

**IMPROVING STUDENTS' WRITING SKILLS ON DESCRIPTIVE
TEXT THROUGH QUANTUM LEARNING METHOD**

SKRIPSI

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

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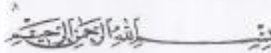
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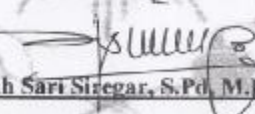
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ABSTRACT

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This study was aimed to find out improvement the students’ writing skills on descriptive text through quantum learning method. This study applied classroom action research. It was done through planning, action research. The location of the research was SMP Negeri 1 Batang Kuis, Jl. Desa Baru Batang Kuis. The subject of this research was seventh grade students which consisted of 31 students. Based on the writing description text through quantum learning score, students’ score keep improving in every test. In the pretest the mean score was 54.67, in the first cycle test the mean 67.51, and the second cycle the test mean score was 75. The improvement also can be seen from the percentage students got point more than 70. In the first cycle writing test, in pretest 3.2% students got point more than 70, in the first cycle test 38.7% students who got point more than 70, and the increasing was 35.5% from pretest to cycle 1. In the second cycle test 87% students got point more than 70, and the increasing was 48.3% from cycle 1 and 2. It means that teaching writing on descriptive text through quantum learning by using picture and music can improved the students’ writing skills through quantum learning method. Picture and music made students’ were interested, have fun, and motivate them to write through quantum learning.

Key Words : Quantum Learning Method, Writing Skills, Descriptive Text

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Medan, March 2018
The Researcher

Ayu Lestari

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The Reply of Research Letter

Berita Acara Bimbingan Proposal

Berita Acara Bimbingan Skripsi

Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of the Study

English as one of the subjects in schools has an important role because English is a foreign language, an international language which is widely used in communication by people in most countries in the world. Furthermore, English is often used in writing science books, journals, or articles about knowledge and technology. Therefore, in order to be able to develop science, knowledge, and technology, and to communicate with people from other countries, English is taught in Indonesia as a foreign language from junior high schools until universities.

English is taught at schools in order that students are able to master the four skills, they are listening, speaking, reading and writing. Harmer (2007: 265) states as follows "we use language in terms of four skills- reading, writing, speaking and listening. These are often divided into two types. Receptive skills is a term used for reading and listening, skills where meaning is extracted from discourse. Productive skills is the term for speaking and writing, skills where students actually have to produce language themselves."

Among those four skills, writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing. Richards and Renandya (2002:30) state that "There is no doubt that writing is the

most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts.”

According to the basic competence in junior high school curriculum, in learning writing, students are expected to write some texts for example letters, short messages, greeting cards, monologs such as descriptive, recount, narrative, procedure and report texts. To produce those writing products, especially monologs, students have to follow the writing steps. Seow (2002:316) states as follows:“ Process writing as a classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting), and editing – and three other stages externally imposed on students by the teacher, namely responding (sharing), evaluating and post-writing. Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage. “

Writing is very difficult to master. In the lights of the statement, we should, as foreign language teachers, be able to make certain assumptions, subject of course to cultural variations and to avoid making others. In reality, students’ writing ability is very low. Based on teaching experience during Field Practice Programme (Programme Pengalaman Terpadu: PPLT) in SMP N 1 Batang Kuis, the students could not write well. It caused by some factors. First, the students are lazy to write because they do not have enough vocabulary, ideas and fact to write. Second, the students are lack of knowledge about the topic that they should write. Third, the students cannot organize their idea into good paragraph well.

In fact, students of SMP N 1 Batang Kuis especially seventh grade students hardly ever follow the writing stages in their writings. They often copied texts from the students who were good at English subject. Sometimes they just rearranged jumble sentences given by the teacher or taken from the textbooks. Students did not have any ideas to write. In other words, they had blank minds when they were asked to write a text, for a descriptive text.

In the second years of junior high school, the basic competency that should be achieved in the writing English subject is that the students have ability to develop and produce written simple functional text in the descriptive text, recount text, and narrative text.

Descriptive text is one of functional texts which is difficult enough to be learnt by the students. Descriptive text is a text that describes the features of someone, something, or a certain place. Descriptive text consists of introduction and description. Introduction is the part of paragraph that introduces the character, and description is the part of paragraph that describes the character. The students can use the simple present and adjective clause in writing descriptive text. In writing the descriptive text, students often find some difficulties. The students usually feel difficult to organize their ideas. Furthermore, many students made some mistakes and faced difficulties to build and develop their imagination.

Based on the statement above, teachers must be able to organize learning-teaching activities. They have to master the materials, methods and also technique or strategy to make the students understand and apply descriptive writing matters in practice. A good technique can help the students in comprehending and

mastering the lesson. One of the teaching failures is caused by an unsuitable method or technique in teaching-learning process. There are a lot of methods and techniques to get the English teaching effectively.

Based on the situation, the researcher thinks that it is very important to find ways to overcome the problem. One of the ways to solve the problem is by proposing a teaching model that suitable, effective, easy, interesting and helpful to the students. One of ways is to try a method that is Quantum Learning. The researcher hopes by using this method, the students can make it easier to write what should write in descriptive text. This method is expected can help the students to make a descriptive text. The researcher wants to try to further explore how to improve student achievement motivation. To continue this experiment, the teacher must have the ability to choose and use appropriate teaching methods and according with certain subject and level of student ability. One method that can be applied is quantum learning to get comfortable and fun learning.

Quantum learning provides tips, hints, strategies and time-saving process, sharpen understanding and memory and make fun learning and rewarding. In addition, quantum learning is an appropriate method of learning, effective and can improve self-ability and self-motivation to become better and eager in learning.

Based on the reasons stated above, the writer takes a title “Improving the Students’ Writing Skills on Descriptive Text through Quantum Learning Method”.

B. Identification of the Problem

The problems of this research were identified as follow:

1. The students don't know what they should write and what tenses they should use to write about descriptive text. (lacked vocabularies, had a lot of mistakes of spelling and choice of words)
2. Students have no idea to make an essay. So they do not know what to do for the first time.
3. The teacher still uses lecture method.

C. The Scope and Limitation

Based on the identification of the problem, the scope was focused on writing and it was limited on writing descriptive text.

D. Formulation of the Problem

The formulation of this study was formulated as is there any improvement of students' writing skill through Quantum Learning Method?

E. Objective of the Study

The objective of this research was to find out the improvement of students' writing skills through Quantum Learning Method.

F. Significances of the Study

The findings of this study were expected to have both academic and practical contributions.

1. Theoretically

This study was give more understanding about using writing skill through quantum learning method in teaching and learning process was better, and it could applied to improve students' ability on writing descriptive text.

2. Practically

- a. The teacher. Teacher can understand the students' needs and know the students' lack of skills, especially in writing, so that they can give/use appropriate materials, task, methods, techniques to teach their students.
- b. The students. Students can improve their writing skill in teaching leaning English through Quantum Leaning Method.
- c. The other researchers. Especially for language researchers as a reference who are interested in conducting similar studies in next time. This study is also expected can contribute to all people who involved in developing quality of English education.

CHAPTER II

RIVIEW OF LITERATURE

A. Theoretical Framework

Base on the discussion in chapter I, in this chapter, the researcher describes some theories related to the writing, descriptive text, quantum learning, relevant studies, and conceptual framework.

1. Writing Skill

1.1 The Nature of Writing

According to Nystrand (1989:75), writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects. It means that writing is an activity to share information which is understandable for the readers. So, the writer should be able to communicate to the readers through his sentences. Meanwhile, Randal (2004:160) states that writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down. It means that the product of writing should be truly acceptable by the readers. Besides, it must contain meaningful values so that the readers can get the benefits from the writing.

Furthermore, Sudaryanto (2001:64) say that writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside. From the statement, it can be said that writing is a skill where the writer can set his idea down in the form of words, sentences, and paragraphs

which are easy to understand for the readers. In line with the opinion, Tarigan (1992:821) states that writing is a process in describing a language that can be understood by others, i.e readers. It means that writing needs a process so that the idea can be understandable and expressed smoothly.

Nura (2003:71) says that writing is an activity. Writing is not merely symbolize spoken language. Writing is a person's way to express him/herself and to adapt with the society. Through writing, readers will understand the writer's way of thinking. It means that writing can be a reflection of the writer's mind.

In addition, Harmer (2004:86) states that writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities. It means that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be present in a classroom.

From all the statements above, it can be concluded that writing is an activity of thinking after which it is expressed into graphic symbols, in a communicative written language. In expressing the thought into a written language, feeling plays an important role as well, so that the products will be easily understood and enjoyed by the readers. To do so, of course, it needs a good and interesting language. In other words, writing is closely related with the thought, feeling, and ability in using a language. In this case, a communicative language is completely needed.

1.2 Problems of Writing

Writing as a productive skill needs appropriateness in using the language. It is supported by Riddel (2003:131) in the following quotes. “ With writing, the emphasis on accuracy is much greater than with speaking. Written tasks, on the other hand often require accuracy (e.g. completing an application form) and formal language. Because they recognize this, many students feel under pressure when writing.”

Besides, Riddel (2003:132) also explains that writing is an individual skill. Someone talks with others, while someone writes as if he communicates with himself. This makes writing is more difficult than speaking. From the two statements, it can be concluded that writing is a difficult skill because it needs a high ability in choosing words and sentences to be understood by the readers. It is because the readers cannot criticize or asks questions concerning with the writing directly.

Similar opinion is stated by Nursisto (2000:5). He says that writing is a communication ability using the highest level of language. Four languages abilities in a normal individual are listening, speaking, reading, and writing. The lowest or the simplest level is direct communication ability dealing with the spoken language, in the form of listening and speaking ability. Then, one level above listening and speaking is reading, and the most difficult level is writing.

According to Msanjila (2005), there are six common problems that may occur when doing writing. Those problems are capitalization problem, punctuation problem, inexplicitness or fuzziness, poor organization or illogical

sequence, spelling problem, and the last is grammatical errors. It appears that out of the six writing problems, three are very crucial, including: the misuse of capital letters, inadequate use of punctuation marks and inexplicitness or fuzziness. Their impact is more serious than the other problems because the intended meaning is often misconceived. The students should pay attention on those six points to be able to make good writing assignments.

Based on the opinion above, it can be concluded that writing has the most difficulties, since writing needs more accuracy for instance in spelling, grammar, and appropriate expression. Lacking of the accuracy will lead to misunderstanding. The readers might not be able to catch the message or the communication between the writer and the readers will not run well.

1.3 Steps of Writing

Farmer (1993:13) states that there are four steps in writing, those are: (1) prewriting, (2) organizing, (3) writing, (4) revising. Prewriting means the preparation before writing. It includes making a plan what to write, getting ideas, and selecting the similar ideas and supporting ideas. Organizing includes making a draft and arranging the ideas into hierarchical order. Writing is the main activity. It is done to develop the draft into a good composition of writing. The last is revising which is used to correct the product of writing in order to be more perfect and more understandable.

Meanwhile, Ackley (1986:3) states that there are three steps in writing, those are: (1) pre-writing, (2) writing a fist draft, and (3) revising or post-writing.

It means that these three steps are almost the same as the above opinion. Pre-writing is the preparation of writing, writing a first draft can be the same as organizing and writing, and revising or post-writing is the last step. So, revising or post-writing is the product which will be consumed by the readers.

From the statements above, it can be concluded that writing is a skill that needs a process in expressing an idea or opinion that is written on a paper or other media. A good writing process can be done by preparing and determined the subject, then making drafts, and revising or post-writing.

1.4 The Purpose of Writing

Every activity has a purpose, so do writing. Writing also has a purpose. According to Martha Heasley Cox (1962) on her book that is *Writing Form Process Purpose*, she said that the purposes of writing are:

- a) To inform, you may have more than one purpose in any assignment. You may wish primarily to inform, that is, to convey information.
- b) To amuse, when your purpose in writing is to amuse or entertain, be funny if you can, but examine carefully the humor you plan to use.
- c) To satirize, satire is often a form of humor, but it is always humor with a serious purpose – to effect reform.
- d) To persuade, if your purpose in writing is to persuade you desire to influence your reader's thought or action.

The explanation above is the purpose of writing for general writer, but the purpose for students is learning. According to Fred D. White (1986) Writing

means learning. Because of that writing has several other purposes for students in writing or it also can be called several other functions of writing for students.

They are:

- a. Writing can improve a students' academic performance.
- b. Writing allows a writer to create and maintain a marketable image of him or herself in the eyes of potential and current employers.
- c. Writing enhances personal

1.5 The Characteristic of Good Writing.

A good writing is a product of careful thinking. There are several characteristic of a good writing. According to Fred D. White (1986), there are four characteristic of a good writing. They are:

- a. The appeal to a target audience. It means that a writer should know that his or her writing is wanted to read by many readers and it appropriates with the readers' desire.
- b. A coherent structure. It means that writing have organizational scheme or outline.
- c. A smooth, detailed development. It means that a writer should build his idea like discussing the idea in detail.
- d. An appropriate, well – articulated style. It means that a writer should be able to choose the appropriate words to explain his idea. It is also called diction. It also means that a writer should avoid such as ambiguous sentence or unnecessary complicated wording.

According to Pardiyono, M.Pd (2007) on his book “Teaching Genre Based Writing” said that to produce effective written text, a writer should:

- a. Have the knowledge of content and the nature of text. It includes the purpose of writing, the genre of writing, rhetorical structure, grammar, and textual devices (cohesion and coherent).

Cohesion: related to the use of appropriate grammatical patterns; substitution, elliptical construction, preposition, conjunctions to relate among the clauses within paragraphs, and references. Coherent: related to the topic flow or flow of thoughts through the use of transition signals to establish interrelation among the sentences and paragraphs.

- b. Have the knowledge of basic sentence patterns.
- c. Have the knowledge about textual devices. It includes:

Linguistic realization. It means the sentence is grammatically correct and realized by cohesive devices.

Topic flow. It means the sentence is realized by coherent devices.

- d. Identify the role of written text. In the side of writer, written text has function. In the other hand, in the side of reader written text has meaning. From the two roles can be concludes into three roles of function or meaning. They are: ideational meaning, interpersonal meaning, and textual meaning.

2. The Form of Writing

Writing has several genre or forms. According to Robert Scholes and Nancy R. Comley (1985), the forms of writing fall into three categories. They are writer-oriented forms, reader-oriented forms, and topic oriented forms.

a. Writer-Oriented Forms, it means the forms of writing in which writer is the center of attention. There are two forms of these categories. They are Expression and Reflection.

