THE EFFECT OF APPLYING GIVE ONE GET ONE STRATEGY ON THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT

SKRIPSI

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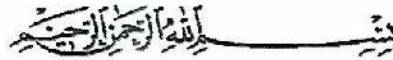*English Education Program*

By

SELLI WAHYUNI
1502050215

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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Nama Lengkap : Selli Wahyuni
NPM : 1502050215
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Give One Get One Strategy on The Students' Ability in Writing Descriptive Text
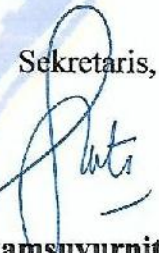
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Dr. H. Elfrianto Nasution, S.Pd., M.Pd.   **Dra. Hj. Syamsuyurnita, M.Pd.**

ANGGOTA PENGUJI:

1. Dra. Diani Syahputri, M.Hum   1. _____

2. Erlindawaty, S.Pd, M.Pd   2. _____

3. Hj. Darmawati, S.Pd, M.Pd   3. _____

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

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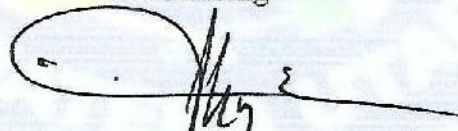|		
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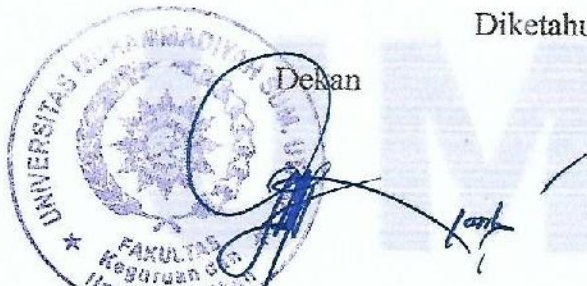
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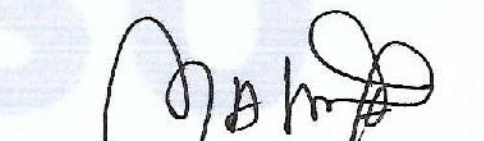
Pembimbing

Hj. Darmawati, S.Pd, M.Pd.

Diketahui oleh:

Dekan

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

ABSTRACT

Selli Wahyuni. 1502050215. "The Effect of applying Give One Get One Strategy on The Students' Ability in Writing Descriptive text. Skripsi: English Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara UMSU), Medan, 2019

The objective of this research was to investigate the effect of applying Give One Get One Strategy on students' achievement in writing descriptive text. It was applied by using experimental research design. This reserach was conducted at SMP SWASTA SATRIA DHARMA PERBAUNGAN in Jl. Akasia, Jambur Pulau, Perbaungan, Kabupaten Serdang Bedagai, Sumatera Utara 20986. It was conducted at the eighth grade students of the first semester at 2019/2020 academy year as the population and sample of this research. There were two parallel classes, which each class consisted of 27 students. So, the total population was 54 students. The data of reserch were obtained by giving test about writing descriptive text to the students. The reserch data were analyzed by using t-test to find out the significane effect of the strategy used. The result showed that there was difference on writing achievement between the studentswho were taught by Give One Get One Strategy and those who were taught by Lecturing method. It was proven by value of t_{table} at 7.37 and t_{test} was 3.025. It means that the was higher than the t_{table} at the level of significance of 0.05 with the degree of freedom (df) 66. Based on reserach finding, it was concluded that the using of Give One Get One Strategy gave the dignificance effect on students' achievment in writing, especially in form of descriptive text.

Keyword: Writing, Give One Get One Strategy, Descriptive Text

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Assalamu'alaikumWarahmatullahiWabarakatuh

In the name of Allah S.W.T, the most Beneficent and the most Merciful, praise to Allah the Lord of Universe. Firstly, the researcher would like to thanks to Allah who had given her chance to finish her study. Secondly, may bless and peace be upon to our beloved prophet Muhammad, the last prophet who has brought people from the darkness into the light. Thirdly, the researcher would like to express her grateful feeling especially for her dearest father Sunaryo and dearest mother Sriwati that had given prayer, strength, support, material and motivation during her education process.

The title of this study was *"The Effect of applying Give One Get One Strategy on The Students' ability in Writing Descriptive Text"* with purpose for submitting in partial fulfillment of the requirement to obtain the Degree of Sarjana Pendidikan from English Department. In writing this research, there were so many problems and obstacles certainly, and it was impossible for the researcher for finishing this thesis without help from many people around her. It was difficult for the researcher to accomplish this study. Then, the researcher also would like to thanks to:

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    Finally the reserch realizes that her study in still far being perfect. So, the researcher hopes suggestion and comments from all the readers, especially for the students of English Department who want to do reearch. May Allah SWT bless all.

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Medan, September 2019

The Researcher

Selli Wahyuni

1502050215

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is one of four language skills that should be comprehended well by the students. It is very useful because it helps students to express idea and their thought in written text. According to Meyers (2005:2) that writing is an action. There are some steps in writing process, they are process of discovering and organizing the idea, writing or putting them on paper, reshaping and revise the writing. As a part of English skill, the learners of English language should master it. It is important for person especially adult level in making communication or giving approach to other person. Harmer (2001:79) writing is a form of communication to deliver through or to express feeling through written form. Activities is not easy to write because writing should be able to produce something new and can give you an idea or ideas to the reader through writing.

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, 2002:493). Even though writing seems to be the most complex skill among others, yet, writing is very crucial to be mastered. Hedge (2005:9) states that there are some purposes of writing namely: (1) for pedagogic purposes, to help students learn the system of language; (2) for assessment purposes, to examine a

learner's progress or proficiency; (3) for real purposes, as a goal of learning which is to meet students' needs; (4) for humanistic purposes, to allow silent students to show their strengths; (5) for creative purposes, to develop self-expression; (6) for classroom management purposes, as a calm activity to settle students down; (7) for acquisitional purposes, as a careful mode of working with language which enables students to explore and reflect on language in a conscious way; and (8) for educational purposes, to contribute for intellectual development and to develop self-esteem and confident.

There are many different genres in writing such as narrative, recount, expository, descriptive, and argumentative. In Indonesia, teaching English for senior high school students aims to make students capable in four basic language skills; listening, speaking, reading and writing. Besides, in the Educational Unit Level Curriculum (KTSP) the students are also expected to have a good understanding in different kinds of text, including descriptive text.

However in fact, based on observation that students' writing ability is poor. The students still find difficult to generate and organize ideas and lack of ability to create an orderly paragraph. However, they have difficulties in writing skill. They assume writing was difficult task because they could not transfer their ideas, thoughts, and feelings in writing by using English. It is proved by categorically low scores obtained by the students. The low level of the students' writing mentioned above is probably caused by several factors including learning materials, facilities, motivation, and teaching strategy. 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 could not help the students to transfer their ideas and feelings in writing.

For these reasons, the writer concludes that it is important to discuss a text that is going to be written to trigger ideas and also to enrich students' vocabulary about what they are going to write. Teachers need to make a good plan before teaching in class. Arends (2004: 97) 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. Being able to determine teaching methodology used in the classroom prior to teaching is essential, since teachers must feel empowered to teach all students effectively. 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.

Learning strategy can be defined as the general patterns of activities teachers and students in the embodiment of teaching and learning activities to achieve the objectives that have been outlined. The purpose of learning strategy is to improve the student's quality towards a reliable and capable man.

Ideally, if the teacher can be applying the learning strategy which matches with the student's situation, it can makes the student's more interest and will be improved their ability in mastering a learning material. But, based on my study, there are many students still have difficulties to write descriptive text.

This problem happened because the students have dificulties to write descriptive text. Besides that, the teacher always uses conventional method, so that, the students have less interest that affects their ability at writing descriptive text.

Therefore to solve the problems above, the writer proposes use learning strategy like the learning cell learning strategy. The learning cell is an effective way for a pair of students to study and learn together. Furthermore, this strategy is hoped to be able to increase the student's ability in writing descriptive text. Besides that, students can more active and open their opportunity in way of thinking in learning.

Based on the explanation above, the writer would like to observe the usage of the learning cell learning strategy on the student's ability in writing descriptive text at SMP SWASTA SATRIA DHARMA PERBAUNGAN. Due to of this interesting, the writer interests in doing research on topic with title, "The effect of applying give one get one strategy on The students' ability in writing descriptive text at SMP SWASTA SATRIA DHARMA PERBAUNGAN 2019/2020 Academic year"

B. The Identification of the Problem

Based on the background of the study above, the identification of the problemscan be identified as follows

1. The students have difficulty getting ideas to compose words..

2. The students can not exporesing their idea.

3. The students difficult face to find meaning in the picture to write descriptive text.

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 SATRIA DHARMA PERBAUNGAN 2019/2020 Academic year.

D. The formulation of the probem

Based on the background above, the formulation of the problem in this research was formulated as the following is:

"Is there any significan effect of applying Give One Get One Strategy on The Students' ability in Writing Descriptive text of the second year students of SMP SWASTA SATRIA DHARMA PERBAUNGAN 2019/2020?

E. The Objective of the Study

Based on the formulation of the problem that has been put forward, so the objectives of the research is

To find out effect of applying Give One Get One Strategy on The Students' ability in Writing Descriptive text.

F. The Significance of Study

After conducting the research, researcher hope that it can be useful theoretically and practically.

a. Theoretically

1. The research can be used as reference for anybody else who has the same interest in the same field.

2. The research can be useful as references in choosing the technique in teaching writing, especially descriptive text.

3. Practically

1. The students od Muhammadiyah University of North Sumatera to improve their understanding in effect of applying Give One Get One Strategy on The Students' Ability in Writing Descriptive text.

2. English teachers, to be reference for them in teaching descriptive text to their students.

3. Other researcher who want to conduct other research in the same fi

CHAPTER II

REVIEW OF THE LITERATURE

A. Theoretical framework

This study deals with theories that will support the concept. In this case, theoretical framework to give some clear concept apply in this research. It intend to define the boundary of this study. There are many points in this study will be discussed as follows.

