

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

Medan, 06 April 2023
Hormat Pemohon,

Siti Khadizah

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 1554 /IL3/UMSU-02/F/2023
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

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

Nama : **Siti Khadizah**
N P M : 1902050119
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **The Influence of Using Give One Get One Strategy On Students' Ability in Writing Descriptive Text.**

Pembimbing : **Pirman Ginting, S.Pd., M.Hum..**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : **10 April 2024**

Medan 19 Ramadhan 1444 H
10 April 2023 M




Dra. Hj. Syamsuurnita, MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR





BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Siti Khadizah
N.P.M : 1902050119
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Influence of Using Give One Get One Strategy on Students Ability in Writing Descriptive Text

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
06 Juni 2023	ACC Judul	
20 Juni 2023	Chapter I	
	1. Background of the Study	
	2. Identification of the problem	
	3. Objective of the Study	
	4. Significance of the Study	
27 Juni 2023	Chapter II	
	1. Theoretical framework	
	2. Conceptual framework	
03 July 2023	Chapter III	
	1. Research Design	
	2. Population and Sample	
	3. Instrument of Research	
	4. Technique for Analyzing the Data	
05 July 2023	ACC Sempro	

Medan, Juli 2023

Diketahui/Disetujui,
Ketua Prodi Pendidikan Bahasa Inggris

Dosen Pembimbing

(Pirman Ginting, S.Pd., M.Hum.)

(Pirman Ginting, S.Pd., M.Hum.)



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umso.ac.id> E-mail: fkip@umso.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Siti Khadizah
N.P.M : 1902050119
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Influence of Using Give One Get One Strategy on Students'
Ability in Writing Descriptive Text

Sudah layak diseminarkan.

Medan, Juli 2023

Disetujui oleh
Pembimbing

(Pirman Ginting, S.Pd., M.Hum.)



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Siti Khadizah
N.P.M : 1902050119
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Influence of Using Give One Get One on Students' Ability in Writing Descriptive Text

Pada hari Senin tanggal 10 bulan Juli tahun 2023 sudah layak menjadi proposal skripsi.

Medan, Juli 2023

Disetujui oleh:

Dosen Pembahas

Dr. Bambang Nur Alamsyah, M.Hum

Dosen Pembimbing

Pirman Ginting, S.Pd., M.Hum.

Diketahui oleh
Ketua Program Studi,

Pirman Ginting, S.Pd., M.Hum.



UMSU

Unggul | Cerdas | Terpercaya

Unggul | Cerdas | Terpercaya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1313/SK/BAN-PT/Ak.KP/PT/XI/2022
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003
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Nomor : 2746 /II.3/UMSU-02/F/2023
Lamp : ---

Medan, 6 Muharram 1445 H
24 Juli 2023 M.

Hal : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala
SMP Dharma Pancasila Medan
Di
Tempat.

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Siti Khadijah
N P M : 1902050119
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **The Influence of Using Give One Get One on Students' Ability in Writing Descriptive Text.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya Amin.



Wassalam
Dekan

Dra. Hj. Syamsuurnita, MPd.
NIDN : 0004066701

***Pentinggal*



SMP DHARMA PANCASILA

Akreditasi A NDS.3007120113, NSS. 204076007383, NPSN. 10210063.

Website : www.dharmapancasila.sch.id

Jln. Dr. Mansyur No. 71.A Medan 20121 Tlp.(061) 88803796

SURAT KETERANGAN

Nomor : 133 /YDPSU/SMP/F/X/2023

Yang bertanda tangan di bawah ini :

Nama : Suwito,S.Pd.,M.Hum
NIP : 19640929 198803 1 007
Jabatan : Kepala SMP Dharma Pancasila Medan

Menerangkan bahwa :

Nama : Siti Khadizah
NPM : 1902050119
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **The Influence of Using Give One Get One Strategy on Students' Ability in Writing Descriptive Text**

Adalah benar nama tersebut telah melaksanakan Penelitian/Riset untuk penulisan Skripsi dari tanggal 21 Juli s.d 21 Agustus 2023 di SMP Dharma Pancasila Medan.

Demikian Surat Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Medan, 17 Oktober 2023
Kepala sekolah,

Suwito, S.Pd.M.Hum
19640929 198803 1 007





MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umusu.ac.id> | E-mail: fkip@umusu.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Siti Khadizah
NPM : 1902050119
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Influence of Using Give One Get on Students' Ability in Writing Descriptive Text

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
20/08 2023	Revisions related to data analysis using spss 25	
29/08 2023	Revisions in discussion divided into same points	
04/09 2023	Revisions in conclusion & suggestions	
12/09 2023	Check references & the originality of the data	
18/09 2023	Submit to greentable exam.	

Medan, September 2023

Diketahui oleh:
Ketua Prodi

Pirman Ginting S.Pd., M.Hum.

Dosen Pembimbing

Pirman Ginting S.Pd., M.Hum.



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
PERPUSTAKAAN

Terselenggara A Berdasarkan Keputusan Perpustakaan Nasional Republik Indonesia No. 00019/LAP/PTX/2016
Pusat Administrasi : Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224567
NIP. 12712023000001 | <http://perpustakaan.umsu.ac.id> | P-perpustakaan@umsu.ac.id | [perpustakaan_umsu](http://perpustakaan.umsu.ac.id)

SURAT KETERANGAN

Nomor: 03081/KET/II.9-AU/UMSU-P/M/2023

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : SITI KHADIZAH
NPM : 1902050119
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/ P.Studi : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 18 Rabiul Awal 1445 H
18 September 2023 M

Kepala Perpustakaan,

Dr. Muhammad Arifin, M.Pd.

CURRICULUM VITAE

1. Personal Information

Name : SITI KHADIZAH
Place/Date of Birth : Rawang Psr V, 03 April 2000
Gender : Female
Religion : Islam
Status : Single
Nationality : Indonesian
Address : Rawang Psr V Kecamatan Rawang Panca Arga
Kabupaten Asahan
Department : English Education
Email : sitikhadizah2018@gmail.com

2. Parents' Information

Father : Indra Gunawan
Mother : Rosmalena Surbakti
Address : Rawang Psr V Kecamatan Rawang Panca Arga
Kabupaten Asahan

3. Educational Background

2006 – 2012 : SDIT Pesantren Modern Daar Al Ulum Asahan Kisaran
2012 – 2015 : SMP Swasta Galih Agung
2015 – 2018 : SMA Swasta Galih Agung
2018 – 2022 : An active student of English Study Program,
Faculty of Teacher Training and Education,
Universitas Muhammadiyah Sumatera Utara.

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