1) Expression. In this form the writers to express their feeling or thoughts.

2) Reflection. In reflective writing, the writer's self is doubled. In reflection we look back – that is, our present, writing self looks back upon some previous self and measures, in some way, the distance between then and now. Reflection allows us to discover significance in the events of our own lives.

b. Reader-Oriented Forms. There are two forms of reader-oriented writing. They are Direction and Persuasion.

1) Direction. It provides information and arranges the information in the most useful and comprehensible order such as cook book and instruction book.

2) Persuasion. It is designed to persuade or to motivate the reader to do something.

c. **Topic-Oriented Forms.** The six forms of topic-oriented writing are narration, description, classification, argumentation, analysis, and synthesis.

- 1) Narration is the writing form which shared to the reader about an event that happens in time.
- 2) Description is to take a scene or an object and capture it in language.
- 3) Classification is the form that puts a premium on organization. It uses category or subtopic.
- 4) Argumentation differs from persuasion by being more rational. It includes a thesis to be argued and the evidence to support the thesis.
- 5) Analysis is both a way of observing and a way of writing about hat writer have observed.
- 6) Synthesis is the fullest and most complete form of academic writing.

3. The Process of Writing

If someone wants to write something and he/she wants to make a perfect piece of writing, he/she has to know the process of writing. Not all writers write in the same way, but experienced writers can point to particular elements that generally occur in the act of writing, even though these elements may be combined in different ways. Similar to Robert Scholes and Nancy R. Comley (1985) said that there are three phases in the process of writing. They are:

- 1) Prewriting, the most productive way to begin your writing task is to collect your thoughts on paper without the pressure of structuring your expression

into its final form. Prewriting is your chance practice what you have to say begin to worry about how your audience will judge the eventual form of your work. The writer must begin by choosing a subject to write about. It means making a list to potential subjects. It purposes to narrow the focus, to discover the limits that will allow working productively.

- 2) Drafting, drafting is the point at which you begin to put your ideas in some kind of order and to envision a potential shape for the work you will produce: a beginning, a middle, and an end. Before begin drafting, some writers make an outline to remind themselves of how they wish to order their ideas.
- 3) Revising, the writers should revise after drafting, because to revise their writing is important if they want to be a professional writer. “It is an advantages writes can all have if they revise and rewrite before they present their work to the reader. The professional writer’s secret is revision and revision and revision”.

In the other hand, Fred D. White (1986) said that there are five stages of process of writing. They are:

- 1) Invent. To discover a topic, the important details about the topic, and what a writer mainly want to say about it.
- 2) Gather and Plan. Retrieve details about the topic from a writer’s memory or from background reading.

- 3) Organize and Outline. Map out a writer's idea in terms of beginning, middle, and end: device a working (trial) outline to maintain coherence and a thorough development.
- 4) Write a first draft. Develop your idea, concentrating more on content than on style or correctness.
- 5) Revise. Rework your draft to improve accuracy, readability, and development. Revision can take place whenever you want it to, but the most efficient time for it to occur is after you have complete a preliminary draft.

4. Descriptive Text

4.1 The Definition of Descriptive Text

Descriptive text is a text which describes person, place, mood, situation, and etc. in words. Similar to Diane A. Wilbur (1966) said that descriptive writing is to create a clear picture or impression of person, place or object. Fred D. White (1986) also said that descriptive text is drawing in words.

Descriptive text is also a text which describes something that appeal directly to the sense like John E. Warriner (1982) said that descriptive paragraph is giving a picture in words that appeal directly to the sense (sight, sound, smell, touch, taste). He said a descriptive paragraph is normally full of vivid verbs and precise adjectives. It depends on details, not action, to hold the readers interest.

Meanwhile, according to Barnet and Stubbs's (1983), "Description represents in words our sensory impressions caught in a moment of time. In much descriptive writing visual imagery dominates."

From the opinion about descriptive above, so the writer concludes that the descriptive text is a text which describes person, place, mood, situation, and etc., it also describes an object that appeal to the sense.

Besides that, descriptive text has several elements like Lila Fink, Phyllis Levy, Charlotte Miller, and Gwen Brewer (1983) said that there are some elements of description. They are:

- a) Concrete detail. A concrete detail is a specific description that supports, reflects, or expands a writer's attitude or purpose.

Example: The modern math student, using a calculator instead of a slide rule, makes speedy and accurate calculations.

- b) Images. An image is a concrete, literal (real, actual) description of person, physical object, or sensory experience that can be known through one of the five senses (sight, sound, taste, touch, and smell).

Example: Lightning crackled and sizzled across the darkened sky (sound and sight)

The orange calico kitten's bristled tongue scratched its way across my cheek. (sight and touch; concrete details).

- c) Similes. A similes is a comparison, using like or as, between two objects. The comparison is between two things essentially different yet similar in one aspect.

Example: Anger heated up in me like water about to boil,

4.2 Guides in Writing Descriptive Text.

There are several things which should be known before writing descriptive text. They are:

a) Communicative purpose:

Descriptive is a type of written text, which has the specific function to give description about an object (human or non-human)

b) Rhetorical structure:

As explained before, the rhetorical structure of descriptive text is identification and descriptive.

Identification is a statement of topic or subject which wants to be described.

Description is the details of identification or the object.

c) Grammatical patterns:

The declarative sentence usually is used in the descriptive text. The use of conjunction is also needed to make coherent devices. The present tense is used dominantly because in the descriptive text includes facts, general accepted-facts, or reality.

After knowing about the explanation above, when a writer wants to write descriptive text, he or she also should know the guides of writing descriptive text. There are some guides to write a descriptive text. According to John J. De Boer (1982), there are six guides for writing description.

- a) Observe carefully and record your sense impressions.
- b) Select significant details that convey a dominant impression of the subject.
- c) Organize your description according to a unifying principle; for example, the order of space for descriptions places.
- d) Choose either stationary or a moving vantage point from which to describe a scene.
- e) Use concrete, vivid language. Use figure of speech and connotative language.
- f) In characterizing people:

Give details of appearance and of actions.

Use a person's own words where they serve to reveal character.

Describe feelings and attitudes.

4.3 The Purpose of Descriptive Text

Based on the definition of descriptive above the purpose of description is to present the reader with a picture of person, subject or setting. Similar to Diane A. Wilbur (1966) said that the goal of descriptive writing is to create a clear picture or impression of person, place or object.

Meanwhile, Fred D. White (1986) said that there are several aims of descriptive text:

- a) To see means to help the reader to see the objects, persons, and sensations your present, as you might guess description is important for all rhetorical aims, not just for expressiveness.

- b) To explain means to explain the reader about a subject. For example: a science writer will describe the shape of an airplane wing to help explain to readers how mechanized flight is possible.
- c) To persuade means the writer describes something to make readers interested. For example: an attorney might describe the damage done to a bedroom window to help prove forced entry and thereby persuade the jury that accused committed burglary.
- d) To re-create means make a reader making something. For example: the description allows the reader to re-create the experience – particularly the sensory pleasures of that experience – in their own minds, thereby enhancing their delight in the subject at hand.
- e) To demonstrate means the writer wants to demonstrate something to a reader. When a writer describes the thawing of Waldeng Pond after a long, cold winter is to demonstrate the animated quality of nature and how its processes are more complex and beautiful than non-observers can realize.

4.4 Kinds of Descriptive Text

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

a) *Description of a people*

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, "What's so-and-like?" In replying you might resort to

identification, an impression, or a character sketch, depending on the situation.

a.1 Identification

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

a.2 Impression

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

a.3 Character sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include

identification and an impression, but it will do more than tell what people look or seem like: it will show what they are like.

A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotees.

b) Description of a place

In describing the place for example a room, what should you describe first? the walls? the floor? unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged.

The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description depend on your subject and purpose.

c) Description of a things

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

c.1 Using Proper Noun

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

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

c.2 Using Effective Verb

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

4.5 The Structure of Descriptive Text

- a. The generic structures of a description are as follows:
 - Identification : identifies the phenomenon to be described
 - Description of features : describes features in order of importance (parts/things "physical appearance", qualities "degree of beauty, excellence, or worth/value, other characteristics "prominent aspects that are unique").

- b. The generic features of description are:
 - Verb in the present tense.
 - Adjective to describe the features of the subject.
 - Topic sentences to begin paragraphs and organize the various aspects of the description.
- c. The factual description scaffold.
 1. A general opening statement in the first paragraph.
 - This statement introduces the subject of the description to the audience.
 - It can give the audience brief details about then when, where, who, or what of the subject.
 2. A series of paragraphs about the subject.
 - Each paragraph usually begins with a topic sentence.
 - The topic sentence previews the details that will be contained in the remainder of the paragraph.
 - Each paragraph should describe one feature of the subject
 - These paragraphs build the description of the subject.
 3. A concluding paragraph (optional).
 - The concluding paragraph signals the end of the text.

5. Review on Quantum Learning

Quantum learning method was formerly introduced in 1982 by Bobbi De Porter who was the student of Lazanov. Lazanov was an educator from Bulgaria

and develop suggestopedia or suggestology or known as accelerated learning. He developed it by seeing the physical surrounding and atmosphere of classroom as the important part. By ensuring that the students are comfortable, confident and relax, it will enhance the teaching and learning process.

This method is combination of suggestology, accelerated learning and neurolinguistics with the learning theory, where in neurolinguistics is about how the brain control the achieved information while learning. It means that in learning the students and the teacher can increase motivation, increase the score in the learning and strengthen confidence and positive attitude.

5.1 The Definition of Quantum Learning

DePorter (1999) says that quantum learning is orchestration of any interactions both inside and outside the study moment. In fact, learning is the interactions between learners and environment. The interaction by means of quantum learning covers all elements in effective study which influence students' achievement. Those interactions might change the students' ability and talent becomes the light which is useful for them and others. Therefore, to reach the good result of learning it is needed to optimize the students' participation in learning process. Students' participation is very important in determining success of learning. Sudjana (1993) in Mulyasa (2005:156) mentions the requirement of effective class as follows:

“ Syarat kelas yang efektif adalah adanya keterlibatan, tanggung jawab dan umpan balik dari peserta didik. Keterlibatan peserta didik merupakan syarat pertama dalam kegiatan belajar dikelas. Untuk terjadinya keterlibatan itu peserta

didik harus memahami dan memiliki tujuan yang ingin dicapai melalui kegiatan belajar.”

To support those explanations above, DePorter (1999) says that quantum learning is a comprehensive model that covers both educational theory and immediate classroom implementation. It integrates research-based best practices in education into a unified whole, making content more meaningful and relevant to students' lives. This is in line with what Ausubel said in Trianto (2009:38) that study becomes meaningful if the information to be learned is arranged according to cognitive structure which students have, so that they will relate the new information with the previous one.

Quantum learning is about bringing joy to teaching and learning with ever-increasing 'Aha' moments discovery (DePorter and Hernacki, 2003:3). It helps teachers to present the materials in a way that engages and energizes students. This model also integrates learning and life skills, resulting in students who become effective lifelong learners-responsible for their own education.

Furthermore, Wena (2009:160) states about Quantum learning as follows:“Pembelajaran Quantum adalah perubahan belajar yang meriah dengan segala nuansanya, yang menyertakan segala kaitan, interaksi dan perbedaan yang memaksimalkan momen belajar serta berfokus pada hubungan dinamis dalam lingkungan kelas-interaksi yang mendirikan landasan dalam kerangka untuk belajar.”

Based on explanation above, it can be concluded that quantum learning is a process of arranging many kinds of interactions in learning process by

optimizing all resources in order to motivate the emerging of students' potential and interest to learn.

5.2 Characteristics of Quantum Learning

Quantum learning explains about new ways which facilitate learning process through mixing of the art elements and good achievements. DePorter et al (2003:5) propose about accelerated learning that eliminate any barriers preventing learning process by using music, coloring class environment, arranging suitable materials, effective serving, and emerging students' participation.

While the general characteristics of quantum learning are mentioned by DePorter and Hernacki (2003:15) below:

- a. Based on cognitive psychology
- b. Humanistic
- c. Constructive
- d. Excellent and meaningful interactions
- e. Accelerated learning
- f. Forming the students' skills in academic, life and achievement equally
- g. Value and belief are the important part of learning
- h. Difference and freedom are prominent
- i. Integrated.

5.3 Quantum Learning Tenets

The main tenet of quantum learning is "bring student world into ours and transmit our world into theirs." This statement stresses the importance of a teacher entering the students' world first before they get caught up in the teaching aspect.

Because before the students want to know what a teacher knows, they want to know that the teacher cares about them.

While the more tenets of quantum learning proposed by DePorter et al (2005:7-8) below:

a. Everything speaks

Everything, from surroundings and tone of voice to distribution of materials, conveys an important message about learning.

b. Everything is on purpose

What is going on the teaching learning process and everything we do has an intended purpose.

c. Experience before label

Students make meaning and transfer new content into long-term memory by connecting to existing schema. Learning is best facilitated when students experience the information in some aspect before they acquire labels for what is being learned. Dryden and Vos (2001) state that the students' previous experiences are useful for the teacher in teaching new concepts linked (Wena, 2009:165).

d. Acknowledge every effort

Acknowledgement of each student's effort encourages learning and experimentation.

e. If it's worth learning, it's worth celebrating

Celebrating provides feedback regarding progress and increases positive emotional associations with the learning.

6. Models of Quantum Learning

DePorter et al (2003:8) proposes the models of quantum learning which is divided into two categories; content and context. The content covers all about serving and facilitating the learning process. While the FADE model – Foundation, Atmosphere, Design, and Environment creates the context of quantum learning.

Link with the context, as stated by Wena (2009:163), the teacher is demanded to be able to compose:

- a. Energetic atmosphere for promoting learning
- b. Strong foundation for learning activities
- c. Environment support learning process
- d. Dynamic learning design.

Quantum learning begins with a strong foundation built on the principles of the eight keys of excellence. It holds the beliefs that all people can learn, people learn differently, and learning is effective when it is joyful, engaging and challenging (DePorter and Hernacki, 2003:40).

The eight keys of excellence include:

- a. Integrity
- b. Commitment
- c. Failure leads to success
- d. Ownership
- e. Speak with good purpose
- f. Flexibility

- g. This is it! And
- h. Balance.

From the eight keys of excellence above, especially point “speak with good purpose” means that speak in a positive sense can keep communication between a student and his teacher. Quantum learning covers the important aspects in neurolinguistics program which study about how our brain organize the information. This program studies about the relationship between language and behavior which can be used to create communication and understanding among the students and their teacher, parents, and society. Fakhruddin (2011:38) support that research with the statement below:

“Para pendidik dan orang tua dengan pengetahuan neurolinguistik mengetahui bagaimana menggunakan bahasa yang positive untuk meningkatkan tindakan-tindakan yang positive, Karena itu merupakan factor penting untuk merangsang fungsi otak yang paling efektif.