1. The Definition of Writing

Byrne (1988:4) says that writing is difficult for most people both in mother tongue and in foreign language. The researcher assumed that the students are still confused in developing their writing. So, they need guidance in writing descriptive text to make them easier in expressing their ideas and also make their writing well organized. This is because Guided Questions requires students to write the text based on the set of question that is given by the teacher.

Writing the mental work of the invention ideas, thinking about how to express them into statement and paragraph that will clear to a reader. In addition, writing should be organized effectively and includes aspects such as word choice, grammar, mechanics, and content or evidence. It means that writing should communicate something clearly, precisely and unambigously, so that the readers can comprehend the write of what was being written about

2.1.1 Process of Writing

According to Harmer (2007), the process of writing has for main elements. They are:

a. Planning

Writers plan what they are going to write. Before starting to write or type, they try and design what it is they are going to say. For some writers this may involve asking detail notes. For others a few jotted words maybe enough still others may not actualy write dow any preliminary notes at all since they may do all their planning in their head. But they will have planned, nevertheless, just as they shooping lisr writer has though – at some level of conciousness – about what of is need before writing it on the piece of paper.

When planning, writer have to think about three main issue in the first place they have to consider the purpose oftheir writing since this wish to produce, but also the language they used, and the information they choose to include. Secondly, experience writers think of the shape of the writing for, since this will influence not only the shape of the writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraph are structured, etc) but also the choice of language – whether, for exampel, it is formal and informal in tone. Thirdly, writers have to consider the content of structured of the piece – that is, how best to squence the fact, ideas or argument which they have decide to include.

b. Drafting

We can to the refer to the version of piece of writing as a draft. This first "go" at a text is often done n the assumption that it will amended later. The writing process into editing, a number of draft maybe produced on the students achievement.

c. Editing (reflecting and revising)

One writters has produce a draft they then, usually, read throught, what they have written to see what it works and where it doesn't. Perhaps the oredr of the information is not clear. Perhaps the way something is written ambiguous orconfusing. They may then move paragraph arround or write a new introduction. They may use a different form of word for a particular sentence. More skill writers tend to look at issue of general meaning and overall structure before structure before concentrating or detail feature such as individual words and grammatical accuracy. The latter two are, of course, impotant and are after dealt with later in the process.

Reflection and revising are often helps by other readers (or editor), who comment and make suggestion. Another readers reaction to a piece of writing who help the author to make appropriate revisions.

d. Final versin

One writers have edited their draft, making the chances their consider to necesarry, they product theirnfinal version. This may look considerably different

from both the original plan and the first draft, because thing have change in the editing process. But the writer is now ready to send the written text to it's intended the audience.

2.1.2 Purposes of Writing

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

It means that when the writers do their writing, of course they have some purposes. They have to consider the purpose of their writing since this will influence, not only the type of text they wish to produce, but including the language which they use, and the information that they choose.

In addition, there are really only four common purposes in writing, they are:

to inform, to explain, to persuade, and to amuse others.

a. Writing to Inform

In much of the writing that the writers will do, they will intend simply to inform their readers about a subject. To inform is to transmit necessary information about the subject to the readers, and usually this means just telling the readers what the facts are or what happened.

Although informative writing is the simplest kind of writing, it is also one of the most important, because information lays a foundation for other

writing purposes. As the writers write to inform, they will want to keep two large concerns in mind; selecting the right information and arranging it effectively.

b. Writing to Explain

Writing to explain means writing to take what is unclear and make it clear. In explanatory writing, a writer who understands a complex topic must take sure that his readers understand it as well. All of us use several common methods of explaining something to another person in our everyday conversation, and these same techniques can provide basic strategies for organizing an explanation in writing.

c. Writing to Persuade

The most important writing we ever do in our personal life, our work life, and may be our school life will probably persuasion. Complaints to the rent board about our landlord, letters of application for jobs, essay on examinations are all likely to involve writing persuasively. Your task in persuasion is to convince your readers to accept the main idea, even though it may be controversial.

d. Writing to Amuse Others

Writing to amuse requires that you focus on readers other than yourself. You may enjoy the experience and take pride in what you accomplish, but you

cannot settle for amusing yourself alone. Writing to amuse gives you an opportunity to bring pleasure to others. Seize the opportunity and make the most of it. If you find pleasure in writing to amuse, it will come from knowing that you succeed in bringing pleasure to others. When write to amuse, your primary object is to make readers enjoy themselves. You can be funny, but you should also be good-humored. This means having sympathy for human fraily rather than a concept for anyone or antything that seems different from what you are occustomed to.

2.1.3 Kinds of Writing

There are many kinds of writing that have their own characteristics. Pardiyon (2006) classifies that there are eleven genres of writing as listened below:

a. Narrative : to amuse/ entertain the reader and to tell the story.

b. Descriptive : to describe a particular person or things detail.

c. Explanation : to explain the purpose iinvolved in the format or working of natural or socio-cultural phenomena.

d. Procedure : to help the reader how to fo or make something.

e. Recount : retell past experience and tell the series of past even.

f. Discussion   : To present information an opinions about isues in one more side of an issue.

g. Repost   : to present information about something as it is.

h. News item   : to inform readers about events of the day which are considered news worthly of important.

i. Analitycal exposition : to reveal the readers that something is the important.

j. Hortatory exposition : to persuade the readers that should or should no be done.

2.1.4 Writing Assessment

To know students achievement in writing, writing assessment is needed. According to Dalton-Puffer (2010) students' written competence can be identified based on five scales. 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:

a. Content   : this category considers the development and comprehension of the topic as well as the adequacy of the content of the text.

b. 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.

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

d. 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.

e. Mechanics   : this category includes the evaluation of punctuation, spelling and the use of capitalization.

According to Brown (2008) there are five companetes of evaluating writing namely: content, organization, vocabulary, language use, and mechanisc.

2.2 Definition of Descriptive Text

Description is the kind of writing that tries to put a picture in the reader mind. It tells how something looks or sounds or tastes or smell or even feels. A good way for the writer to learn how to write descriptive paragraph is to start with a definition is really to brief description in answer to the question. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality. Descriptive writing always has a primary purpose, either to present an accurate description of something real or a picture that reveals the author's feelings or belief.

According to Carrol (2001: 97) description is writing that uses vivid details to capture a scene, setting, person or moment. Effective descriptive writing includes:

1. Sensory details-sight, sounds-smells, tastes, and physical sensation.

2. Vivid, percise language

3. Figurative language or comparisons

4. Adjectives and adverbs that paint a word picture

5. An organization suited to the subject.

2.2.1 The Types of Descritive Paragraph

Descriptive can be usefull in other form of writing, but can it also stand alone. Here are some example of descriotive writing.

1. Physical descriptions may focus on the appearance of a person, place, or thing, as well as on its significance.

2. Descriptions of ideas use concrete images or analogies to help raders understand abstract or complicated concept.

3. Functional descriptions describe the component parts of a whole for a practical purpose, such as fixing bicycle.

4. Remembrances illustrate memorable parts of writers past by describing a person, place, thing, or event.

5. Character sketches illustrate the appearance and personality ofa real or fictional character.

2.2.2 Paragraph

According to Siahaan (2008: 5) paragraph is a piece of written text which contains several sentences and it can be classified into three parts such as, a topic

sentence, some supporting sentence and a concluding sentence, see the following:

1. Topic Sentence (beginning)

Commonly, this part only has one sentence. It is the most important sentence in the paragraph, it functions as the introductory sentence, and technically it is also called the topic sentence. It states the main idea of the parapgraph. It not only names the topic of the paragraph, but it also limits to one or two areas that can be discussed completely in the space of single pragraph. The specific area is called the controlling idea.

2. Supporting Sentesnce (The body paragraph)

It contains several sentences elaborates the topic sentence. They develop the topic sentence. That is they explain the topic sentence by giving reasons, examples, facts, statistics and quotations. Writer usually classifies them into some types according to their function. The first type is called the major supporting sentences. Each of them is about each main point of divisions of topic sentence. A good paragraph must have several major supporting sentences. The second type is called the minor supporting sentences. A major supporting sentence may have one or more than one minor supporting sentence. Each of them is about the major supporting sentence they elaborate. They directly relate to the major supporting sentence. They also elaborate the topic sentence, but they indirectly relate to it. In a complicated paragraph, a minor supporting sentence may also have one or more than one sub-minor supporting sentence.

3. Concluding Sentence (Ending)

It is complete sentence because it concludes the development of the paragraph and it closes the paragraph. As the ending it is always at the end of the paragraph. Technically, it is also called the concluding sentences. In this case, it serves three purpose namely:

    a. It summarize the end of the paragraph

    b. It summarize the main point of the paragraph

    c. It gives a final comment on the topic and leaves the reader with the most important ideas to think about

2.2.3 Generic Structure of Descriptive Text

The schematic or generic structure of descriptive text consist of Introduction and Description. Introduction is the part od the paragraph that identifies phenomenon to be described. Description is the part of the paragraph that describes parts, qualities, and characteristics.

For example:

Introduction:

My name is rehan. My parents' names are Mr. and Mrs. Sherly. I have two elder sisters. Their names are Nona and Wina. We lie travelling.

Description:

Te place that we often visit in Bali. Almost every holiday, we go to my grandfather's house in Bali. He has a restaurant near Kuta Beach. The restaurant faces directly to the beach so that the people in the restaurant can see the sunset. The tourists like to visit my grandfather's reastaurant.
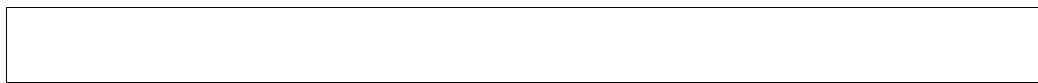
The language features usually found in a descriptive text are:

1. The text is written using Simple Present Tense

2. Comprative degree

3. Article 'a' 'the'

4. Preposition

2.3 The Definition of Strategy

In teaching learning process, the teacher has important role that can not be ignored. The teacher must have strategy in conveying the material to the student in other to the student can study effectively and reach the goal as the teacher hope. According to Brown (2001) the strategy is the specific method of approaching a problem or task mode of operation achieving a particular and planned design for controlling and manipulating ceratain information.

The main thee purpose of strategy in teaching is to give car and special stress to the students said. On the ways to get strategy is master the technique of teaching or usually it called by teaching method. Teaching program that is used by teacher in one meet can be done by various methods. Utilization of combine method is meant to make learning students. So the students aren't difficult to get the target learning. From the explanation above, strategy is a teaching learning plane done by the teacher to get a certain abjects.

2.3.1 Definition of Give One Get OneStrategy

The other factors that influence the students in learning are teaching strategy. Strategy is an activity in the classroom that will help the students get better in their learning. One of the strategy help the students in learning is "give one get one" strategy. It can be used in teaching and learning, especially for reading. Besides, this strategy that can be used to invite the students are active in learning Commander (1997: iv) explains that active learning gives the chance to the students to work with other students. According to Tolbert (1997:3) "give one get one strategy provides the great review and enables students to gather information from each other. "Meanwhile, Lim (2009: 22) explains that "give one get one is a writing strategy that can get every student to participate every time. It allows the students to engage in discussion with group or peers. It is also stimulate the students before they share the idea in the classroom. Furthermore, Guillaume (2007: 176) states that, "give one get one strategy invites the learners move around the room in sharing an idea and collecting it from the peers."

2.3.2 The Advantageous of Give One Get One Strategy

There are some advantages from this strategy, as follows:

a. Students improve their visual thinking skill.

b. Students construct a meaningful solution in understanding the learning materials.

c. Students are boosted to enhance their critical and creative thinking skills.

d. Students become actively engaged in the learning process through interaction and discussion in groups.

e. Students get the opportunity to think and communicate with peers, teachers and individually.

2.3.3 Give one get one Strategy in Teaching Descriptive Text

There are several steps in applying Give One Get One strategy such as:

a. Teacher told the students about learning objectives.

b. The teacher divides a classroom into several groups consist of 4-6 students.

c. The teacher explains Descriptive text. (Generic structure and Languages Features).

d. The teacher gives students a picture relating to things, people, or places, for instance, a picture of animal.

e. Students describe the picture in their imagination and make notes individually small. Each student in group describes the picture of Animal with individually, what they think about picture animal, This activity is intended for students to distinguish or bring together the ideas contained in the write for later translated into the language itself.

f. Students discuss with members of their own groups about small notes they have made. In this activity, students discuss the results of a collection of ideas that they made individually about animal. A small note from a student in a group such as this animal is very wild.

g. After students collect and discuss the results of their ideas, students have to elaborate the ideas into a descriptive paragraph and conclude and determine which one generic structure and language feature of the descriptive paragraph.

h. The final activity the Students write down the paragraph descriptive that they make in a paper and from each group present their answer.

B. Conceptual Framework

Writing is define as one of the most powerful communication tools which shares our thought and ideas for the rest of our life. The most important writing is about the ability in creating ideas or thoughts based on the writers' experiences that was taken from some information. It is need by the writer and they will use the ideas or thoughts with orders to help the reader in remembering information.

Writing is one of the important skill in Junior High School that should be mastered by the student. The teacher should be aware of the students' writing mastery. In reality, many students have difficulties in writing because they don't know how to begin their writing. They have some ideas on their mind, but they didn't know how to express them in a good writing composition.

To study writing, the researcher did not play attention to the write text word by word to establish meaning but also the students' experience and the prior knowledge to understand and create the result of creating writing. In this study, writing is focused on the from of writing descriptive text, strategy are

specific methods if approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain infoemation. In this study writing is ficused on the from of writing descriptive text, the reseacher can use Give one get one strategy. Give oneget one strategy is one of the way to make students interest in writing, can give good effect for students, beause they can follow the procedures of Give One Get One strategy to write text especially writing descriptive text by describing animals.

```
┌─────────────────────────────┐
│   VIII Grade Of Student SMP  │
│   SWASTA SATRIA DHARMA       │
│   PERBAUNGAN                 │
└─────────────────────────────┘
```

```
┌──────────────────┐          ┌──────────────────┐
│    VIII B         │          │    VIII A         │
│ Experimental Group│          │  Control Group    │
└──────────────────┘          └──────────────────┘
```

```
┌──────────────────┐          ┌──────────────────┐
│  Give One Get     │          │   Lecturing       │
│  One Method       │          │   Method          │
└──────────────────┘          └──────────────────┘
```

```
┌──────────────────┐
│   Vocabulary      │
│   Action Word     │
└──────────────────┘
```

```
┌──────────────────────────────────────────────────────┐
│ Finding :                                              │
│ Give One Get One Strategy  is the most effective       │
│ technique to be                                        │
│ applied to improve students' skill in Writing          │
│ especially in action words.                            │
└──────────────────────────────────────────────────────┘
```
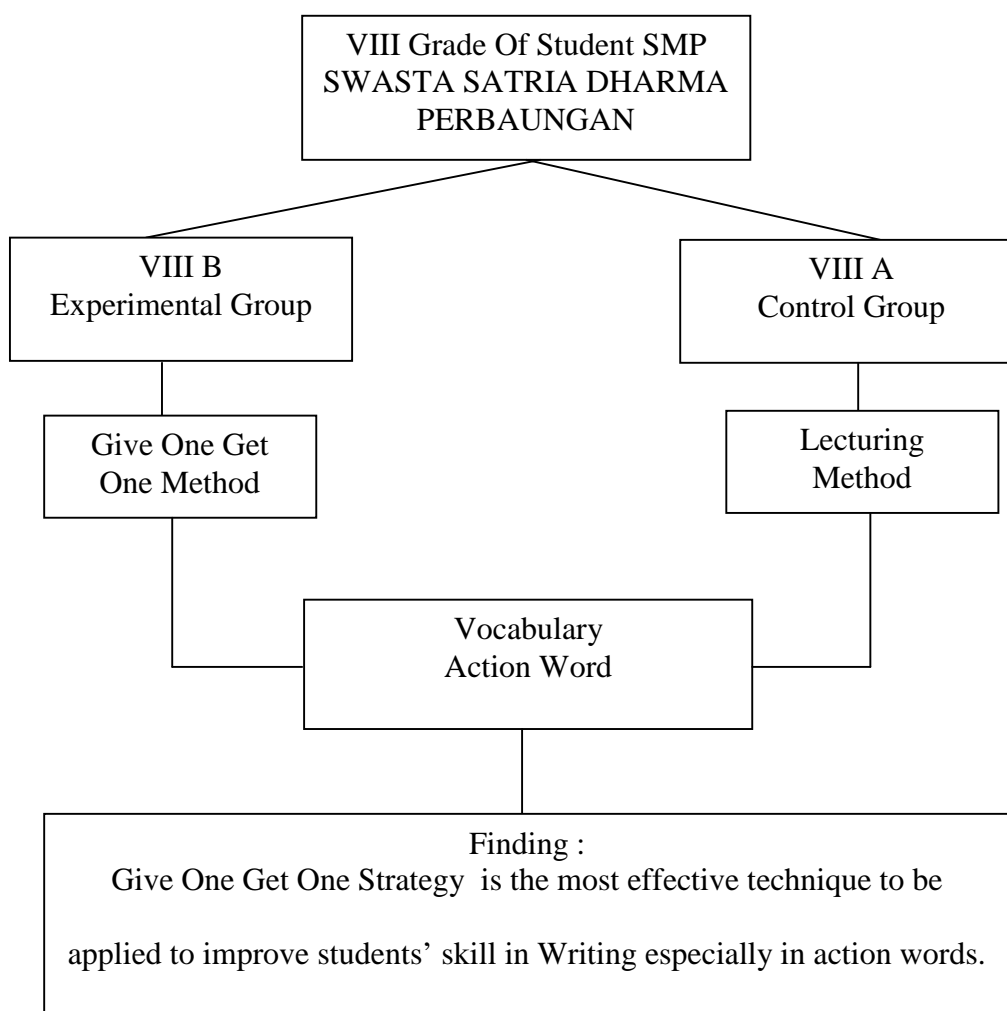
A. Hypotheses

Based on the assumptions above the researcher formulates two hypotheses as follows:

Ha: There is significance difference of using give one get one strategy toward ability in writing descriptive text at the second year SMP SWASTA SATRIA DHARMA PERBAUNGAN.

Ho: There is no significance difference of using give one get one strategy toward ability in writing descriptive text at the second year SMP SWASTA SATRIA DHARMA PERBAUNGAN.

BAB III

METHOD OF RESEARCH

A. Location and Time

The research conduct at SMP AWASTA SATRIA DHARMA PERBAUNGAN in Jl. Akasia Jambur Pulau Perbaungan, Kabupaten Serdang Bedagai, Sumatera Utara 20986. It carry on Grade VII students in 2019/2020 academic year. This school shoose because of the lack of students learning enthusiasm, so in learning in the classroom it is not efficient.

B. Population and sample

1. Population

The population in this research was the eight grade of SMP SWASTA SATRIA DHARMA PERBAUNAGAN. There are 2 parallel classes, each class consists of 27 student. The total number of the students was 54 students.

Table 3.1
Population of research

No	Class	Population
1	VIII-A	27
2	VIII-A	27
	TOTAL	**54**

2. **Sample**

The sample in this research are VIII-A and VIII-B which consisted of 27 and 27 students. The sample decvided into groups namely experimental and control group.

Table 3.2
Sample of Research

No	Class	Population
1	VIII-A	27
2	VIII-A	27
TOTAL		**54**

C. **Research Design**

The reasearch was conducted by using true experimental research. In this research, there were two groups, namely as experimental group and control group. The experimental group was a group which teach by using Give One Get One Strategy. Meanwhile, control group was a group which teach without using Give One Get One Strategy or Lecturing Method. The detail showed in the tables as below:

Table 3.3
The Research Design

Name of group	Pre-test	Treatment	Post-test
Experimental (X)	✓	Give One Get One	✓
Control (Y)	✓	Lecturing Method	✓

X : The experimental group, are the sample is taught by Give One Get One Method.