7. Quantum Learning Design Frame

Quantum learning creates an empowering atmosphere of trust, safety and sense of belonging. Establishing engaging, focused traditions creates a sense of belonging and safety and is an effective strategy for classroom management, focusing attention and motivating students to increase participation in learning. Each school day begins with a morning routine and purposeful first statement. These routines are designed to immediately focus students and create resourceful

learning states. Below are the quantum design frame proposed by De Porter et al (2003:10):

a. Enroll (Tumbuhkan "T")

Use any ways that capture the interest, curiosity and attention of the students.

Dick and Carey (1985) state that enrolling students' interest and taking care of it in learning is the first step of learning process (Wena, 2009:165).

b. Experience (Alami "A")

Create or elicit a common experience, or tap into common knowledge to which all students can relate. Experience before Label creates schema on which to build new content. Wankat and Oreovocz (1993) state that in learning process a common experience gift will raise and make the students easier to understand the content of learning (Wena, 2009:165).

c. Label (Namai "N")

Present, sequence and define the main content. Students learn labels, thinking skills and academic strategies. Students add new content to their existing schema.

d. Demonstrate (Demonstrasikan "D")

Give students an opportunity to demonstrate and apply their new learning.

e. Review (Ulangi "U")

Use a variety of effective, multi-sensory review strategies and empower students to process their new content through reflection.

f. Celebration (Rayakan “R”)

Acknowledge the learning. It cements to content and adds a sense of completion. Gagne (1977) in Wena (2009:166) states that feedback has the important in the reinforcement process to students’ achievement.

8. The Implementation of Quantum Learning

To improve students’ writing skill dealing with those problems above, below is the application of quantum learning method in writing class:

- a. The researcher proposed some questions related to the topic to be learned. Otherwise the researcher show something visuals, such as picture/photograph, sticker, book, brochure, etc and then asked the students about it. This phase belongs to the concepts of TANDUR that is T (Tumbuhkan/Enroll).
- b. The researcher gives a model dealing with the topic to be learned. The researcher might tell about her past experience, and then the researcher invite the students to participate by telling their own past experiences. Otherwise, the researcher divided the class into groups and then give an initial assignment. The assignment covered one aspect of writing skill that is writing for understanding the reference devices in a text, so the students can find the referent of pronouns. This phase belongs to concept of TANDUR that is A (Alami/Experience).
- c. The researcher explain about the concept of descriptive text. The researcher give examples and application of the concept or formula in the

text. By using WH questions then revise and edit. The students learning about how to find the main topic and supporting sentence that will use to text. This phase belongs to the concept of TANDUR that is N (Namai/Label).

- d. The researcher give the continuation assignment to check the students' understanding. In this phase the students did exercises individually. This phase belongs to the concept of TANDUR that is D (Demonstrasikan/Demonstrate) which aims for giving the students chance to show their understanding about what they have learned.
- e. The researcher review the material/topic; otherwise the researcher did reflection phase by asking some students about the topic which has been learned. So that activity in this phase helps the students to make inferences of the text. This phase belongs to the concept of TANDUR that is U (Ulangi/review).
- f. The researcher give evaluation and acknowledgement to students' achievement by giving praise, applause, a gift, etc. this phase belongs to the concept of TANDUR that is R (Rayakan/Celebrate).

9. The advantages and disadvantages of Using Quantum Learning

The benefits of using quantum learning are as follows:

- a. Gives teachers skills to engage students and gets them excited about learning.

- b. Orchestrating the teacher moves and patterns that leading students to “moments of learning”.
- c. Provides a proven research-based approach to the design and delivery of curriculum and the teaching of learning and life skills.
- d. Synthesize the best teaching practices into an effective, comprehensive model, turning abstract theory into practical techniques that can be immediately applied in a classroom.

However, there are some weaknesses of using quantum learning. They are stated below:

- a. Needs a real experience.
- b. Needs a long time to emerge students’ motivation to learn.

10. Procedure of Quantum Learning

- a. Preparation phase
 - a. 1 Preparing the student's learning conditions by arranging the classroom to be different from the usual class by arranging the U-shaped chair to facilitate students makes eye contact.
 - a. 2 Preparing soft music installed when students make eye contact.
 - a. 3 Creating positive suggestive sentences to give to students.
- b. Implementation stage
 - b. 1 Material presentation.
 - b. 2 Using daily life as an introductory material.
 - b. 3 The interaction and feedback between students and teachers.

- b. 4 Students makes note about the subject matter.
- b. 5 Giving students the opportunity to be active.
- b. 6 Teachers and students eager in learning activities.
- c. Evaluation phase
 - c. 1 Students are given exercise questions.
 - c. 2 Teachers pay attention of the problems by students.
 - c. 3 Do not blame the students.
 - c. 4 Conducting research through oral tests and written tests.

B. Relevant Studies

In this research, the researcher use previous of research finding below:

1. The research from MeniSihite and Johan entitled “Improving students’ writing achievement in descriptive text through quantum learning”. The subject of research at the second grade students of SMP N 1 Kabanjahe in Academic year 2012/2013.

The result of the study showed that, the mean score of pre-test from experiment class which has been taught by quantum learning is (52.61). The result after the treatment showed that post-test cycle I (62.66) and post-test cycle II (80.08). The students’ score continuously improved in each test. Therefore, it can be concluded that quantum learning can improve students’ achievement in descriptive writing.

2. The study of Abdul RasyiidWahyuWicaksono and Dr. AgusWidyantoro, M.Pd“Improving students’ writing skills in descriptive text through

quantum learning strategy of grade VIII A of SMP N 5 Sleman in academic year 2014.”

The result of the study showed that the mean scores of the students' writing tests showed the improvement from 64.5 to 75.05. So, quantum learning strategy was useful to improve the students' writing skills and vocabulary mastery. These findings suggest that quantum learning will be used by teacher success in improve students' writing skill. English teachers will be creative to teaching. Teachers can use combination of models of quantum learning method.

C. Conceptual Framework

Writing skill of the seventh grade students at SMP N 1 Batang Kuis still needs to be developed. This situation is caused by several reasons; one of them is dealing with motivation that are given in writing class. The teachers should design a fun learning and unusual.

Mostly, the students have weakness in self-confidence and low enthusiasm in writing. They feel unconfident to show what they wrote. It makes them less participate into the lesson. And it makes them don't know about writing something.

Quantum learning is an appropriate strategy to teach writing in the classroom. This strategy help students improve their skills in writing by serving the support stimulus every time they learnt. Besides, this method bring a joy to classroom with new atmosphere.

In applying this method when teaching writing, the use of various media, sources and teaching activities are needed to attract students' attention. The teacher as manager, who has the power to manage the class, should be able to create good, fun and interest teaching learning that enable the students to play active roles in the class. By using media like music can help students to express their ideas.

The teacher was observer about what they wrote in writing class based on structure generic of descriptive text. The researcher was looked at the students' activeness too. In addition, using quantum learning in writing class was help the teacher to make students more active and build their idea because they joy with the subject.

CHAPTER III

METHOD OF RESEARCH

A. Location

The research was conducted in SMP Negeri 1 Batang Kuis at Jalan Desa Baru, Batang Kuis in academic years 2017/2018. The reason for choosing this school because it was found that the students have a low ability in writing descriptive text.

B. Subject of the Research

The subject of this research was the seventh grade students of SMP Negeri 1 Batang Kuis in academic 2017/2018. Based on the purposive sampling technique, it was taken VII-A students which is consisted of 31 students as the subject of the research. Because it was found that they have a low ability in writing.

C. Research Design.

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

There are four steps to conduct classroom action research namely:

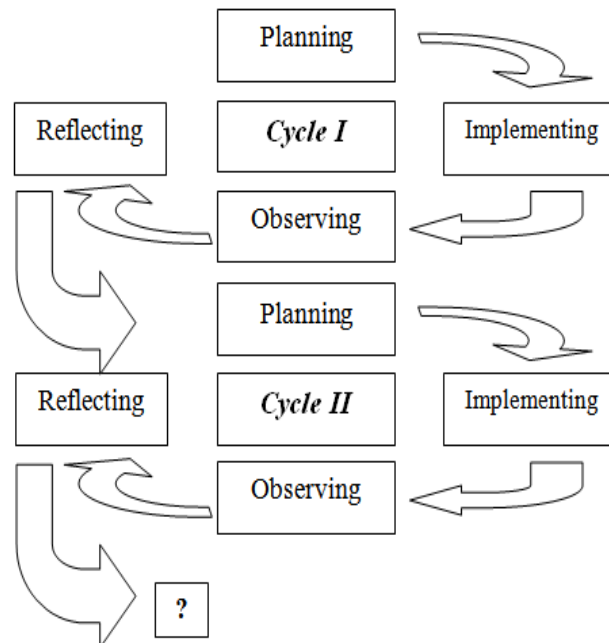
- a) Plan was involved thinking process and evaluating to reflect the event that happened and attempting to found ways to overcome problem encounter.

- b) Action was considered what actions, how the method provide.
- c) Observation is activity that was consisted of gathering data to identify the result action. Includes activity of students and teacher.
- d) Reflection is activity the fairness of data for doing some improvement and revision in another enhance the successful of teaching.

D. Procedure of Collecting Data

In this classroom action research, the cycles depend on the indicators, whether the indicators was already achieved or not. The first cycle was conducted based on the problem faced by students' achievement in writing skill through quantum learning method. Then, the researcher was analyzed and discussed the result both writing test and observation. If the result achieves the indicator, the researcher was conducted the next cycle. It focused on the weakness of the previous cycle and so on. Each cycle consists of: Planning, action, observation and reflection. The description of the Cycle of Classroom Action Research (Arikunto, 2015:42), can be seen as follow:

Table 3.1
Cycle of Classroom Action Research



There are two cycles and four steps to conduct classroom action research namely:

1. Cycle 1

a. Planning

The activities in the planning are:

1. Make the lesson plan about descriptive text.
2. Design the steps in doing concepts of writing in teaching descriptive text using quantum learning
3. Prepare the text about describing place, includes music or song
4. Prepare observation sheet, to know the situation of teaching learning process when using this method
5. Prepare teaching aids, that is the picture, tape recorder and speaker.
6. Prepare a test, that is writing test.

b. Action

Teachers' activity:

1. The teacher was opened the class by greeting to the students
2. The teacher given the motivation for students
3. The teacher told the students about the material, that is descriptive text.
4. The teacher told the students about the purpose of learning the topic and turn on music classic
5. The teacher showed a picture with the topic describe place
6. The teacher asked the students' to think what they know with the picture that the teacher shows
7. The teacher explained the pictures
8. The teacher showed the example with another picture and tell how to describe with their minds-self and turn off the music
9. The teacher gave motivation to the students
10. The teacher made the conclusion about the topic with students and clap hand together
11. The teacher close the class.

Students' activity:

1. The students answered greeting from the teacher
2. The students listened motivation from teacher
3. The students listened what the topic
4. The student listened about the purpose of learning the topic

5. The students look at the picture from the teacher given
6. The students answering what they look from the picture
7. The students listen the explain of the picture
8. The students give attention and listen the teacher
9. The students listen some motivations of the teacher
10. The students made the conclusion about the topic with the teacher and clap hands together
11. The students answered closing from their teacher as response to the teacher.

c. Observation

Observation was done to collect the data, teacher and students activity attitude during teaching learning process. In this section the researcher do the formal observation. The researcher is an English teacher was an observer.

d. Reflection

Reflection was a feedback process from the action that was done. Reflection used to help the teacher make decision. The teacher and researcher analysed all recording information learning process by using observation sheet, the result of the test, and diary notes.

If the revision is needed in cycle 1, it was revised and continued in cycle 2.

E. Instrument of Collecting Data

The researcher was used three instruments, they are observation sheet, test and diary notes.

1. Observation sheet

Observation sheet was used to observe all activities that was happened during the teaching learning process. The activities was included teacher and students activities. (see appendix 10 and 11).

2. Test

Test is sequence of practice which was used measure skills, intelligence, ability and attitude own by individual or group. The instrument of test is writing test, that is written test. Test was taken from using picture of place and create in descriptive text.(see appendix 2).

3. Diary Notes

Diary notes is essentially private document where the researcher could tell everything that occurs in the class. Diary notes are used to know all the student's activities, difficulties interest during the teaching and learning process. (see appendix 12)

F. Technique of Collecting Data

There are some procedures in collecting data:

1. Pre-test

Pre-test was given before treatment. The function of the pre-test are to know the mean scores of students before giving a treatment. The test is writing test.

2. Treatment

The treatment was given to the students through Quantum Learning method by using pictures in teaching writing. Treatment was given in cycle 1 and cycle 2.

3. Post-test

After the treatment, test was given to the students. The researcher was given a picture test and then the students should describe that picture in writing form. The lowest score is 70. It is according with the Standart English Score (KKM) in seventh grade at the school.

G. Technique of Analyzing Data

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

The qualitative data was analyzed from the observation sheet and diary notes to describe the implementation of the students' writing skills through quantum learning method.

In analyzing the data related to the students' test of writing ability, the researcher used analytical scoring rubric adapted from Jacobs et al (1981)(see appendix 6). There are five components presented in the analytical scoring rubric for writing, i.e., content, organization, vocabulary, language use, and mechanics. In this study, the researcher combined vocabulary and mechanic component.

According to Suharsimi Arikunto (2010:284-285) the mean of the students' score of assessment was calculated by following formula:

$$M_x = \frac{\sum x}{N}$$

Where:

M_x : The mean of the students' score

$\sum x$: The total score of students

N : The number of students

The criteria of able point:

$N \geq 70$: Able

$N < 70$: Unable

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data

The data of this research consisted of two kinds. They were quantitative data that got from students' score on writing by using picture in written test and qualitative data that got from observation sheets and diary notes.