Y : The control group, are the sample is taught by Lecturing Method.

The procedures in administering the test could be show below :

1. Pre-Test

  Before greatment, a pre-test was administrated to the experimental group. The researcherwas given them written test and used picture as media. The function of pre-test wil use to find out the students' achievement in writring descriptive before having treatment.

2. Treatment

  Afte the conducting pre-test, the sresearch was given the stydents explanation about descriptive text was taught bt applying Give One Get One Strateg, as describe table 3.4

Table 3.4
The Treatment in Experimental Group

No	Reseachers' Activities	Students' Activities
1.	The researcher open the class by greeting the students, pray, check, attandance and give the students motivation before learning process	The student respon to the greeting, pary together and then listennd the name.
2.	The sesearcher will be given explation what the class is going to do in this meeting and review the last material or (Pre-test)	The students listen to the researcher's explanation carefully.

	about descriptive text	
3.	The researcher will be explained abot descriptivr text by using Give One Get One Strategy.	Students listen to the sereacher's explanation carefully.
4.	The Researcher show a picture (Elephant) to the students.	The students lsee the picture carefully
5.	The researcher will be divided into six group	The students make a group
6.	The researcher asks the students to identifity what they see in the picture.	Students identify what is picture about and what are should describe about it.
7.	The Researcher asks the students to labeled the Pictures parts identified. (Draw a line from the identified object or area, say the word, write the word).	Students find the some vocabulat from the picture (Elephant). For example: ear amd tusk.
8.	The Researcher aks students to spell the word about and then pronounce it. Asking the students to read and to classify the word and ask the students to add the words, asking students to find many words, asking students to find many word which belong the similar categories.	Students collected as mush as they acn vocabulary about Tiger and spell it before write the word.
9.	The Rresearcher asks thr students to create a title from the picture that is showed by the teacher.	The students think or do brainstorming to create the suitable title for the picture.
10.	The Researcher asking students to write a sentence or sentences from	The students make a simple descriptive text about elephant

	the label which describe the picture. Then, classify sentences and put the sentences into a good paragraaph.	based on the word had labeed from the picture.

3. Post test

The test was given to the experimental and control groups in order to find out the studens' achievement in writing comprehension which the experimental group by using Give One Get One and the control group by using Lecturing Method.

Based on Arikunto (2012:245) the research can classify the students' scoring in writing as follows:

Table 3.5
The Scoring of Writing Ability

No	Level of Achievement	Students' Mark	Grade
1.	Excellent to very good	80 – 100	A
2.	Good to average	66 – 79	B
3.	Fair to poor	56 – 65	C
4.	Poor to very poor	40 – 55	D
5.	Very poor	30 – 39	E

D. Research Instrument

To collect the data, instrument which used by researcher is tests including pre-test and post-test.

1. Test

Test are valuable measuring instrument for educational research. In this researcg, the reaseacher used two kinds of tests including pre-test and post-test.

1.1 Pre-test

Pre-test implement prior to the experiment to both the control and experimental groups. It aimed to make sure that the students in both groups have the same perfomance.

1.2 Post-test

Post-test was given after the treatments in both control and experimental groups. Then, the result of the post-test will be compared with the result of pre-test to find if there are any improvements of Give One Get One Strategy in writing skill.

E. Technique of Collecting Data

Before analyzing data, the researcher accomplished the procedure as following:

1. Collecting the dataa from the scoring of the experimental and control class

2. Identifying the score of the students in pre-test and post-test

3. Analyzing the data by using formula

4. Comparing the score by using t-test

The reseacher was conduced the study in three meeting for each group (control and experimental group). The experimental group was given the treatment by of Give One Get One Strategy while the control group is not given the treatment. The research procedure consisted of three parts namely, pre-test , the treatment and post-test.

The test is calculated using t-tesst formula as follow that developed by Sugiyono (2015):

F. **Technique of Analyzing the Data**

The test data hypotesis the following steps are administrated :

1. Identifying the students'' answer

2. Scoring the students'' answer for value of the test

    Score = $\dfrac{total\ of\ true\ answer}{total\ of\ the\ question}$ x 100%

3. Writing the scores into tables, first for the experimental group scores and the second for the control group scores.

4. Calculating the total score post-test in experimental group and control group. Calculating was conducted by using t-test as show below, according to Sugiyono (2015):

    a. Calculating Mean Score:

    $$\bar{x} = \frac{\sum f_i x_i}{f_i}$$
    (Sugioyono, 2015)

    Note: $\bar{x}$ = Mean

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

N = The number of students

b. Standard Deviation by Formula

$$s^2 = \frac{n\sum f_i x_i - (\sum f_i x_i)^2}{n(n-1)}$$
(Sugiyono, 2015)

c. Calculating correlation Product Moment between X_1 and X_2

$$R_{xy} = \frac{n\sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n\sum x_1^2 - (\sum x_1)^2\}\{n\sum y_1^2 - (\sum y_1)^2\}}}$$
(Sugiyono, 2015: 255)

d. Determining T-test by formula (Sugiyono,2010:183).

$$t = \frac{x_1 - \overline{x_2}}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2} - 2R\left(\frac{s_1}{\sqrt{N_1}}\right)\left(\frac{s_2}{\sqrt{N_2}}\right)}}$$
(Sugiyono, 2015: 274)

Where :

t = t-test

$\bar{X}_1 =$

Mean of variable 1 (experimental grou   p)

$\bar{X}_2 =$

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_1 and X^2

5. Statistical Hypothesis

The following statistical hypothesis criteria was used to reject or accept

the null hypothesis.

If t-test t-table = Ha is accepted and Ho is rejected

If t-test t-table = Ha is rejected and Ho is accepted

Ha: There is significant effect of Applying Give One Get One Strategy on The

students' ability in writing Descriptive text (the hypothesis is accepted)

6. The significant effect of Applying Give One Get One Strategy on The

studnts' ability in writing Descriptive Text.

$D = (r_{xy})^2$ x 100%

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data of this study were obtained from the writing test. There were two kinds of test for the experimental group, pre-test and post-test. The following was students' score on the pre-test and post-test of the experimental group. That was the results of the pre-test and post-test and post-test in the experimental group in the table 4.1.

Table 4.1
The Result of Pre-Test and Post-test of the Experimental Group

No.	Students' Initial	Score	
		Pre-Test (X_1)	Post-Test (X2)
1.	AC	60	80
2.	AM	70	90
3.	AK	45	75
4.	A	65	80
5.	B	65	75
6.	CJS	55	75
7.	DS	65	80
8.	DP	60	85
9.	DL	45	85
10.	DP	65	80
11.	DA	65	95
12.	FK	45	75
13.	GP	75	95
14.	JHS	65	75
15.	JDI	80	90
16.	MI	70	85
17.	RF	80	95
18.	RDA	55	75

No.	Students' Initial	Pre-Test	Post-Test
19.	SM	75	95
20.	SND	80	95
21.	SAS	65	80
22.	TR	70	80
23.	YT	75	85
24.	KZ	65	75
25.	MFZ	65	80
26.	EF	55	75
27.	FZI	70	85
Total Score		**1750**	**2240**
Mean		**64.81**	**82.96**

The data in table 4.1 showed that the mean of the pre-test in experimental group was 64,81 and the mean of the post test was 82.96. The data showed the higher score of the pre-test in experimental group was 80 and the lowest was 45. Which the higher score of the post-test was 95 and the lowest was 75. It can be happened because there was a change of students" value acquisition, before and after use a method. This acquisition can see through a student's value of pre-test and post-test in experimental class.

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

No.	Students' Initial	Score	
		Pre-Test (X_1)	Post-Test (X_2)
1.	AAH	30	80
2.	AAH	65	80
3.	AS	45	65
4.	AAW	45	70
5.	AN	65	70
6.	CS	55	75
7.	DA	60	85
8.	EY	60	85
9.	FF	45	70

The Effect of Applying Give One Get One Strategy on The Students'

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PERBAUNGAN

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

Table 4.3
Differences between Pre-Test and Post-Test of Experimental Group

No.	Students' Initial	Score		$X1^2$	$x2^2$
		Pre-Test (X_1)	Post-Test (X2)		
1.	AC	60	80	3600	6400
2.	AM	70	90	4900	8100
3.	AK	45	75	2025	5625
4.	A	65	80	4225	6400
5.	B	65	75	4225	5625
6.	CJS	55	75	3025	5625
7.	DS	65	80	4225	6400
8.	DP	60	85	3600	7225
9.	DL	45	85	2025	7225
10.	DP	65	80	4225	6400
11.	DA	65	95	4225	9025
12.	FK	45	75	2025	5625
13.	GP	75	95	5625	9025
14.	JHS	65	75	4225	5625
15.	JDI	80	90	6400	8100
16.	MI	70	85	4900	7225
17.	RF	80	95	6400	9025
18.	RDA	55	75	3025	5625
19.	SM	75	95	5625	9025
20.	SND	80	95	6400	9025
21.	SAS	65	80	4225	6400
22.	TR	70	80	4900	6400
23.	YT	75	85	5625	7225
24.	KZ	65	75	4225	5625
25.	MFZ	65	80	4225	6400

26.	EF	55	75	3025	5625
27.	FZI	70	85	4900	7225
Total		**1750**	**2240**	**116050**	**187250**

Based on the table 4.3 above it can be seen that there was differences between pre-test and post-test score of experimental class. In pre-test, the lowest score was 45 and in post-test was 75. While the highest score of experimental class was 75 in pre-test and 95 in post-test. After calculated the data for the experimental group above the score for pre-test was 1750 and the total score for post-test was 2240. It means the score for post-test in higher than pre-test. The mean score was calculated as follows:

The average (Mean)

$$\bar{x} = \frac{\sum x}{n_x} = \frac{2240}{27} = 82{,}96$$

Standard deviation of X variable

$$SD_1 = \sqrt{\frac{n(\sum x_2^2) - (\sum x_2)^2}{n_1(n_1 - 1)}}$$

$$= \sqrt{\frac{27(187250) - (2240)^2}{27(27 - 1)}}$$

$$= \sqrt{\frac{25055750 - 5017600}{702}}$$

$$= \sqrt{\dfrac{38150}{702}}$$

$$= \sqrt{54,3447}$$

$$= 7,37$$

Table 4.4
Differences between Pre-Test and Pre-Test of Control Group

No.	Students' Initial	Score		Y1^2	Y2^2
		Pre-Test (X_1)	Post-Test (X_2)		
1.	AAH	30	80	900	6400
2.	AAH	65	80	4225	6400
3.	AS	45	65	2025	4225
4.	AAW	45	70	2025	4900
5.	AN	65	70	4225	4900
6.	CS	55	75	3025	5625
7.	DA	60	85	3600	7225
8.	EY	60	85	3600	7225
9.	FF	45	70	2025	4900
10.	FA	60	75	3600	5625
11.	GPP	55	80	3025	6400
12.	MKR	40	70	1600	4900
13.	MAR	60	90	3600	8100
14.	MAP	60	75	3600	5625
15.	MAF	75	75	5625	5625
16.	MDL	65	80	4225	6400
17.	MJH	70	90	4900	8100
18.	MRA	35	75	1225	5625
19.	MS	70	90	4900	8100
20.	NN	60	95	3600	9025
21.	RH	55	70	3025	4900
22.	RA	60	70	3600	4900
23.	RA	50	65	2500	4225
24.	SN	65	65	4225	4225
25.	SH	55	75	3025	5625
26.	SN	30	65	900	4225
27.	YS	70	80	4900	6400

Total	1505	2065	87725	159825

Based on the table 4.4 above it can be seen that there was differences between pre-test and post-test score of control class. In pre-test, the lowest score was 30 and in post-test was 65. While the highest score of control class was 75 in pre-test and 90 in post-test. After calculated the data for the control group above the score for pre-test was 1505 and the total score for post-test was 2065. It means the score for post-test is higher than pre-test. The mean score was calculated as follows:

In calculating standard deviation, the table of the score should be changed into the table of calculation of standard deviation:

The average (Mean)

$$\bar{y} = \frac{\sum y}{n_y} = \frac{2065}{27} = 76.48$$

Standard deviation of Y variable

$$SD_2 = \sqrt{\frac{n(\sum y_2^2) - (\sum y_2)^2}{n_2(n_2 - 1)}}$$

$$= \sqrt{\frac{27(159825) - (2065)^2}{27(27 - 1)}}$$

$$= \sqrt{\frac{4315275 - 4264225}{702}}$$

$$= \sqrt{\frac{51050}{702}}$$

$$= \sqrt{72,7208}$$

$$= 8,53$$

C. Finding Correlation

Table 4.5

Calculation Correlation Between Product Moment X_1 and X_2

No.	Students' Initial	x1	x2	x1^2	x2^2	x1x2
1.	AC	60	80	3600	6400	4800
2.	AM	70	90	4900	8100	6300
3.	AK	45	75	2025	5625	3375
4.	A	65	80	4225	6400	5200
5.	B	65	75	4225	5625	4875
6.	CJS	55	75	3025	5625	4125
7.	DS	65	80	4225	6400	5200
8.	DP	60	85	3600	7225	5100
9.	DL	45	85	2025	7225	3825
10.	DPF	65	80	4225	6400	5200
11.	DA	65	90	4225	8100	5850
12.	FK	45	75	2025	5625	3375
13.	GP	75	95	5625	9025	7125
14.	JHS	65	75	4225	5625	4875
15.	JDI	80	90	6400	8100	7200
16.	MI	70	85	4900	7225	5950
17.	RF	80	95	6400	9025	7600
18.	RDA	55	75	3025	5625	4125
19.	SM	75	95	5625	9025	7125
20.	SND	80	95	6400	9025	7600
21.	SAS	65	80	4225	6400	5200
22.	TR	70	80	4900	6400	5600
23.	YT	75	85	5625	7225	6375

24.	KZ	65	75	4225	5625	4875
25.	MZ	65	80	4225	6400	5200
26.	EF	55	75	3025	5625	4125
27.	FZI	70	85	4900	7225	5950
Total Score		1750	2235	116050	186325	146150

D. Research Findings

From the resut, it is found that there was significant difference between experimental group. Teaching writing descriptive text in experimental group by using Give One Get One strategy and control group by using lecturing. It could be seen from the difference of mean score from both of the group. Based on the analysis above, the result of t-test was 3.025. It showes the result of t-test was higher than t-table (3.025>200). It means that the using of Give One Get One strategy significantly affects students' ability in writing descriptive text.

$$R_{xy} = \frac{n\sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\left\{n(\sum x_1^2) - (\sum x_i)^2\right\}\left\{n(\sum y_i^2) - (\sum y_i)^2\right\}}}$$

$$= \frac{27(146150) - (1750)(2235)}{\sqrt{\left\{27(116050) - (1750)^2\right\}\left\{27(186325) - (2235)^2\right\}}}$$

$$= \frac{(3946050) - (3911250)}{\sqrt{\left\{(3133350) - (3062500)\right\}\left\{(5030775) - (4995225)\right\}}}$$

$$= \frac{34.800}{\sqrt{\left\{70850\right\}\left\{35.550\right\}}}$$

$$= \frac{34.800}{\sqrt{50.186,83}}$$

$$= 0,6934$$

E. Hypothesis Testing

Ho: p 0 There is no significant effect of applying Give One Get One Strategy on The Students' ability in Writing Descriptive text.

Ha: p 0 There is a significant effect of applying Give One Get One Strategy on The Students' ability in Writing Descriptive text.

Determining the value of t-test with formula

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{N_1} \pm \frac{s^2}{N_2} - 2R(\frac{s_1}{\sqrt{N_1}})(\frac{s_2}{N_2})}}$$

$$= \frac{82.96 - 76.48}{\sqrt{\frac{s_1^2}{N_1} \pm \frac{(8.53)^2}{27} - 2(0.69)(\frac{7.37}{27})(\frac{8.53}{27})}}$$

$$= \frac{6.48}{\sqrt{\frac{(54.32)}{27} + \frac{(72.76)}{27}) - 1.39(0.273)(0.315)}}$$

$$= \frac{6.48}{\sqrt{(2.012) + (2.695) - (1.38)(0.086)}}$$

$$= \frac{6.48}{\sqrt{4.707 - 0.119}}$$

$$= \frac{6.48}{2.142}$$

$= 3{,}025$

After accounting the data previously by using t-test formula that critical value 24.04 then after seeking the table of distribution vocabulary method as basis of counting t-critical in certain degree of freedom (df), the calculation shows that df is (2n-2=60-2=58) in line of 58 that t-table is 1.68 for 0.05. It could be conclude t-test>t-table or 16.40>1.68 so, Ho is rejected and Ha is accepted or "there was the effect of applying Meaningful Instructional Design on the students" vocabulary mastery."

The significant effet of Applying Meaningful Innstrustional Design

The percentage of applying model was:

$$Sinificat \quad = rxy^2 \, x100\%$$
$$= 0.69^2 \, x \, 100$$
$$= 0.4761 x100$$
$$= 47.61\%$$

$100\% - r^2 = 52{,}39\%$

It means: The effect of applying significant effect of applying Give One Get One Strategy on The Students' ability in Writing Descriptive text is 53.39 % was influenced by another factors.

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter, the researcher mainly presents conclutions and suggestions based on the research findings and discussion presentedin previous chapter.

A. Conclution

Base on the data analysis, it can be concluded that applying Process Give One Get One Strategy in teaching Writing of Descriptive text. It can be seen from the data which had obtained of pre-test and post-test in experimental group. Thus, the students' score in experimental group was higher than the students' score in control group. The calculation of the data in the testing hypothesis showed that t-test 3.025 was higher than t-table 2.00. It means that the alternative hypothesis Ha was acceptable.

B. suggestion

The finding of the research score shows that there is significan difference on the students' score before they were taught by applying Give One Get One and after they were taught applying Strategy. Therefore, the writer tries to give sone suggestion as follow :

1. The writer, to help her encourage and competent teacher of English in the future.

2. The English teacher have to be able to help students in developing their ideas in writing descriptive text.

3. The students, the students should be active in the classroom because in the Meaningful Instructional Design the students are supported to be active in learning process, its hope that the students can be increase the knowledge.

4. Other researcher, it is suggested to study this research in order to get information which still has relationship to their study

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LESSON PLAN

(EXPERIMENT CLASS)

School   : SMP SWASTA SATRIA DHARMA PERBAUNGAN

Grade   : VIII/II

Subject   : Descriptive Text

Skill   : Writing

Time Allocations   : 2 x 40 Minutes

A. Standart of Competence

Expressing the meaning of short functional written text and essay in form of descriptive to interact with the environment.

B. Basic Competence:

Expressing meaning and rhetorical steps in simple short essays by using various written form accurately, smoothly and acceptable to interact with the environment in the form of descriptive text.

C. Indicators:

1. To identify the generic structure and dominant language features of

   descriptive text.

2. To introduce the social function of descriptive text which describe

   something about place, person and things.

3. To write down descriptive text about place, person and things correctly,

   politely and appropriately.

D. Learning Objective:

   After learning the lesson, students are able to

1. To comprehend the generic structure and dominant language features of

   descriptive text.

2. To be able to understand the social function of descriptive text which

   describe something about place, person and things

3. To write down descriptive text about person, place and things

   grammatically, correctly, and appropriately.

E. Learning Materials:

Descriptive text is a text which has social function to describe about particular

person, place and thing through words.

1.Generic Structure

➢ Identification: Identification is about general statement about the person, place or thing that is described.

➢ Descriptions: Descriptions is vivid detail of person, place or thing that we want to describe so that the readers can easily imagine the descriptions.

➢ Conclusion (optional): In this part, we conclude the text or restate the identification or general statement.