1. The Quantitative Data

The quantitative data was taken from the students' score in test. The test was written test. It was taken from English SMP/MTs Grade VII book that consisted of picture of place. The students' score in the pre-test, cycle 1, and cycle 2 can be shown from the table below:

Table 4.1

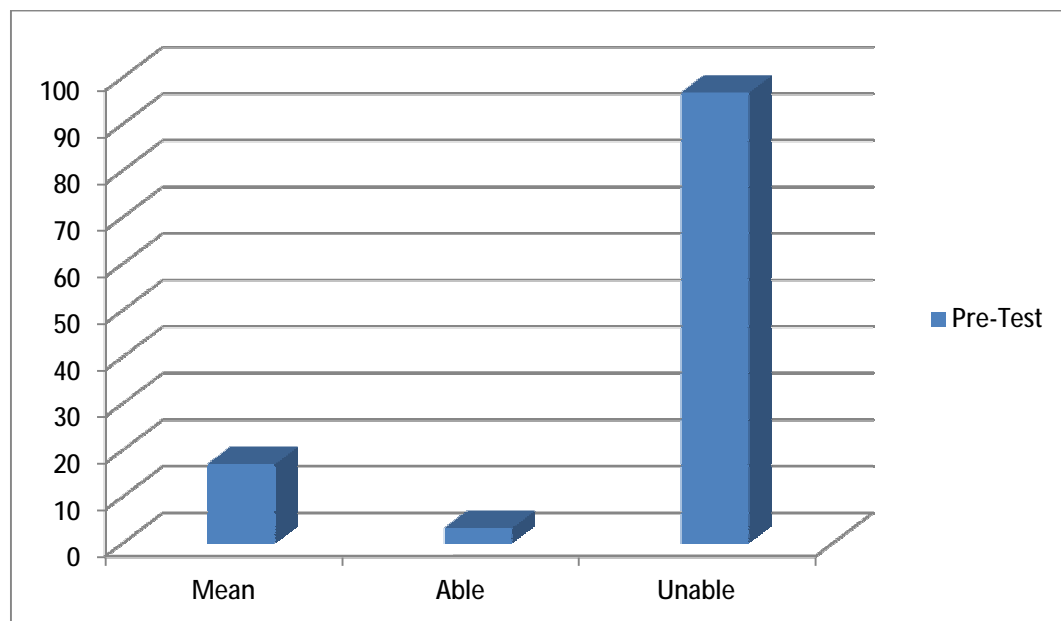
The Students' scores in Pre-test, cycle 1 and cycle 2

No.	Name	Pre- Test Score	Post- Test Score (Cycle 1)	Post- Test Score (Cycle II)
1	AF	51	62	71
2	AB	52	66	72
3	AG	44	51	65
4	AS	49	69	72
5	AR	60	66	72
6	BH	38	59	70

7	DF	56	69	76
8	DA	64	76	79
9	DP	58	77	82
10	DH	59	65	70
11	DD	57	67	75
12	FS	37	62	70
13	GS	56	67	73
14	JS	69	76	79
15	MI	68	73	81
16	MW	43	66	73
17	MM	55	62	70
18	NH	63	82	85
19	RB	64	70	74
20	RD	57	66	71
21	RH	34	51	65
22	RM	49	50	66
23	RA	57	85	86
24	RP	55	74	80
25	SM	50	80	86
26	SA	68	76	86
27	TH	67	70	72
28	UM	46	64	76
29	YA	36	46	67
30	YD	58	68	75
31	ZD	75	79	86
Total Number		1695	2093	2325
Mean Score		54.67	67.51	75

The first test was given before treatment, it called by pre-test. Based on the result in the pre-test, the total score of the students was 1695 and the number of students was 31, so the mean score was $Mx = \frac{1695}{31} = 54.67$. The students who got score more than 70 was 3.2% or 1 student and the students who got score less than 70 was 96.7% or 30 students. So, the students frequency in the pre-test was 3.2% (See appendix 7) and it can be shown from the chart below.

Chart 4.1
Students' score in Pre-Test

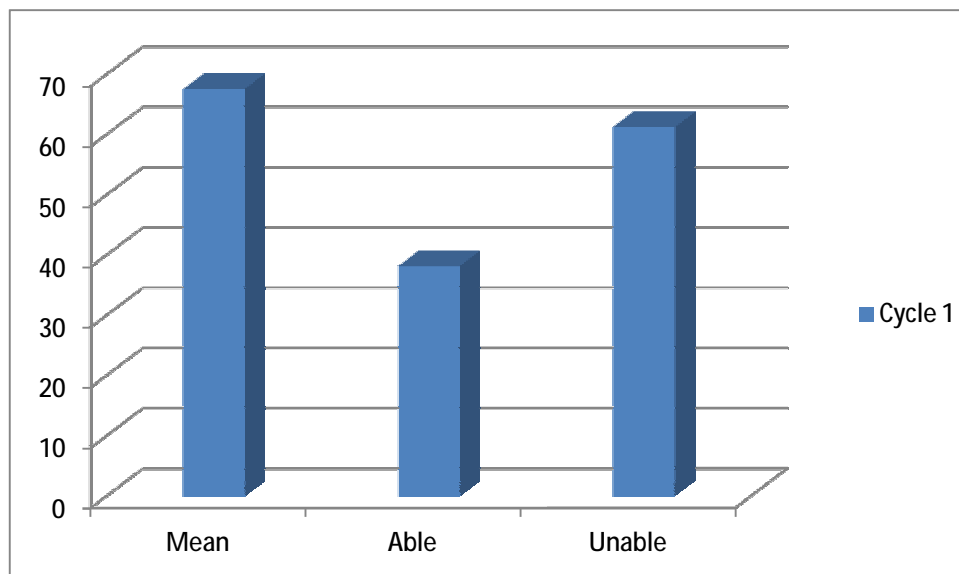


The table and chart above showed that the students who were able 1 students or 3.2%, and the students who were unable 30 students or 96.7%. From the data above it can be concluded that the students in seventh grade at SMPN 1 Batang Kuis in academic year 2017/2018 had low ability on writing.

So, to improve the students' writing skills on descriptive text, the researcher applied a method in teaching writing by using quantum learning method. In that time, the teacher helped the researcher to apply the method. After the researcher had applied the quantum learning in students writing by using picture in cycle 1, the researcher gave them the test that writing test.

Based on the result from the test in cycle 1, the total score of the students was 2093 and the number of students was 31, so the mean score was $Mx = \frac{2093}{31} = 67.51$. The students who got score more than 70 was 38.7% or 12 students and the students who got score less than 70 was 61.2% or 19 students. So, the students frequency in the cycle 1 was 38.7% (See appendix 8) and it can be shown from the chart below.

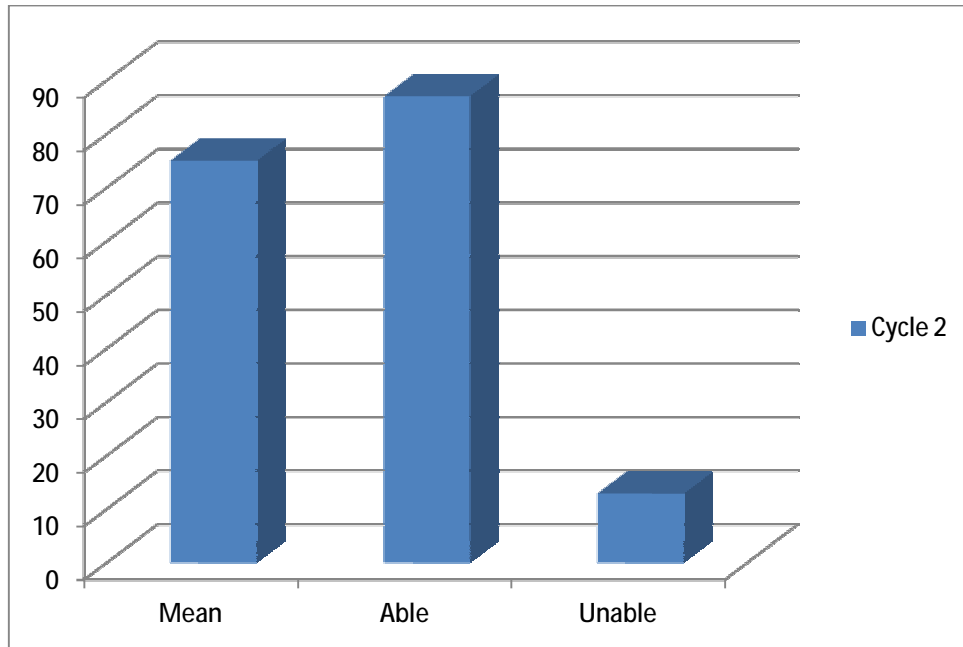
Chart 4.2
Students' score in Cycle 1



The table of chart above showed that the students who were able 12 students or 38.1% and the students who were unable 19 students or 61.2%. Based on the data above, the researcher concluded that cycle 1 was still improvement. So, the researcher revised all the activities in the cycle 2. Then, the researcher applied quantum learning in students writing by picture in cycle 2, the researcher gave them the test that writing test.

Based on the result from the test in cycle 2, the total score of students was 2325 and the number of students was 31, so the mean score was $Mx = \frac{2325}{31} = 75$. The students who got score more than 70 was 87% or 27 students and the students who got score less than 70 was 12.9% or 4 students. So, the students frequency in the cycle 2 was 12.9% (See appendix 9) and it can be shown from the chart below.

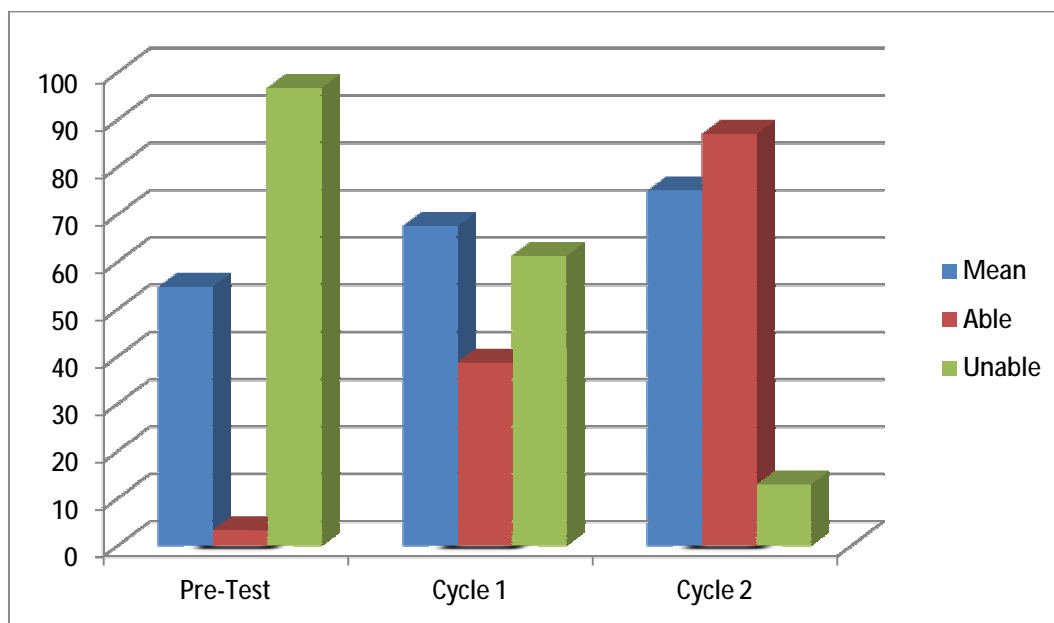
Chart 4.3
Students' score in Cycle 2



The table and chart above showed that the students who were able 27 students or 87% and the students who were unable 4 students or 12.9%. From the data above, it can be concluded that the students' score in cycle 2 had improved. It meant that students' achievement in writing quantum learning on the seventh grade SMP Negeri 1 Batang Kuis in academic years 2017/2018 had been improved by using quantum learning method. The improvement of students' score in pre-test, cycle 1, and the cycle 2 can be seen from the chart below.

Chart 4.4

The Improvement of Students' Score and Students' Frequency in Pre-Test, Cycle 1 and Cycle 2



2. The Qualitative Data

The qualitative data was taken from observation sheets and diary notes. The researcher used observation sheets and diary notes to know the improvement in teaching writing by using picture through quantum learning method.

B. Data Analysis

1. The Analysis of Quantitative Data

Four meetings were conducted in this research. First meeting used to give pre-test to the students. The researcher gave the test to know the student's score before applying picture and music in teaching writing descriptive text. After knew the score, the teacher helped the researcher to apply picture and music classic in

teaching writing in the second meeting, third meeting (cycle 1) and fourth meeting (cycle 2). After every cycle had finished, the researcher gave the test to know students' score after applying picture and music in teaching writing through quantum learning. The test was written test. It was taken from English SMP/MTs Grade VII book and picture from internet.

To know the mean score, the researcher was using this formula:

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

Where :

Mx : The mean of the students' score

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

N :The number of students

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

$$P = \frac{R}{T} \times 100\%$$

Where:

P : The percentage of whose who getting score

R : The number of students' getting score

T : the total number of the students

In the pre-test, the total number of students' getting score was 1695, the students who got score more than 70 were 1 student and the number of students were 31. So, the mean score was $Mx = \frac{1695}{31} = 54.67$ and the percentage of students who getting score was $P = \frac{1}{31} \times 100\% = 3.2\%$.

In the cycle 1, the total score of students was 2093, the students who got score more than 70 were 12 and the number of students was 31. So, the mean score was $Mx = \frac{2093}{31} = 67.51$ and the percentage of students who getting score was $P = \frac{12}{31} \times 100\% = 38.7\%$.

In the cycle 2, the total score of students was 2325, the students who got score more than 70 were 27 students and the number of students was 31. So, the mean score was $Mx = \frac{2325}{31} = 75$ and the percentage of students who getting score was $P = \frac{27}{31} \times 100\% = 87\%$.

So, the mean score from pre-test was 54.67, the mean score in cycle 1 67.51, the mean score in cycle 2 was 75, the students who got score more than 70 from pre-test was 1, the students who got score more than 70 in cycle 1 was 12, the students who got score more than 70 in cycle 2 was 27, and the percentage of students who got score more than 70 from pre-test was 3.2%, the percentage of students who got score more than 70 in cycle 1 was 38.7%, and the increasing from pre-test to cycle 1 was 35.5%, the percentage of students who got score more than 70 in cycle 2 was 87%, and the increasing from cycle 1 to cycle 2 was 48.3%..

From the data above, we could see that there was improvement in students' writing skills on descriptive text through quantum learning from pre-test to cycle 1 to cycle 2.

2. The Analysis of Qualitative Data

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

2.1 Observation Sheets

Observation sheet was used to observe all activities that happened during teaching learning process. The observation was focused activities that happened during the teaching learning process. The activities included teacher and students activities. Observation sheets to teacher based on aspect-aspect during teaching process. And observation sheet for student based on activities during learning process. The teacher was an observer for researcher and the researcher was an observer for the students. The researcher did formal observation. The observation was done in last meeting as conclusion of every meeting.