2.Language Features

➢ Using attribute and identifying process

➢ Using adjective and classifiers in nominal group

➢ Using simple present tense

➢ Using specific noun i.e *teacher, my idol, my house, etc*

➢ Using detailed noun phrase i.e *a talented young singer*

➢ Using many kinds of adjective used in describing, numbering, classifying i.e *two big eyes, many beautiful parks, etc*

➢ Using thinking and feeling verbs to express the writer's point of view i.e

Police believes the suspect is armed, I think it is a clever animal, etc

➢ Using action verbs i.e *our new puppy bites our shoes*

➢ Using adverbials to give additional information about behavior i.e *fast*

> Using figurative language like simile, metaphors

F. Learning Model : Give One Get One Strategy

G. Media   : Script and picture

H. Teaching and Learning Activity

Activities
1. Teacher greets and checks the student's attendance list.   2. Exploration: To construct the student's mind, the teacher asks some questions about descriptive text.   3. The students answer the questions and the teacher may write all students' responses on the board. The teacher can give comments on the responses pertaining to the materials which are going to be discussed.   4. Students are given the objective of instruction today, standard competence, basic competence, and the indicator as well as the benefits of learning materials.
Whilst-Activities (70 minutes)   **Exploration**   5. Delivering some questions on what they have known about descriptive text   **Elaboration**

6. Explaining descriptive text systematically from the definition, pattern, the

   generic structure and the steps how to make a good descriptive text

7. Giving an example of descriptive text e.g. London

8. Discussing about the generic structures of the descriptive text given in card

9. Asking the students to write descriptive text as their exercise based on

   pictures given

Confirmation

11. Opening question and answer session or asking the students difficulty

12. Giving positive feedback and reinforcement orally for the students'

    success

Post-Activities (10 Minutes)

1. Teacher checks the learning output of the learners.

2. Teacher asks students whether they face any difficulties within the study.

Teacher gives reflection on the material learned.

I. **Source**

   1. Internet

J.Assessment

1. Technique : Written test

2. Instrument: Attached

Kepala SMP SWASTA SATRIA DHARMA   **Reseacher**

ABDUL KHOLIK LUBIS S.Pd   **SELLI WAHYUNI**

LESSON PLAN

(CONTROL CLASS)

School   : SMP SWASTA SATRIA DHARMA PERBAUNGAN

Grade   : VIII/II

Subject   : Descriptive Text

Skill   : Writing

Time Allocations   : 2 x 40 Minutes

A. Standart of Competence

Expressing the meaning of short functional written text and essay in form of descriptive to interact with the environment.

B. Basic Competence:

Expressing meaning and rhetorical steps in simple short essays by using various written form accurately, smoothly and acceptable to interact with the environment in the form of descriptive text.

C. Indicators:

4. To identify the generic structure and dominant language features of

descriptive text.

5. To introduce the social function of descriptive text which describe something about place, person and things.

6. To write down descriptive text about place, person and things correctly, politely and appropriately.

D. Learning Objective:

After learning the lesson, students are able to

4. To comprehend the generic structure and dominant language features of descriptive text.

5. To be able to understand the social function of descriptive text which describe something about place, person and things

6. To write down descriptive text about person, place and things grammatically, correctly, and appropriately.

E. Learning Materials:

Descriptive text is a text which has social function to describe about particular person, place and thing through words.

1.Generic Structure

➢ Identification: Identification is about general statement about the person, place or thing that is described.

➢ Descriptions: Descriptions is vivid detail of person, place or thing that we want to describe so that the readers can easily imagine the descriptions.

➢ Conclusion (optional): In this part, we conclude the text or restate the identification or general statement.

2.Language Features

➢ Using attribute and identifying process

➢ Using adjective and classifiers in nominal group

➢ Using simple present tense

➢ Using specific noun i.e *teacher, my idol, my house, etc*

➢ Using detailed noun phrase i.e *a talented young singer*

➢ Using many kinds of adjective used in describing, numbering, classifying i.e *two big eyes, many beautiful parks, etc*

➢ Using thinking and feeling verbs to express the writer's point of view i.e

 Police believes the suspect is armed, I think it is a clever animal, etc

➢ Using action verbs i.e *our new puppy bites our shoes*

➢ Using adverbials to give additional information about behavior i.e *fast*

➢ Using figurative language like simile, metaphors

F. Learning Model : Give One Get One Strategy

G. Media : Script and picture

H.Teaching and Learning Activity

    1. Opening Activity (10 menit)

1. Teacher greets and asks the students whether they understand about descriptive text

2. Teacher starts to introduce the lesson that they will learn and why they have to learn it.

    2. Main Activity (45 menit)

1. Teacher begins the lesson by giving explanation about the part, form, and the example of descriptive text.

2. Teacher gives the chances to the students to give the questions about descriptive text and asks the students whether they have understood about the descriptive text.

3. Teacher asks the students to write a descriptive text about person, place and things.

4. The students collect their work.

    3. Closing Activity (35 minutes)

1. Teacher checks the students' work.

2. Teacher discusses the result of the students' working.

3. Teacher gives the feedback and correct ways of writing recount text related to the topic.

4. Leave-taking.

I.Source

1.Internet

J.Assessment

1. Technique : Written test

2. Instrument: Write down a descriptive text

Kepala SMP SWASTA SATRIA DHARMA   **Reseacher**

ABDUL KHOLIK LUBIS S.Pd   **SELLI WAHYUNI**

APPENDIX III

ATTENDANCE LIST OF EXPERIMENTAL GROUP

NO.	NAME	SIGNATURE			
		MEETING I	MEETING II	MEETING III	MEETING IV
1.	Afrianda Chelsea				
2.	Amanda Mulya				
3.	Amos Kornelus M.				
4.	Andini				
5.	Budiman				
6.	Cristiano Jorsarlen				
7.	Dian Syaputra				
8.	Darmawan Palungan				
9.	Dinda Lestari				
10.	Dito Pran Fahri				
11.	Dwi Artika				
12.	Ferry Kurniawan				
13.	Ganda Prsyoga				
14.	Jefry Hamongan S				
15.	Juwita Dwi Tama				
16.	M. Iqbal				
17.	Raka Fahrozi				
18.	Riza Dwi Artika				
19.	Sri Melani				
20.	Siti Nurlelita D				
21.	Sherly Ananda S				
22.	Thio Ramadan				
23.	Yehezkiel Tambuna				

No.	Name				
24.	Kafka Zulaika				
25.	M. Farah Zidan				
26.	M. Erlangga				
27.	Fauzan Zilan Islami				

Medan,   September 2019

The Headmaster of SMP SWASTA SATRIA DHARMA   The Researcher

(Abdul Kholik Lubis,SP.d)   (Selli Wahyuni)

APPENDIX IV

ATTENDANCE LIST OF CONTROL GROUP

NO.	NAME	SIGNATURE			
		MEETING I	MEETING II	MEETING III	MEETING IV
1.	Alzi Afril Haswanda				
2.	Amelia Amanda				
3.	Anisa Septiana				
4.	Aulia Al Wajir				
5.	Aulia Nabila				
6.	Cilsi Syahbila				
7.	Dery Ananda				
8.	Endang Erisnawati				
9.	Fahri Fahrezi				
10.	Femas andren				
11.	Gilang Pramana Putra				
12.	M. Kamal Ramadan				
13.	M. Angga Ramadan				
14.	M. Andika Prasetya				
15.	M. Arif Fadilla				
16.	M. Dicky Lubis				
17.	M. Juan Handoyo				
18.	M. Rafi Andika				
19.	M. Syafril				
20.	Nadien Nasution				
21.	Rehan Hadoyo				
22.	Rendy Andika				
23.	Robby Anggara				

No.	Name				
24.	Siti Nurhaliza				
25.	Surya Helambang				
26.	Syarifah Nabila				
27.	Yoga Syahputra				

Medan,   September 2019

The Headmaster of SMP SWASTA SATRIA DHARMA   The Researcher

(Abdul Kholik Lubis,SP.d)   (Selli Wahyuni)

APPENDIX V

WORKSHEET

Name :

Class :

Date :

Write a descriptive text about *"Describing about animal elephant"* round you

- You have 40 minutes to write your paper

- Scoring will be based on content, vocabulary, language use and mechanic

- Two paragraph, maximum word at least 100 word

APENDIX VI

(post-test)

<div align="center">WORKSHEET</div>

Name :

Class :

Date :

Write a descriptive text about *"Describing about animal elephant"* round you

- You have 40 minutes to write your paper

- Scoring will be based on content, vocabulary, language use and mechanic

- Two paragraph, maximum word at least 100 word

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	: Selli Wahyuni
NPM	: 1502050215
Prog. Studi	: Pendidikan Bahasa Inggris
Kredit Kumulatif	: 154 SKS

IPK=3,42

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Applying Give One Get One Strategy on the Students' Ability in Writing Descriptive Text at SMP Muhammadiyah 47 Medan Sunggal	
	Teaching Junior High School Students to Create a Good Paragraph trough Thinking-Talk-Write (TTW) Strategy	
	The Influence of Big Group in Supporting Students' Bravery to Speak English by Using Taking Risk Method	

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

Medan, 29 Maret 2019
Hormat Pemohon,

Selli Wahyuni

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

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI
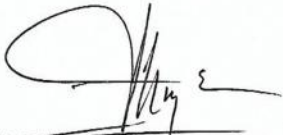
Dengan ini saya:

Nama Mahasiswa	: Selli Wahyuni
NPM	: 1502050215
Prog. Studi	: Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Applying Give One Get One Strategy on the Students' Ability in Writing Descriptive Text at SMP Muhammadiyah 47 Medan Sunggal	Acc 29/3 - 19

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan

kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Medan, 29 Maret 2019
Hormat Pemohon,

Hj. Darmawati, S.Pd, M.Pd

Selli Wahyuni

UMSU
Unggul | Cerdas | Terpercaya

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	:	Selli Wahyuni
NPM	:	1502050215
Pro. Studi	:	Pendidikan Bahasa Inggris

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

The Effect of Applying Give One Get One Strategy on the Students' Ability
in Writing Descriptive

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Hj. Darmawati, S.Pd., M.Pd

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

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

Medan, 09 Mei 2019
Hormat Pemohon,

Selli Wahyuni

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

Nomor   : 225ꝼ /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
                 Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

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

Nama   : Selli Wahyuni
N P M   : 1502050215
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : The Effect of Applying Give One Get One Strategy on The Students'
                     Ability in Writing Descriptive Text at SMP Muhammadiyah 47 Medan
                     Sunggal.