The observation sheets of students' activities shown that the students are more active and enthusiastic when learning using picture through quantum learning. The students' listen the teacher when explain the material. But to find out a way to solve problems quickly they have not been able. They offer more feedback to teachers than to other students. (see appendix 5)

The observation sheets of teachers' activities shown that steps of preparation the teacher did when teaching is appropriate. Teachers prepare RPP and conduct teaching based on RPP including learning objectives clearly. When teaching process, the teacher was gave opportunity to students who wants to ask. And teacher gave feedback as answered from students' ask. Teachers' personal character became additional value to students, because it made students felt enjoy the lessons and enthusiasm when learning process. So, the students always listen and pay attention the teachers' explain. (see appendix 6)

2.2 Diary Notes

Based on diary notes, the class situation changed after researcher conducts action researcher using quantum learning method. The second meeting and third meeting (cycle 1) the students still low enthusiastic and just some students active to learning. But in fourth meeting (cycle 2) everything changed. The students become more active and enthusiastic. First reason is picture. Picture of material is place and the place is about Lake Toba and Maimoon Palace. The pictures are popular place and surely they ever went there. If some of them never go at one of place in picture, at least they can see from the picture. Second reason is music. They never feel learning while listen the music. It was make them passion and enthusiastic to learning English. Beside it was fun it was enjoyed to them. Not must always think hard.(see in appendix 7).

C. Research Findings

Based on the data analysis, it showed that the students' achievement in writing through quantum learning had been improved by using picture and music. It could be seen from the quantitative data. The mean score from pre-test was 54.67, the mean score in cycle 1 67.51, the mean score in cycle 2 was 75 ; the students who got score more than 70 from pre-test was 1, the students who got score more than 70 in cycle 1 was 12, the students who got score more than 70 in cycle 2 was 27; and the percentage of students who got score more than 70 from pre-test was 3.2%, the percentage of students who got score more than 70 in cycle 1 was 38.7%, and the increasing from pre-test to cycle 1 was 35.5%, the percentage of students who got score more than 70 in cycle 2 was 87%, and the increasing from cycle 1 to cycle 2 was 48.3%.

It also could be seen from qualitative data that were observation sheets and diary notes. From the observation sheets, we could see that every meeting teacher and students was changed. How teaching and learning process during using quantum learning method. The teacher has many assessment and not only about knowledge but personal character become assessment. So, teacher should able to confront kinds of students (see appendix 11). The students also have assessment when they learning and this be assessment to researcher. Way they did problem solving, how they activities when learning active or passive, attitude responsible and their feedback in learning process. It could be concluded that writing through quantum learning by using picture and music could improve the students' writingskills through quantum learning method. (see appendix 10).

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After analyzing the data, it was found out that the students' writing skills through quantum learning score increased from the first cycle to the second cycle. It means that there was an improvement on the students' achievement in writing through quantum learning method by picture and music. The analysis of the quantitative data showed that there were improvements from the first test to the last eventually. The use of quantum learning method was able to improve the students' writing skills that covered writing to find the main idea, generic structure on descriptive text, identification and description, also got vocabulary mastery. Those improvements were proved by the result of the test scores. The students' score of all test improved. Furthermore, it was also proved through the observation sheets and diary notes which indicate there was an improvement in learning result by using picture and music in teaching learning process from the first cycle to the second cycle.

The class situation changes after researcher conducts action researcher using quantum learning method. It was also proved through the observation sheets and diary notes which indicate there was an improvement in learning result by using picture and music in teaching learning process from the first cycle to the second cycle. Before this research, there are some problems in writing class. Such

as the students had low interest in following the lesson and the students had less participation in writing class, they were passive during the learning process. Meanwhile, after implementing this research, there are positive changes of the class situation. The students enjoyed during the learning process. They were interested in following the lesson. In addition, the students were active during the learning process. They had high level of participation in writing class.

B. Suggestions

Based on the conclusion stated above, the researcher would give suggestions are offered:

1. For the English teacher, it is a good alternative to make the students interested in writing and teacher should create an enjoyable atmosphere in teaching writing. So that students would actively involve during the class.
2. For the students, the students should have high motivation to learn English, especially writing. Quantum learning is always put the students on a comfortable and enjoyable situation. They can express their opinion and be active.
3. For all readers, this research can contribute a good understanding of how to improve the students' writing skills on descriptive text through quantum learning method.
4. For the other researcher, it is suggested that quantum learning should be researched more in other types of activities, for role play, interview, dialogue, and games to improve the students' skills.

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Appendix 1

LESSON PLAN

School	: SMP Negeri 1 Batang Kuis
Grade/Semester	: VII/2
Subject	: English
Material	: Descriptive Text
Time	: 4 x 45 minutes (2 meetings)

A. Core Competence

1. Inspiring and applying the religion in study they believe.
2. Inspiring and applying behavior of honestly, discipline, responsibility, care, (cooperation, tolerance, peace), politeness, responsiveness and pro-activeness, and showing attitude as a part of solutions of any problems in interacting effectively with social and natural environment and also in putting themselves as nation's reflection in world association.
3. Comprehending, applying, analyzing the factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanity with insight of humanity, nationality, and civilization due to the cause of phenomena and events, and also applying procedural knowledge in specific study area based on their talent and interest to solve problems.
4. Processing, reasoning, and providing in concrete and abstract domain due to the development of what they learn at school independently, acting

effectively and creatively, and be able to use methods based on educational rules.

B. Basic Competence

3.5 Identify social functions, text structures, and language elements of transactional oral and written transactional interactions involving giving and soliciting information related to the nature of persons, animals, objects in the context of their use. (Note: the language elements be, adjective)

4.5 Prepare short and simple transactions of oral and written transactional interactions involving giving and soliciting information regarding the nature of people, animals, and things, taking into account the correct, context-appropriate functions, text structures and language content.

C. Indicator

1. Identify social functions, text structures, and linguistic elements in descriptive texts about place, taking into account the correct and contextual function of the social, textual, and linguistic elements.
2. Describes descriptive text by paying attention to functional, textual, and linguistic elements in writing and orally with confident and responsible manners.
3. Prepare descriptive oral and written text, short and simple, about place taking into account the correct and contextual function of the social, textual, and linguistic elements.

4. Revise the descriptive text of oral and written, short and simple, about place, taking into account the correct, context-appropriate function of the social, textual, and linguistic elements.

D. Objectives

1. Students can identify social functions, text structures, and linguistic elements in descriptive oral and written, short and simple texts, about people, animals, and things, with confidence and responsibility.
2. Students are able to explain descriptive text by taking into account the social function, text structure, and linguistic elements of the text correctly and in accordance with the context.
3. Students are able to apply descriptive oral text and write about people, animals, and objects into the practice of writing in English.
4. Students are able to apply descriptive oral and written text in everyday life.

E. Learning Material

1. Definition Descriptive Text

Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Other definition is a text that describes what kind of person or an object described, good shape, properties, and other numbers. The purpose of descriptive text is to describe or disclose an individual or an object.

2. The Characteristic of Descriptive Text

a) Generic Structure

1. Identification: contains the identification of matter/ a will be described.
2. Description: contains the explanation/description of the thing/person to mention a few properties

b) Language Feature

1. The use of adjectives and compound adjectives.
2. Using the simple present tense.

3. The Example of Descriptive Text

Toba Lake

Identification	Toba Lake is one of the most popular destinations in Indonesia, especially in Medan, North Sumatera. Toba Lake is the largest volcanic lake in Indonesia, even in the Southeast Asia. Which make it more special is taken from the Samosir Island, an Island that settled in the middle of the lake.
Description	Lake Toba is an area of 1,707 km ² , we can say that is 1,000 km ² bigger than Singapore. It formed by a gigantic volcanic eruption some 70,000 years ago, it is probably the largest resurgent caldera on Earth. Pulau Samosir or Samosir island, the island in the middle, was joined to the caldera wall by a narrow isthmus, which was cut through to enable boats to pass, a road bridge crosses the cutting. Samosir island is the cultural center of the Batak tribe, the indigenous from North Sumatera. Lake Toba is actually more like a sea than a lake considering its size. Therefore, the Lake placed as the

largest lake in Southeast Asia and the second largest in the world after Lake Victoria in deepest lake in the world, which is approximately 450 meters.

F. Teaching Method

1. Method : Discuss, quantum learning.
2. Approach : Scientific Approach.

G. Tool/Media/Source

- Tools** : Laptop, Dictionary, speaker
- Media** : Picture.
- Source** : Relevant English book grade VII and internet.

H. Teaching Activity

First Meeting

a) Pre-Activity (5 minutes)

1. Teacher greets the students, ex :Assalamu'allaikum / good morning.
2. Teacher checking attendance list
3. Teachers prepare students' psychically to follow the learning process.
4. Teacher motivates students

b) Main Activities (30 Minutes)

Observing

- Teacher gives students a text which similar with descriptive text.
- Teacher explains about the descriptive text and how to make written.

Questioning

- Teacher asks some questions to student what they have known after read text.

Exploring

- Students identify the descriptive text and how to write it. Classical music is playing

Associating

- Teacher asked the students to make example about sentence to describe.

Communicating

- Students get feedback from teachers and friends about their work. Ex: give applause.

c) Post Activity (10 Minutes)

1. Teacher and students make the summary of the lesson.
2. Teacher and students reflect about the problem in understanding of descriptive text.
3. Teacher and students get feedback on processes and learning result.
4. The teacher gives the task for next meeting. Find out example of descriptive text about Toba Lake.

Second Meeting

a) Pre-Activity (5 minutes)

1. Teacher greets the students, ex :Assalamu'allaikum / good morning.
2. Teacher checking attendance list

3. Teachers prepare students' psychically to follow the learning process.

4. Teacher motivates students

b) Main Activities (30 Minutes)

Observing

- Teacher gives students example a text "Toba Lake" as the title of descriptive text.
- Teacher explains about generic structure of descriptive text and ask students observe the text.

Questioning

- Teacher asks some questions to student what they have known after explain the material.
- Teacher asks what they find out other example about Toba Lake

Exploring

- Students identify the generic structure and communicative purpose from text. Classical music is playing
- Students make paragraph descriptive based on their opinions about Toba Lake and consist of generic structure.

Associating

- Teacher ask the students to using dictionary and create paragraph with their experience.

Communicating

- Students get feedback from teachers and friends about their work. Ex: give applause.

c) Post Activity (10 Minutes)

1. Teacher and students make the summary of the lesson.
2. Teacher and students reflect about the problem in understanding of descriptive text.
3. Teacher and students get feedback on processes and learning result.
4. The teacher gives the task for next meeting. Find out example of descriptive text about Maimoon Palace.

I. Assesment

Assessment is taken by:

1. individual task
2. Form of assessment instrument: Written test.
3. Duty details: Create Descriptive text.
4. Assesment Criteria: Writing Ability Scoring.

a. Rubric of Writing Test Assessment

No	Component	Score	Criteria
1.	Content	16-13	Unsatisfactory Does not show knowledge of subject, non substantive, not pertinent, or not enough to evaluate
		21-17	Fair Limited knowledge of subject, little substance, in adequate

			development of topic
		26-22	Good Some knowledge of subject, adequate range-occasional errors of words/ idiom form, choice, usage but meaning not obscured
		30-27	Very good Knowledge, substantive, development of the thesis relevant as assigned topic.
2.	Organization	9-7	Unsatisfactory Doesn't communicate, no organization or not enough to evaluate
		13-10	Fair Not fluent ideas confused or disconnected logical sequencing and development.
		17-14	Good Somewhat choppy-loosely organization, but main ideas stand out limited support logical but in complete sequencing.
		20-18	Very good Ideas clearly stated
3.	Vocabulary	9-7	Unsatisfactory Essentially translation little knowledge of English vocabulary, idiom word form, not enough to evaluate

		13-10	Fair Limited range, frequent error of word or idiom from choice, usage, meaning confused or obscured.
		17-14	Good Adequate range-occasional errors of word/idiom from, choice, usage but meaning not obscured.
		20-18	Very Good Exact words-effective 10 words or idioms choice and usage. Word from mastery-appropriate register.
4.	Language	10-5	Unsatisfactory Virtually no mastery of sentence construction rules dominated by errors, does not communicate, not enough to evaluate
		17-11	Fair Major problem in simple or complex construction frequent errors.
		21-18	Good Effective but simple construction-several errors of agreement.
		25-22	Very Good Understandable

5.	Mechanics	2	Unsatisfactory No mastery of connection dominated by errors of spelling, punctuation, capitalization, paragraphing and writing illegible or not enough to evaluate
		3	Fair Frequent errors of spelling punctuation capitalization writing sentences, etc.
		4	Good Occasionally errors of spelling, punctuation, capitalization writing sentences, etc.
		5	Good Occasionally errors of spelling, punctuation, capitalization writing sentences, etc.

b. 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

- Observation sheet of learners attitude

No.	Indicator Attitude Names of Student	Ber- tanggung jawab	Jujur	Santun dalam Berko- munikasi	Percaya Diri	Kedisi- plinan dalam tugas	Nilai rata- rata (huruf)
1							
2							
3							

Note: every aspect uses a scale of 1-5

1 = Very Less

3 = Fair

5 = Very good

2 = Less

4 = Good

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Known by

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LESSON PLAN

School	: SMP Negeri 1 Batang Kuis
Grade/Semester	: VII/2
Subject	: English
Material	: Descriptive Text
Time	: 2 x 45 minutes (1 meeting)

A. Core Competence

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6. Inspiring and applying behavior of honestly, discipline, responsibility, care, (cooperation, tolerance, peace), politeness, responsiveness and pro-activeness, and showing attitude as a part of solutions of any problems in interacting effectively with social and natural environment and also in putting themselves as nation's reflection in world association.
7. Comprehending, applying, analyzing the factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanity with insight of humanity, nationality, and civilization due to the cause of phenomena and events, and also applying procedural knowledge in specific study area based on their talent and interest to solve problems.
8. Processing, reasoning, and providing in concrete and abstract domain due to the development of what they learn at school independently, acting

effectively and creatively, and be able to use methods based on educational rules.

B. Basic Competence

3.5 Identify social functions, text structures, and language elements of transactional oral and written transactional interactions involving giving and soliciting information related to the nature of persons, animals, objects in the context of their use. (Note: the language elements be, adjective)

4.5 Prepare short and simple transactions of oral and written transactional interactions involving giving and soliciting information regarding the nature of people, animals, and things, taking into account the correct, context-appropriate functions, text structures and language content.

C. Indicator

1. Identify social functions, text structures, and linguistic elements in descriptive texts about place, taking into account the correct and contextual function of the social, textual, and linguistic elements.
2. Describes descriptive text by paying attention to functional, textual, and linguistic elements in writing and orally with confident and responsible manners.
3. Prepare descriptive oral and written text, short and simple, about place taking into account the correct and contextual function of the social, textual, and linguistic elements.

4. Revise the descriptive text of oral and written, short and simple, about place, taking into account the correct, context-appropriate function of the social, textual, and linguistic elements.

D. Objectives

1. Students can identify social functions, text structures, and linguistic elements in descriptive oral and written, short and simple texts, about people, animals, and things, with confidence and responsibility.
2. Students are able to explain descriptive text by taking into account the social function, text structure, and linguistic elements of the text correctly and in accordance with the context.
3. Students are able to apply descriptive oral text and write about people, animals, and objects into the practice of writing in English.
4. Students are able to apply descriptive oral and written text in everyday life.

E. Learning Material

1. Definition Descriptive Text

Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Other definition is a text that describes what kind of person or an object described, good shape, properties, and other numbers. The purpose of descriptive text is to describe or disclose an individual or an object.

2. The Characteristic of Descriptive Text

a) Generic Structure

1. Identification: contains the identification of matter/ a will be described.
2. Description: contains the explanation/description of the thing/person to mention a few properties

b) Language Feature

1. The use of adjectives and compound adjectives.
2. Using the simple present tense.

3. The Example of Descriptive Text

Maimoon Palace

Identification

Maimun Palace is a tourist destination in North Sumatra which has historical and cultural values. Located at Jalan Brigjen Katamso, Medan. This palace is iconic to Medan. The palace has stunning architecture. It combines Islamic, Dutch and Malay architectures, with a dominant color of yellow, typical of Malay.

Description

There are many trees and the green landscape. There are coconut tree, flowers, mango tree and others. It is supported by octagonal stone pillars and wooden pillars. . Here, can check out a modest collection of ceremonial kerises and dress up in traditional Malay costume. Maimun Palace is one of the most beautiful palace still exist in Indonesia. The Palace consists of two floors divided each into three parts: the main building, the left wing and the right wing. This historic building is open the public every day, except when there are organizing a special ceremony. Visitors who come to the palace still have the chance to witness the

collections of the kingdom which are displayed along the meeting room, such as the photos of the families, antique furniture, and various types of weapons. Traditional music performances usually take place at 10am and 2pm Monday to Friday and at 2pm on Saturday and Sunday.

F. Teaching Method

1. Method : Discuss, quantum learning.
2. Approach : Scientific Approach.

G. Tool/Media/Source

- Tools** : Laptop, Dictionary, speaker
- Media** : Picture.
- Source** : Relevant English book grade VII and internet.

H. Teaching Activity

First Meeting

a) Pre-Activity (5 minutes)

1. Teacher greets the students, ex :Assalamu'allaikum / good morning.
2. Teacher checking attendance list
3. Teachers prepare students' psychically to follow the learning process.
4. Teacher motivates students

b) Main Activities (30 Minutes)

Observing

- Teacher gives students a text which similar with descriptive text.
- Teacher explains about generic structure of descriptive text.

Questioning

- Teacher asks some questions to student what they have known after read text.

Exploring

- Students identify the generic structure and using dictionary if any difficult words. Classical music is playing

Associating

- Teacher asked the students to make descriptive text about Maimoon Palace..

Communicating

- Students get feedback from teachers and friends about their work. Ex: give applause.

c) Post Activity (10 Minutes)

1. Teacher and students make the summary of the lesson.
2. Teacher and students reflect about the problem in understanding of descriptive text.
3. Teacher and students get feedback on processes and learning result.
4. The teacher gives the task for next meeting. Find out example of descriptive text about Toba Lake.

II. Assesment

Assessment is taken by:

5. individual task
6. Form of assessment instrument: Written test.

7. Duty details: Create Descriptive text.

8. Assesment Criteria: Writing Ability Scoring.

a. Rubric of Writing Test Assessment

No	Component	Score	Criteria
1.	Content	16-13	Unsatisfactory Does not show knowledge of subject, non substantive, not pertinent, or not enough to evaluate
		21-17	Fair Limited knowledge of subject, little substance, in adequate development of topic
		26-22	Good Some knowledge of subject, adequate range-occasional errors of words/ idiom form, choice, usage but meaning not obscured
		30-27	Very good Knowledge, substantive, development of the thesis relevant as assigned topic.
2.	Organization	9-7	Unsatisfactory Doesn't communicate, no organization or not enough to evaluate
		13-10	Fair Not fluent ideas confused or

			disconnected logical sequencing and development.
		17-14	Good Somewhat choppy-loosely organization, but main ideas stand out limited support logical but in complete sequencing.
		20-18	Very good Ideas clearly stated
3.	Vocabulary	9-7	Unsatisfactory Essentially translation little knowledge of English vocabulary, idiom word form, not enough to evaluate
		13-10	Fair Limited range, frequent error of word or idiom from choice, usage, meaning confused or obscured.
		17-14	Good Adequate range-occasional errors of word/idiom from, choice, usage but meaning not obscured.
		20-18	Very Good Exact words-effective 21 words or idioms choice and usage. Word from mastery-appropriate register.
4.	Language	10-5	Unsatisfactory

			Virtually no mastery of sentence construction rules dominated by errors, does not communicate, not enough to evaluate
		17-11	Fair Major problem in simple or complex construction frequent errors.
		21-18	Good Effective but simple construction-several errors of agreement.
		25-22	Very Good Understandable
5.	Mechanics	2	Unsatisfactory No mastery of connection dominated by errors of spelling, punctuation, capitalization, paragraphing and writing illegible or not enough to evaluate
		3	Fair Frequent errors of spelling punctuation capitalization writing sentences, etc.
		4	Good Occasionally errors of spelling, punctuation, capitalization writing sentences, etc.
		5	Good

			Occasionally errors of spelling, punctuation, capitalization writing sentences, etc.
--	--	--	--

b. 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	31 – 39	E

- Observation sheet of learners attitude

No.	Indicator	Ber-tanggung jawab	Jujur	Santun dalam Berko-munikasi	Percaya Diri	Kedisi- plinan dalam tugas	Nilai rata-rata (huruf)
	Attitude						

	Names of Student					
1						
2						
3						

Note: every aspect uses a scale of 1-5

1 = Very Less

3 = Fair

5 = Very good

2 = Less

4 = Good

Medan, 21 February 2018

English Teacher

Student Researcher




Bahtiar, S.Pd

Ayu Lesari

NIP: 196207181985011002

Known by

Headmaster of SMPN 1 Batang Kuis



Drs. Musimin

NIP: 196809281997021003

Appendix 2

Test Item (PRE-TEST)



Please describe the place by using generic structure (identification, description). The title is “Lake Toba”

Name : _____

_____.

Test Item (POST TEST I)



Please describe the place by using generic structure (identification, description). The title is “Toba Lake”

Test Item (POST TEST II)



Please describe the place by using generic structure (identification, description). The title is “Maimun Palace”

Appendix 3

KEY ANSWER

1. Beautiful
2. Popular
3. Destination
4. Tourist
5. Samosir Island
6. Weekend
7. Fresh
8. Music Traditional
9. Historical
10. Cultural Value
11. Green
12. Palm trees
13. Coconut trees
14. Wings
15. Street vendors

Appendix 4

The Students' Attendance List

No	Name	Signature			
		Meeting I	Meeting II	Meeting III	Meeting IV
1	Ageng Fahrozi	<i>Fahrozi</i>	<i>Fahrozi</i>	<i>Fahrozi</i>	<i>Fahrozi</i>
2	Alexander Abed	<i>Alexander</i>	<i>Alexander</i>	<i>Alexander</i>	<i>Alexander</i>
3	Amanda Giorya H	<i>Amanda</i>	<i>Amanda</i>	<i>Amanda</i>	<i>Amanda</i>
4	Ardiansyah	<i>Ardiansyah</i>	<i>Ardiansyah</i>	<i>Ardiansyah</i>	<i>Ardiansyah</i>
5	Arif Rahman	<i>Arif Rahman</i>	<i>Arif Rahman</i>	<i>Arif Rahman</i>	<i>Arif Rahman</i>
6	Berlin Hamonangan S	<i>Berlin</i>	<i>Berlin</i>	<i>Berlin</i>	<i>Berlin</i>
7	Daniel Fikter Purba	<i>Daniel</i>	<i>Daniel</i>	<i>Daniel</i>	<i>Daniel</i>
8	Desi Ajarah	<i>Desi</i>	<i>Desi</i>	<i>Desi</i>	<i>Desi</i>
9	Devi Pratiwi M	<i>Devi Pratiwi</i>	<i>Devi Pratiwi</i>	<i>Devi Pratiwi</i>	<i>Devi Pratiwi</i>
10	Dhandi Akhirul	<i>Dhandi</i>	<i>Dhandi</i>	<i>Dhandi</i>	<i>Dhandi</i>
11	Diko Dwi Prasetyo	<i>Diko</i>	<i>Diko</i>	<i>Diko</i>	<i>Diko</i>
12	Ferdian Suryo	<i>Ferdian</i>	<i>Ferdian</i>	<i>Ferdian</i>	<i>Ferdian</i>
13	Genta Syahputra	<i>Genta</i>	<i>Genta</i>	<i>Genta</i>	<i>Genta</i>
14	Jenny Sandora	<i>Jenny</i>	<i>Jenny</i>	<i>Jenny</i>	<i>Jenny</i>
15	Magdalena M	<i>Magdalena</i>	<i>Magdalena</i>	<i>Magdalena</i>	<i>Magdalena</i>
16	Melly Indah Sari	<i>Melly</i>	<i>Melly</i>	<i>Melly</i>	<i>Melly</i>
17	Muhammad Wahyudi	<i>Muhammad</i>	<i>Muhammad</i>	<i>Muhammad</i>	<i>Muhammad</i>
18	Nanda Herany	<i>Nanda</i>	<i>Nanda</i>	<i>Nanda</i>	<i>Nanda</i>
19	Kefasya BR. Situmeang	<i>Kefasya</i>	<i>Kefasya</i>	<i>Kefasya</i>	<i>Kefasya</i>
20	Renti Damauli	<i>Renti</i>	<i>Renti</i>	<i>Renti</i>	<i>Renti</i>
21	Riama Hanjeli Sianturi	<i>Riama</i>	<i>Riama</i>	<i>Riama</i>	<i>Riama</i>
22	Rico Dermawan N	<i>Rico</i>	<i>Rico</i>	<i>Rico</i>	<i>Rico</i>
23	Rizky Ananda Putri	<i>Rizky</i>	<i>Rizky</i>	<i>Rizky</i>	<i>Rizky</i>
24	Rizky Perdana	<i>Rizky</i>	<i>Rizky</i>	<i>Rizky</i>	<i>Rizky</i>
25	Salsabila Maulida	<i>Salsabila</i>	<i>Salsabila</i>	<i>Salsabila</i>	<i>Salsabila</i>
26	Siti Awdia Lara	<i>Siti</i>	<i>Siti</i>	<i>Siti</i>	<i>Siti</i>
27	Tomy Hermawan	<i>Tomy</i>	<i>Tomy</i>	<i>Tomy</i>	<i>Tomy</i>
28	Udar Marito Siahaan	<i>Udar</i>	<i>Udar</i>	<i>Udar</i>	<i>Udar</i>

29	Yogi Andika	<i>diro</i>	<i>diro</i>	<i>diro</i>	<i>diro</i>
30	Yulia Andini	<i>Alonif</i>	<i>Alonif</i>	<i>Alonif</i>	<i>Alonif</i>
31	Zaskia Diva Ananda	<i>Zasko</i>	<i>Zaska</i>	<i>Zask</i>	<i>Zask</i>

Appendix 5

The Answer Sheets

Pre-Test

PRE-TEST



Please describe the place by using generic structure (identification, description). The title is "Lake Toba"

Name : AGENG FATHOZI

Class : VII

Toba lake is beautiful place. Toba lake is popular place and destination to peoples and family. There are many hills and the climate green. Many tourist and many tourism. The air is fresh and cool. Toba lake has island. The name is Samosir Island. It is middle of lake Toba. The landscape is clean and blue. It is amazing place.

Content = 19
Organization = 10
Vocab = 10
Language = 10
Mechanics = 2

51

PRE-TEST



Please describe the place by using generic structure (identification, description). The title is "Lake Tobor"

Name : Andi Andriani

Class : VII-2

Lake Tobor

Lake Tobor is a Fresh air that
is very Fresh From many beautiful
places and there is a very
wide water fall many boats
that surround the lake
created once visitors
in Lake Tobor and
there are many food side
stands (merch) boats many

Content = 20
Organization = 12
Vocab = 11
Language = 13
Mechanics = 4

60

PRE-TEST



Please describe the place by using generic structure (identification, description). The title is "Lake Toba"

Name : Dani Ajani

Class : VII-1

Lake Toba one of the most visited places, which is in north Sumatra.

Water whitish blue that makes more beautiful scenery. Surrounded by a hill high and green hill, trees growing around it to make the air cool.

Numerous hills surrounding the campsite.

There is a unique house nearby, and craft archipelago in the form of weaving, wood sculpture and so on.

Content = 17
Organization = 18
Vocab = 11
Language = 15
Mechanics = 3

64



Photo showing the lake in a very scenic nature landscape.
Description: The title "Lake Toba"

NAME: DEVI PRASAD MISHRA
CLASS: VII

"Lake Toba"

Lake Toba is lake that spread
the north Sumatra lakes is large
many fish and the view is beautiful.
There are many trees that fresh.
The other lake is very clear. Lake Toba
is a tourism place. Many people
that visiting there for to see the
view and many population that
stay.

There are many places of sight-
and church around water pass and
stone pendant. People that visiting
there boarding ship take
a photo and street path.

There is place where making so that
visitors can buy wares.

Population there is many work
such as fish and drying up
salted fish.

- Content = 20
- Organization = 9
- Vocab = 12
- Language = 14
- Mechanics = 3

58

PRI-TEST



Please describe the place by using generic structure (identification, description). The title is "Lake Toba"

Name : DINO DWI PRASEPTO

Class : XII

In the lake area, Toba is very beautiful.
In the middle of the lake, there are
some very beautiful hills and lakes
stretched very wide and also
very beautiful. Toba is clean and the
air is very beautiful around it.
There are many trees and very fertile
and well maintained. The people around
the lake strictly in contact with each
other. The blue lake water and the

Content : 20
Organization : 13
Vocab : 11
Language : 11
Mechanics : 2

57

Post-Test I

Lake Tahoe



Please describe the place by using generic structure (identification, description)

NAME: _____
DATE: 12/11/2017
CLASS: _____
TOPIC: _____
This lake is the largest, deepest lake in California and in the western US. It has been around for 30,000 years and is the largest of its kind in the world. The lake is located in the Sierra Nevada mountains in California.
The lake is one of the most beautiful destinations in the world. It is surrounded by mountains, forests, and lakes. The water is clear and blue. The lake is a popular destination for tourists and locals alike. It is a great place to relax and enjoy nature. The lake is also a great place to go fishing and boating. The lake is a beautiful and scenic destination that is worth a visit.