Pembimbing   : Hj. Darmawati, S.Pd, M.Pd

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi
dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu
   yang telah ditentukan
3. Masa kadaluarsa tanggal : 18 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

                                            Dikeluarkan pada Tanggal :
                                            Medan, 13 Ramadhan 1440 H
                                                    18 Mei   2019 M
                                                    Dekan

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

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

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap   : Selli Wahyuni

N.P.M   : 1502050215

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : The Effect of Applying Give One Get One Strategy on The Students'
Ability in Writing Descriptive Text

Pada hari Jum'at tanggal 24 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan,   Juli 2019

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

Erlindawaty, S.Pd, M.Pd   **Hj. Darmawati, S.Pd, M.Pd**

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

SURAT KETERANGAN

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

Nama Lengkap	:	Selli Wahyuni
N.P.M	:	1502050215
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Applying Give One Get One Strategy on The Students' Ability in Writing Descriptive Text

benar telah melakukan seminar proposal skripsi pada hari Jumat, tanggal 24, Bulan Mei, Tahun 2019.

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

Medan,   Juli 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap	:	Selli Wahyuni
N.P.M	:	1502050215
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Applying Give One Get One Strategy on The Students' Ability in Writing Descriptive Text

Dengan ini saya menyatakan bahwa:

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

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

Medan, Juli 2019
Hormat saya
Yang membuat pernyataan,

Selli Wahyuni

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

MAJELIS PENDIDIKAN TINGGI

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website : http//fkip.umsu.ac.id   Email : fkip@umsu.ac.id

Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan
nomor dan tanggalnya

Nomor   : 6152 /II.3/UMSU-02/F/2019   Medan, 06 Dzulhijjah 1440 H
Lamp   : ---   07 Agustus 2019 M
H a l   : Mohon Izin Riset

Kepada Yth. Bapak/Ibu Kepala
SMP Swasta Satria Dharma Perbaungan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

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

Nama   : Selli Wahyuni
N P M   : 1502050215
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Applying Give One Get One Strategy on The Students'
                    Ability in Writing Descriptive.

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

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

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

** Pertinggal **

YAYASAN PENDIDIKAN SATRIA DHARMA
SMP- SMA - SMK SWASTA SATRIA DHARMA
PERBAUNGAN
KABUPATEN SERDANG BEDAGAI
SEKRETARIAT : JLN. AKASIA NO. 08 JAMBUR PULAU PERBAUNGAN TELP. (061) 7990730

SURAT KETERANGAN
Nomor : 814/ 105.2 / SMP-SD / LL / 2019

Yang bertanda tanggan dibawah ini :

Nama Lengkap	:	ABDUL KHOLIK LUBIS, S. Pd
Jabatan	:	Kepala Sekolah
Nama Sekolah	:	SMP Swasta Satria Dharma Perbaungan
Alamat Sekolah	:	Jln. Akasia No. 08 Jambur Pulau Perbaungan

Menerangkan dengan sebenarnya, bahwa :

Nama	: SELLI WAHYUNI
NIM	: 1502050215
Jabatan	: Mahasiswa
Program Study	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan
Judul Penelitian	:

"The Effect of Applying Give One Get One Strategy on The Students Ability in Writing Descriptive."

Benar telah melaksanakan Penelitian di SMP Swasta Satria Dharma Perbaungan selama empat hari dari tanggal 12 Agustus 2019 sampai 15 Agustus 2019

Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagai mestinya.

Perbaungan, 26 Agustus 2019
Kepala Sekolah,

ABD. KHOLIK LUBIS, S.Pd

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Selli Wahyuni
N.P.M : 1502050215
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Give One Get One Strategy on The Students'
Ability in Writing Descriptive Text

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
26 Maret 2019	Content Sistematic writing	
29 Maret 2019	Chapter I Aimos all	
03 Mei 2019	Chapter II Theori	
13 Mei 2019	Chapter III Location and time / Revisi	
15 Mei 2019	Chapter III Revise all gramar mistake	
17 Mei 2019	Submit to Seminar	

Medan, 17 Mei 2019

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Hj. Darmawati, S.Pd, M.Pd.)

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Selly Wahyuni
N.P.M : 1502050215
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Give One Get One Strategy on the Students'
Ability in Writing Descriptive Text

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
30 / 7 / 2019	Chapter I - III : revise the grammar / tenses	
10 / 09 / 2019	chapter IV . Data analysis	
19 / 09 / 2019	Chapter IV . Data analysis . finding and discasion	
20 / 09 / 2019	References , Appendices . Abstract and table of contents.	
26 / 09 / 2019	- Appendices - Acknowledgments.	
28 / 09 / 2019	Submit to gren table	

Medan, 28 September 2019

Diketahui oleh:
Ketua Program Studi

(Mandra Saragih, S.Pd, M.Hum)

Dosen Pembimbing

(Hj. Darmawati, S.Pd, M.Pd)

Appendix XVII

DOCUMENTATION OF RESEARCH

(EXPERIMENTAL CLASS)

CURRICULUM VITAE

Name : SELLI WAHYUNI

Place/Date of Birth : Binjai, 20th Maret 1997

Register Number : 1502050215

Sex : Female

Religion : Islam

Marital Status : Single

Hobby : Travelling

Father's Name : Sunaryo

Mother's Name : Sriwati

Address : Jl.Benih Lk.VIII Cengkeh.Turi No.23 Binjai Utara

EDUCATION

- Elementary School at SD Negeri 020597 finish 2009
- Junior High School at SMP Negeri 6 Binjai finish 2012
- Senior High School at SMA Negeri 5 Binjai finish 2015
- Students from University of Muhammadiyah Sumatera Utara Until Sarjana Degree of English Department 2019

Medan,   September 2019

Selli Wahyuni
1502050215

WORKSHEET

70

Name : AL
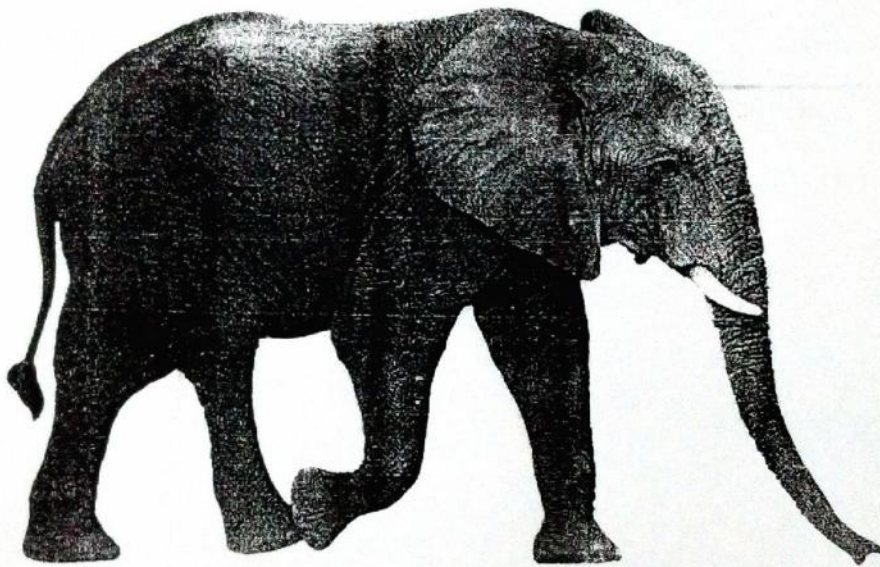
Class : VIII - A

Date :

Write a descriptive text about *"Describing about animal elephant"* round you

- You have 40 minutes to write your paper
- Scoring will be based on content, vocabulary, language use and mechanic
- Maximum word at least 100 word
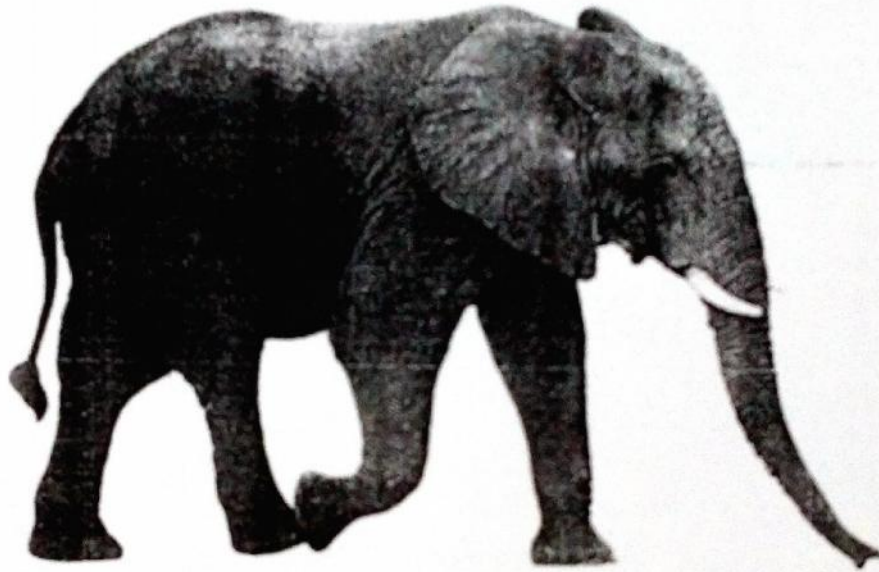
answer

elephant have four legs, two big ears, two eyes and one long trunks. Elephant have grey stin. and eats fruits and plants Elephant can not run. and move slowly. Elephant have big sound. So can make the others animal shock

C : 25
O : 16
V : 11
L : 9
M : 9
___
70

Name :   FF

Class : ᴠιιι _ A

Date :

Write a descriptive text about *"Describing about animal elephant"* round you

- You have 40 minutes to write your paper
- Scoring will be based on content, vocabulary, language use and mechanic
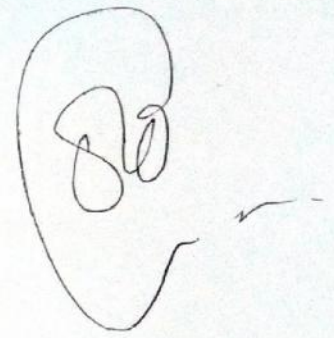- Maximum word at least 100 word

`answer :

Elephant

Elephant has two big ears, two eyes, four legs, and one long trunks. Elephant has grey colour. Elephant can not run because elephant have the big body. Elephant eats all fruits and vegetations. Elephant have the big Sound.