- Content : 18
- Organization : 13
- Vocab : 10
- Language : 11
- Mechanics : 4

56

Lake Toba



Please describe the place by using generic structure (identification, description)

Nama : NESTOR GABRIEL
KELAS : VII-1

Lake Toba

Toba Lake is one of the most popular destinations in Indonesia, especially in Medan, North Sumatra. Toba Lake is the largest volcanic lake in Indonesia, even in the Southeast Asia which makes it more special. It taken from the Samosir Island and Island that settled in the middle of the lake. Lake Toba become one of the most visited tourist attractions in Indonesia.

The cool and fresh atmosphere, the clear and blue water crystal, with the breathtaking view of the floating green mountains is a small part of the beauty of this lake. This lake can be a place for visitors to be able to enjoy the natural beauty of mountain climbing, swimming or sunbath. The people are friendly and the air is clean and cool in harmony with the relaxed atmosphere. This isolated lake in the mountains of Bukit Barisan North Sumatra.

Content = 21
Organization = 15
Vocab = 14
Language = 18
Mechanics = 5

73

Lake Toba



Please describe the place by using generic structure (identification, description)

Des April VII-1

22-03-2019

N. Lake Toba

Lake Toba becomes one of the most visited tourist attractions in Indonesia. Lake Toba is one of the most popular destinations in Indonesia, especially in mountain destinations. Lake Toba is the largest volcanic lake in Indonesia, even in the Southeast Asia. This located lake in the province of North Sumatra, North Sumatra Province.

In the middle of the lake, there is also a volcanic island called Samosir Island. Samosir Island is the cultural center of the lake. Lake Toba is the home of the indigenous from North Sumatra. The cool and fresh atmosphere, the clear and blue water create with the breathtaking view of the cloudy mountain. It is a small part of the beauty of this lake. This lake can be a place for visitors to breathe, swimming or walking. The people are friendly and the air is clean and cool in harmony with the natural atmosphere.

- Content = 22
- Organization = 18
- Vocab = 14
- Language = 18
- Mechanics = 4

76



Please describe the place by using generic structure (identification, description)

Nama: Pura Shrawang

Ades: Bali

Judul: "Toba Lake"

Toba lake is the largest volcanic lake in the world, and is the largest volcanic lake in the world. Toba lake is one of the most popular destinations in Indonesia, especially in the mountains of North Sumatra (Sumatra). This located lake in the mountains of North Sumatra province.

The cool and fresh atmosphere, the clear and blue water crystal, with the breathtaking view of the shabby green mountains is a small part of the beauty of this lake, which make it more special is taken from the Samsir island, an island that sits in the middle of the lake.

In the middle of this lake there is also a volcanic island called Samsir island. This lake can be a place for visitors to be able to enjoy the natural beauty of mountain climbing, swimming or fishing.

Content : 25
 Organization : 14
 Vocab : 14
 Language : 14
 Mechanics : 3

70

Lake Toba



Please describe the place by using precise structure (identification, description)

Toby
W

Lake Toba is one of the most visited
tourist attractions in Indonesia.
Lake Toba is located on the island of Sumatra
196 km south of Medan city.
This beautiful lake is the remains of crater
because after Sumatra Province
that lake is the largest volcanic lake in
Indonesia.

Lake Toba is one of the most beautiful
places in Indonesia, especially in the Danau
Sumatra, which makes it more scenic
from the summit of an active volcano
in the middle of the lake.
Crystal water and the beautiful view of the
steep green mountains is a main part of the
beauty of this lake.
Beauty of mountain, swimming or
sailing.
to other 4 islands by air directly the
part of the island.

Content : 22
Organization : 16
Vocab : 13
Language : 16
Mechanics : 3

70

Post-Test II



Please describe the place by using generic structure (identification, description)

No. _____ Date _____

Name: Redi Darmasih
class: VI 12 13 14

Maximal place

care

The place is yellow, white, dark and brown. The floor is very
field is large and green, very green. (to) and with brick circle, made
of brick and yellow (then or) ground floor and (then) there is very tree in
front of building. (the) there is white, brown, yellow, there are stairs
to see inside. The floor is polished (bracket) the corner or floor is
clean because the border of carpet (kitchen) and red, marble, etc. This
building is open to the public every day, except when there are organizing
a special ceremony.

Content : 22
Organization : 14
Vocab : 14
Language : 10
Mechanics : 3

71

Merdeka Palace



Please describe the place by using generic structure (identification, description)

Merdeka Palace
Kl. 07. 00. 00

Merdeka Palace

Merdeka Palace is a famous building in Jakarta, Indonesia which has historical and cultural values. This building is big and large. The building is yellow and blue color. The building has the color of red, black and also yellow. The grass also grow in front of the palace. There is a big garden in front of the white color is used for pilots. Visitors who come in palace can take picture because this building is beautiful. It comes from Dutch architecture. Location of this place is Jalan Wisma Sate, Medan.

- Content : 21
- Organization : 17
- Vocab : 15
- Language : 18
- Mechanics : 2

73

Museum Palace



Please describe the place by using generic structure (identification, description)

No. _____
Date: 10/11/2023
Subject: English
Topic: 15-02-2018

"Museum Palace"

There is one place that I should visit, the Museum Palace. The building has cultural value and history. It is a historical building in Medan. The color of building is yellow as typical color. The building is a mix between Malay and Dutch style. The location of the place is in Medan, North Sumatra, Medan. The Government has built and kept it for the people. The place is surrounded by one or two trees in around and many other plants. There are great in large yard and very beautiful garden. The color of the building is yellow. The pillars are white and blue. The color of the place is green.

- Content : 22
- Organization : 14
- Vocab : 16
- Language : 15
- Mechanics : 4

71

Maxim Palace



Please describe the place by using generic structure (identification, description)

Group
23/2/2020

- Name: Maxim Palace
- Location: Maxim Palace
- This Maxim is one of destination of tourist
- Local people also come to Maxim since to take
- Picture or see music (traditional) visitor also. The
- located this place at Janina Street Maxim
- The place is beautiful and color is yellow. Many
- green trees (There are coconut tree, mango
- tree, grass also green and some on yard. The
- There is path to people to walk and so many
- white pillars. The roof is black and yellow. The
- building is large and you can sit inside after
- pass stairs. If visitors come, this place very
- crowded and many street vendors. The
- weather is good with blue sky and bright sun

Content : 21
Organization : 15
Vocab : 16
Language : 20
Mechanics : 4

76

Appendix 6

Analytical scoring rubric adapted from Jacobs et al (1981)

Score	Level	Criteria
Content	30 - 27	Very good: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	26 - 22	Good: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	21 - 17	Fair: limited knowledge of subject, little substance, inadequate development of topic.
	16 - 13	Unsatisfactory: does not show knowledge of subject, non-substantive, not pertinent, OR not enough to evaluate.
Organization	20 - 18	Very good: Fluent expression, ideas clearly stated/supported, well organized, logical sequencing, cohesive.
	17 - 14	Good: Somewhat choppy loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13 - 10	Fair: Non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9 - 7	Unsatisfactory: does not communicate, no organization, OR not enough to evaluate.

Vocabulary	20 - 18	Very good: sophisticate range, effective word/idiom choice and usage, word form mastery, appropriate register.
	17 - 14	Good: Adequate range, occasional error of word/idiom form, choice, usage <i>but meaning not obscured.</i>
	13 - 10	Fair: Limited range; frequent errors of word/idiom form, choice, usage; <i>meaning confused or obscured.</i>
	9 - 7	Unsatisfactory: Essentially translation; little knowledge of English vocabulary, idioms, word form; OR not enough to evaluate.
Language use	25 - 22	Very good: Effective complex constructions; few errors of agreement, tense, number, word order function, articles, pronouns, prepositions.
	21 - 18	Good: Effective but simple constructions; minor problem in complex constructions; several errors of agreement, tense, number, word order function, articles, pronouns, prepositions <i>but meaning seldom obscured.</i>
	17 - 11	Fair: Major problem in simple/complex construction; frequent errors of negation, agreement, tense, number, word order/function, article, pronouns, prepositions and/or fragments, run-ons, deletions; <i>meaning confused or obscured.</i>
	10 - 5	Unsatisfactory: virtually no mastery of

		sentence constructions rules; dominated by errors; does not communicate; OR not enough to evaluate.
Mechanics	5	Very good: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured.</i>
	3	Fair: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; <i>meaning confused or obscured.</i>
	2	Unsatisfactory: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; OR not enough to evaluate.

Appendix 7**STUDENTS' FREQUENCY IN PRE-TEST**

Score	F	%	Description	
			Able	Unable
1 – 9	0	0%		
10 – 19	0	0%		
20 – 29	0	0%		
30 – 39	4	12.88%		ü
40 – 49	5	16.1%		ü
50 – 59	13	41.86%		ü
60 – 69	8	25.76%		ü
70 – 79	1	3.22%	ü	
80 – 89	0	0%		
90 - 100	0	0%		
Total Number	31	100%	1	30
Percent		100%	3.22%	96.6%

Appendix 8

STUDENTS' FREQUENCY IN CYCLE 1

Score	F	%	Description	
			Able	Unable
1 – 9	0	0%		
10 – 19	0	0%		
20 – 29	0	0%		
30 – 39	0	0%		
40 – 49	1	3.22%		ü
50 – 59	4	12.88%		ü
60 – 69	14	45.08%		ü
70 – 79	9	28.98%	ü	
80 – 89	3	9.66%	ü	
90 - 100	0	0%		
Total Number	31	100%	12	19
Percent		100%	38.64%	61.18%

Appendix 9

STUDENTS' FREQUENCY IN CYCLE 2

Score	F	%	Description	
			Able	Unable
1 – 9	0	0%		
10 – 19	0	0%		
20 – 29	0	0%		
30 – 39	0	0%		
40 – 49	0	0%		
50 – 59	0	0%		
60 – 69	4	12.88%		ü
70 – 79	19	61.18%	ü	
80 – 89	8	25.76%	ü	
90 - 100	0	0%		
Total Number	31	100%	27	4
Percent		100%	86.94%	12.88%

Appendix 10

Name : *Nanda Haruny*

Class : VI - 1

Observation Sheet of Students' Activities

Instruction: 1. This observation sheet to observe students' activities during the teaching and learning process of writing in class. It should be completed by the observer. 2. The observer checks (✓) column based on the real condition. Where: 1= very less, 2 = less, 3 = not bad, 4 = good, 5 = very good.

Students' activities		1	2	3	4	5
A	General					
	Showing various strategies to solve the problems or question. (menunjukkan berbagai strategi untuk memecahkan masalah atau pertanyaan).					✓
	Competent in solving the questions given. (kompeten dalam menyelesaikan pertanyaan yang diberikan)					✓
	Showing the process of efficient in solving problems or questions. (menunjukkan proses yang efisien dalam memecahkan masalah atau pertanyaan)					✓
	Showing enthusiastic or interest of the learning activities (menunjukkan antusias atau minat proses belajar)					✓
	Specific					
	Listen and attention to the explanation of the teacher that related the subject matter at the beginning lesson sessions. (mendengarkan dan memperhatikan penjelasan guru yang berhubungan dengan materi pembelajaran di awal sesi)					✓

pembelajaran)					
Doing the exercise given the teacher at the beginning of learning sessions. (Melakukan latihan yang diberikan oleh guru diawal sesi pembelajaran)					✓
Make a question of the problem (membuat pertanyaan masalah)				✓	
Find self-made troubleshooting (Temukan pemecahan masalah sendiri)			✓		
Give the question to other students about the same topic. (berikan pertanyaan untuk murid-murid lainnya tentang topic yang sama)			✓		
Find out solve the question that made by the other students. (Temukan pemecahan masalah yang dibuat oleh murid-murid yang lain)				✓	
Solving the questions of reinforcement from teacher in form of descriptive text (memecahkan pertanyaan penguatan dari guru berupa teks descriptive)				✓	

Medan, 21 February 2018

Observer


Ayu Lestari

Appendix 10

Name : *Laskia Diva Ananda*

Class : *VII-1*

Observation Sheet of Students' Activities

Instruction: 1. This observation sheet to observe students' activities during the teaching and learning process of writing in class. It should be completed by the observer. 2. The observer checks (√) column based on the real condition. Where: 1= very less, 2 = less, 3 = not bad, 4 = good, 5 = very good.

	Students' activities	1	2	3	4	5
A	General					
	Showing various strategies to solve the problems or question. (menunjukkan berbagai strategi untuk memecahkan masalah atau pertanyaan).					✓
	Competent in solving the questions given. (kompeten dalam menyelesaikan pertanyaan yang diberikan)					✓
	Showing the process of efficient in solving problems or questions. (menunjukkan proses yang efisien dalam memecahkan masalah atau pertanyaan)					✓
	Showing enthusiastic or interest of the learning activities (menunjukkan antusias atau minat proses belajar)					✓
	Specific					
	Listen and attention to the explanation of the teacher that related the subject matter at the beginning lesson sessions. (mendengarkan dan memperhatikan penjelasan guru yang berhubungan dengan materi pembelajaran di awal sesi)					✓

pembelajaran)					
Doing the exercise given the teacher at the beginning of learning sessions. (Melakukan latihan yang diberikan oleh guru diawal sesi pembelajaran)					✓
Make a question of the problem (membuat pertanyaan masalah)					✓
Find self-made troubleshooting (Temukan pemecahan masalah sendiri)				✓	
Give the question to other students about the same topic. (berikan pertanyaan untuk murid-murid lainnya tentang topic yang sama)				✓	
Find out solve the question that made by the other students. (Temukan pemecahan masalah yang dibuat oleh murid-murid yang lain)					✓
Solving the questions of reinforcement from teacher in form of descriptive text (memecahkan pertanyaan penguatan dari guru berupa teks descriptive)					✓

Medan, 24 February 2018

Observer



Ayu Lestari

Appendix 10

Name : Riama Hanjeli

Class : VII-1

Observation Sheet of Students' Activities

Instruction: 1. This observation sheet to observe students' activities during the teaching and learning process of writing in class. It should be completed by the observer. 2. The observer checks (√) column based on the real condition. Where: 1= very less, 2 = less, 3 = not bad, 4 = good, 5 = very good.