C : 30
0 : 20
v : 22
L : 8
M : 5
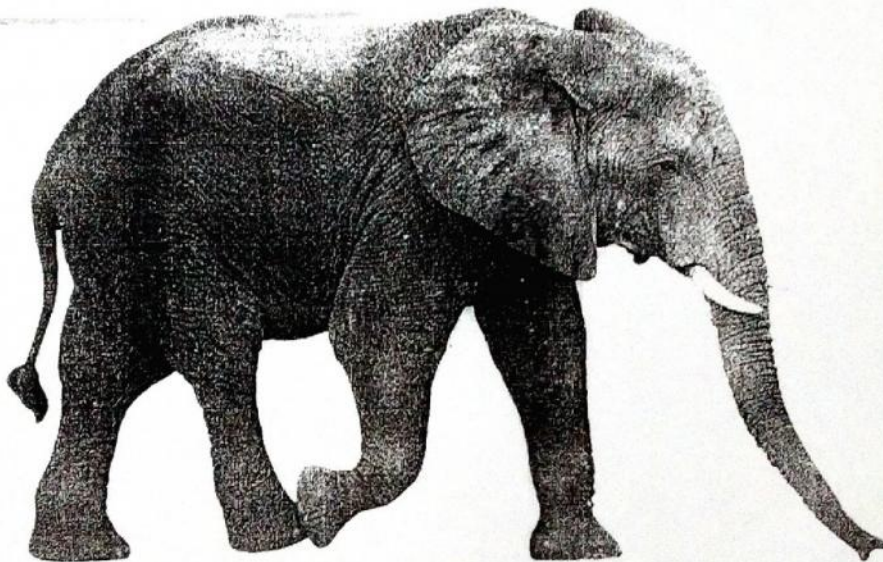___
95

YS

WORKSHEET

Name :

Class : VIII - A

Date :

Write a descriptive text about *"Describing about animal elephant"* round you

- You have 40 minutes to **write your paper**
- Scoring will be based on **content**, **vocabulary**, language use and mechanic
- Maximum word at least 100 word
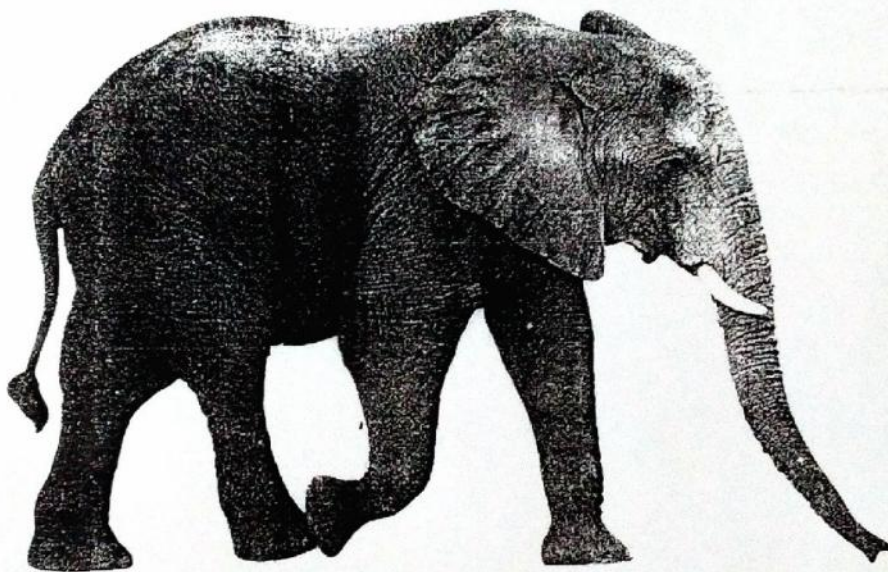
answer :

Elephant is the one of big animal. They eat almost all of the vegetation and fruits They have almost hairless skin, wide ears, four legs, and long trunk. The elephant also have very sharp auditory because they have big and wide ears. By these ears, they can hear sounds from distance about tena kilometers. At the back of the ears they have the softest parts of their body which is called knuckle.

C : 25
O : 21
V : 20
L : 9
M : 5
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80

WORKSHEET

Name : RF

Class : VIII - B

Date :

Write a descriptive text about *"Describing about animal elephant"* round you

- You have 40 minutes to write your paper
- Scoring will be based on content, vocabulary, language use and mechanic
- Maximum word at least 100 word

Eleiephan are ~~net~~ one type of mammal that has been named in the largest animal in the world. Because this animal weighs between 7,4 und 8 tons and reaches 3-4 meters in height. we can imagine how big and strong this animal is. This animals is very easy to ~~reg~~ recognize because it has a proboscis or snout that extends us it upper lip. In addition. elephants are blessed with a pair of ivory or canine teeth that grow out and are elengated. elephant skin is identical to the brown color mixed with gray.

C = 30
O = 20
V = 12
L = 12
M = 6
80
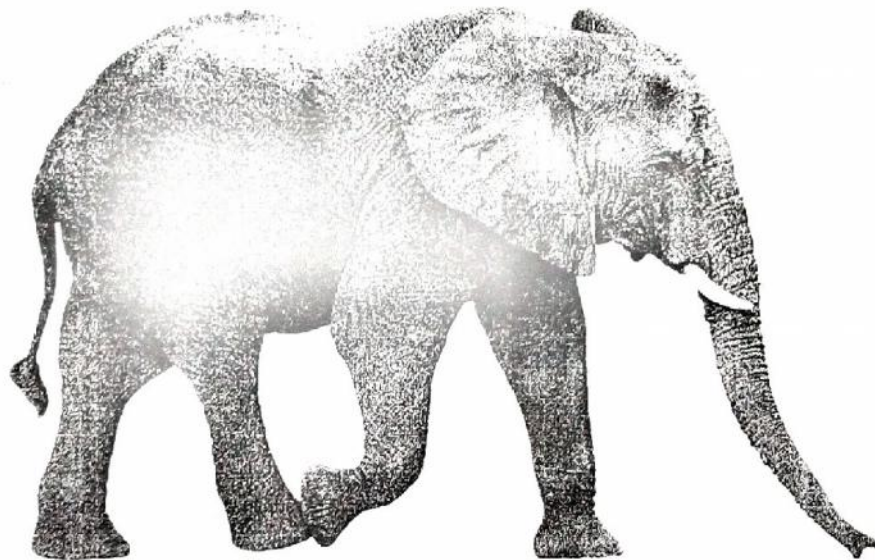
WORKSHEET

Name : MI. [...]

Class : VIII - B

Date :

(75)

Write a descriptive text about *"Describing about animal elephant"* round you

- You have 40 minutes to write your paper
- Scoring will be based on content, vocabulary, language use and mechanic
- Maximum word at least 100 word

Elephants are the largest land animals on eart
they have characteristic long noses, or trunks. large,
floppy ears, and wide, thick legs. There are tu
species of elephants. the Asian elephant and the
African elephant live on separate continents and
have many unique features.

C : 30
O : 20
V : 11
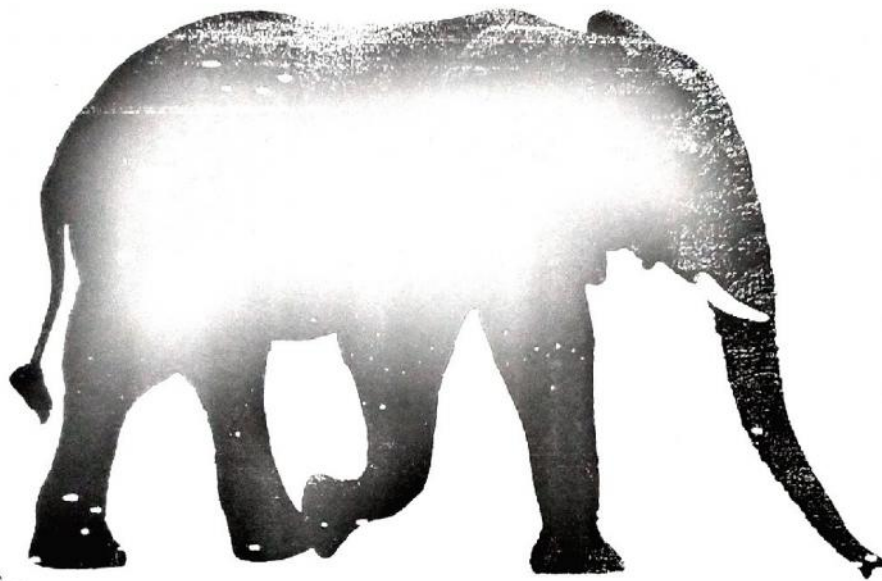L : 11
M : 5
―――
75

Name : TR

Class · VIII – B

Date :

Write a descriptive text about *"Describing about animal elephant"* round you

(70)

- You have 40 minutes to write your paper
- Scoring will be based on content, vocabulary, language use and mechanic
- Maximum word at least 100 word

Elephant.

Elephants are species. from a class of mammals that are very large, weighing up to 5400 kg . Elephant skin color is gray fo dark black, has a trunk as hand, which is a modification between the lips with the nose

C : 15
O : 11
V : 21
U : 14
L : 9
M : 9

70