	Students' activities	1	2	3	4	5
A	General					
	Showing various strategies to solve the problems or question. (menunjukkan berbagai strategi untuk memecahkan masalah atau pertanyaan).		√			
	Competent in solving the questions given. (kompeten dalam menyelesaikan pertanyaan yang diberikan)	√				
	Showing the process of efficient in solving problems or questions. (menunjukkan proses yang efisien dalam memecahkan masalah atau pertanyaan)	√				
	Showing enthusiastic or interest of the learning activities (menunjukkan antusias atau minat proses belajar)		√			
	Specific					
	Listen and attention to the explanation of the teacher that related the subject matter at the beginning lesson sessions. (mendengarkan dan memperhatikan penjelasan guru yang berhubungan dengan materi pembelajaran di awal sesi)		√			

pembelajaran)					
Doing the exercise given the teacher at the beginning of learning sessions. (Melakukan latihan yang diberikan oleh guru diawal sesi pembelajaran)	✓				
Make a question of the problem (membuat pertanyaan masalah)	✓				
Find self-made troubleshooting (Temukan pemecahan masalah sendiri)	✓				
Give the question to other students about the same topic. (berikan pertanyaan untuk murid-murid lainnya tentang topic yang sama)	✓				
Find out solve the question that made by the other students. (Temukan pemecahan masalah yang dibuat oleh murid-murid yang lain)	✓				
Solving the questions of reinforcement from teacher in form of descriptive text (memecahkan pertanyaan penguatan dari guru berupa teks descriptive)		✓			

Medan, 29 February 2018

Observer


Ayu Lestari

Appendix 10

Name : Dhandi Akhirul

Class : VII-1

Observation Sheet of Students' Activities

Instruction: 1. This observation sheet to observe students' activities during the teaching and learning process of writing in class. It should be completed by the observer. 2. The observer checks (√) column based on the real condition. Where: 1= very less, 2 = less, 3 = not bad, 4 = good, 5 = very good.

	Students' activities	1	2	3	4	5
A	General					
	Showing various strategies to solve the problems or question. (menunjukkan berbagai strategi untuk memecahkan masalah atau pertanyaan).			√		
	Competent in solving the questions given. (kompeten dalam menyelesaikan pertanyaan yang diberikan)		√			
	Showing the process of efficient in solving problems or questions. (menunjukkan proses yang efisien dalam memecahkan masalah atau pertanyaan)			√		
	Showing enthusiastic or interest of the learning activities (menunjukkan antusias atau minat proses belajar)				√	
	Specific					
	Listen and attention to the explanation of the teacher that related the subject matter at the beginning lesson sessions. (mendengarkan dan memperhatikan penjelasan guru yang berhubungan dengan materi pembelajaran di awal sesi)				√	

pembelajaran)					
Doing the exercise given the teacher at the beginning of learning sessions. (Melakukan latihan yang diberikan oleh guru diawal sesi pembelajaran)	✓				
Make a question of the problem (membuat pertanyaan masalah)	✓				
Find self-made troubleshooting (Temukan pemecahan masalah sendiri)	✓				
Give the question to other students about the same topic. (berikan pertanyaan untuk murid-murid lainnya tentang topic yang sama)	✓				
Find out solve the question that made by the other students. (Temukan pemecahan masalah yang dibuat oleh murid-murid yang lain)	✓				
Solving the questions of reinforcement from teacher in form of descriptive text (memecahkan pertanyaan penguatan dari guru berupa teks descriptive)	✓				

Medan, 24 February 2018

Observer

Ayu Lestari
Ayu Lestari

Appendix 10

Name : Siti Awdia lara

Class : VII - 1

Observation Sheet of Students' Activities

Instruction: 1. This observation sheet to observe students' activities during the teaching and learning process of writing in class. It should be completed by the observer. 2. The observer checks (✓) column based on the real condition. Where: 1 = very less, 2 = less, 3 = not bad, 4 = good, 5 = very good.

	Students' activities	1	2	3	4	5
A	General					
	Showing various strategies to solve the problems or question. (menunjukkan berbagai strategi untuk memecahkan masalah atau pertanyaan).					✓
	Competent in solving the questions given. (kompeten dalam menyelesaikan pertanyaan yang diberikan)					✓
	Showing the process of efficient in solving problems or questions. (menunjukkan proses yang efisien dalam memecahkan masalah atau pertanyaan)					✓
	Showing enthusiastic or interest of the learning activities (menunjukkan antusias atau minat proses belajar)					✓
	Specific					
	Listen and attention to the explanation of the teacher that related the subject matter at the beginning lesson sessions. (mendengarkan dan memperhatikan penjelasan guru yang berhubungan dengan materi pembelajaran di awal sesi)					✓

pembelajaran)					
Doing the exercise given the teacher at the beginning of learning sessions. (Melakukan latihan yang diberikan oleh guru diawal sesi pembelajaran)					✓
Make a question of the problem (membuat pertanyaan masalah)					✓
Find self-made troubleshooting (Temukan pemecahan masalah sendiri)				✓	
Give the question to other students about the same topic. (berikan pertanyaan untuk murid-murid lainnya tentang topic yang sama)				✓	
Find out solve the question that made by the other students. (Temukan pemecahan masalah yang dibuat oleh murid-murid yang lain)					✓
Solving the questions of reinforcement from teacher in form of descriptive text (memecahkan pertanyaan penguatan dari guru berupa teks descriptive)					✓

Medan, 27 February 2018

Observer

Ayu Lestari
Ayu Lestari

Appendix 10

Name : *Salcabita Maulida.*

Class : *VII-1*

Observation Sheet of Students' Activities

Instruction: 1. This observation sheet to observe students' activities during the teaching and learning process of writing in class. It should be completed by the observer. 2. The observer checks (✓) column based on the real condition. Where: 1= very less, 2 = less, 3 = not bad, 4 = good, 5 = very good.

	Students' activities	1	2	3	4	5
A	General					
	Showing various strategies to solve the problems or question. (menunjukkan berbagai strategi untuk memecahkan masalah atau pertanyaan).					✓
	Competent in solving the questions given. (kompeten dalam menyelesaikan pertanyaan yang diberikan)					✓
	Showing the process of efficient in solving problems or questions. (menunjukkan proses yang efisien dalam memecahkan masalah atau pertanyaan)					✓
	Showing enthusiastic or interest of the learning activities (menunjukkan antusias atau minat proses belajar)					✓
	Specific					
	Listen and attention to the explanation of the teacher that related the subject matter at the beginning lesson sessions. (mendengarkan dan memperhatikan penjelasan guru yang berhubungan dengan materi pembelajaran di awal sesi)					✓

pembelajaran)						
Doing the exercise given the teacher at the beginning of learning sessions. (Melakukan latihan yang diberikan oleh guru diawal sesi pembelajaran)						✓
Make a question of the problem (membuat pertanyaan masalah)				✓		
Find self-made troubleshooting (Temukan pemecahan masalah sendiri)				✓		
Give the question to other students about the same topic. (berikan pertanyaan untuk murid-murid lainnya tentang topic yang sama)			✓			
Find out solve the question that made by the other students. (Temukan pemecahan masalah yang dibuat oleh murid-murid yang lain)				✓		
Solving the questions of reinforcement from teacher in form of descriptive text (memecahkan pertanyaan penguatan dari guru berupa teks descriptive)						✓

Medan, 24 February 2018

Observer

Ayu Lestari
Ayu Lestari

Appendix 10

Name : Rico Dermawan

Class : VII - 1

Observation Sheet of Students' Activities

Instruction: 1. This observation sheet to observe students' activities during the teaching and learning process of writing in class. It should be completed by the observer. 2. The observer checks (✓) column based on the real condition. Where: 1= very less, 2 = less, 3 = not bad, 4 = good, 5 = very good.

	Students' activities	1	2	3	4	5
A	General					
	Showing various strategies to solve the problems or question. (menunjukkan berbagai strategi untuk memecahkan masalah atau pertanyaan).		✓			
	Competent in solving the questions given. (kompeten dalam menyelesaikan pertanyaan yang diberikan)			✓		
	Showing the process of efficient in solving problems or questions. (menunjukkan proses yang efisien dalam memecahkan masalah atau pertanyaan)			✓		
	Showing enthusiastic or interest of the learning activities (menunjukkan antusias atau minat proses belajar)				✓	
	Specific					
	Listen and attention to the explanation of the teacher that related the subject matter at the beginning lesson sessions. (mendengarkan dan memperhatikan penjelasan guru yang berhubungan dengan materi pembelajaran di awal sesi)				✓	

pembelajaran)					
Doing the exercise given the teacher at the beginning of learning sessions. (Melakukan latihan yang diberikan oleh guru diawal sesi pembelajaran)					✓
Make a question of the problem (membuat pertanyaan masalah)			✓		
Find self-made troubleshooting (Temukan pemecahan masalah sendiri)		✓			
Give the question to other students about the same topic. (berikan pertanyaan untuk murid-murid lainnya tentang topic yang sama)			✓		
Find out solve the question that made by the other students. (Temukan pemecahan masalah yang dibuat oleh murid-murid yang lain)			✓		
Solving the questions of reinforcement from teacher in form of descriptive text (memecahkan pertanyaan penguatan dari guru berupa teks descriptive)				✓	

Medan, 24 February 2018

Observer


Ayu Lestari

Appendix 11

The Result of Students' Observation Sheets

No.	Initial	Students' Activities
1	AF	<p>In general aspect was very good in showing various strategies to solve of question and enthusiastic when learning process. Was good in showing the process of efficient in solving questions and competent.</p> <p>In specific aspect was not bad to doing the exercise given the teacher. Was less listening and attention the teachers' explanation, to find self-made troubleshooting and find out solve the questions. Was very less to make the questions of the problem, giving the questions to others students and solving the question of reinforcement from teacher.</p>
2	AB	<p>In general aspect was not bad in showing the process of efficient in solving the problems or questions and showing interest of the learning activities, was less in showing various strategies and competent in solving the questions.</p> <p>In specific aspect was very good in doing the exercise. Was good in listening and attention to the teachers' explanation and solving the question of reinforcement from the teacher, not bad in making question and giving the question to others students, was less in find self-made troubleshooting.</p>
3	AG	<p>In general aspect was not bad in showing enthusiastic and interest of the learning activities. Was less in showing process of efficient in solving problems and various strategies to solving the questions. And was very less in competent in solving the question given from teacher.</p> <p>In specific aspect was not bad doing the exercise given the teacher, was less to listen and attention to the teachers' explanation, find self-made troubleshooting and find out solve the question. Was very less make a question of the problem, give the question to other students and solving the questions of reinforcement from the teacher.</p>
4	AS	<p>In general aspect was good in showing interest of the learning activities and not bad in showing various strategies, competent, showing the process of efficient in solving the</p>

		<p>problems or questions.</p> <p>In specific aspect was very good in listening and attention to the explanation of the teacher doing the exercise, make a question, find out solve the question and solving the question reinforcement from teacher in form of descriptive text. Was good find self-made troubleshooting and give the question to other students.</p>
5	AR	<p>In general aspect was very good in showing various strategies to solve the question and interest of learning activities. Was good showing the process of efficient in solving the question and competent in solving the questions given.</p> <p>In specific aspect was very good to listen and attention of teachers' explanation, doing exercise, make question of the problem, find out solve of problems and solving the questions of reinforcement from the teacher. Was good to find made-self troubleshooting and give question to other students.</p>
6	BH	<p>In general aspect was very good in showing various strategies to solve of question and enthusiastic when learning process. Was good in showing the process of efficient in solving questions and competent.</p> <p>In specific aspect was not bad in listening and attention the teachers' explanation, was less in doing the exercise, make a question, find of solve the question from the other students and solving the question of reinforcement from the teacher, was very less in finding self-made troubleshooting and give the question the other students.</p>
7	DF	<p>In general aspect was good in showing interest of the learning activities and not bad in showing various strategies, competent, showing the process of efficient in solving the problems or questions.</p> <p>In specific aspect was very good in doing the exercise. Was good in listening and attention to the teachers' explanation and solving the question of reinforcement from the teacher, not bad in making question and giving the question to others students, was less in find self-made troubleshooting.</p>
8	DA	<p>n general aspect was good in showing interest of the learning activities and not bad in showing various strategies,</p>

		<p>competent, showing the process of efficient in solving the problems or questions.</p> <p>In specific aspect was very good in listening to the teachers' explanation and doing the exercise, was good in making a question, find of solve the question and solving the question of reinforcement from the teacher, was not bad in finding self-made troubleshooting and give the question to other students.</p>
9	DP	<p>In general aspect was very good in showing interest of the learning activities, was good in showing various strategies, competent, and showing interest of the learning activities.</p> <p>In specific aspect was very good in doing the exercise, was good in listening and attention to the teacher's explanation, making a question and solving the question of reinforcement from teacher, was not bad in finding self-made troubleshooting, giving the question to the other students and find out solve the question from the other students.</p>
10	DH	<p>In general aspect was good in showing enthusiastic or interest of the learning activities. Was good in showing various strategies to solve the problems or question and less competent in solving the question given.</p> <p>In specific aspect was good in listening and attention to the teachers' explanation. Was less in doing the exercise and make a question of the problem and solving the questions of reinforcement fro, the teacher. Was very less to find self-made troubleshooting and give the question to other students.</p>
11	DD	<p>In general aspect was good in showing interest of the learning activities and not bad in showing various strategies, competent, showing the process of efficient in solving the problems or questions.</p> <p>In specific aspect was very good in doing the exercise, was good in listening and attention to the teacher's explanation, making a question and solving the question of reinforcement from teacher, was not bad in finding self-made troubleshooting, giving the question to the other students and find out solve the question from the other students.</p>
12	FS	<p>In general aspect was less interest of learning activities and showing various strategy to solve the problem or question.</p>

		<p>Was very less and did not competent in solving the question given and showing the process of efficient in solving problem question.</p> <p>In specific aspect was not bad to doing the exercise given the teacher. Was less listening and attention the teachers' explanation, to find self-made troubleshooting and find out solve the questions. Was very less to make the questions of the problem, giving the questions to others students and solving the question of reinforcement from teacher.</p>
13	GS	<p>In general aspect was very good in showing various strategies, competent, showing the process efficient in solving problems or questions. And also interest of the learning activities.</p> <p>In specific aspect was very good in listening to the teachers' explanation and doing the exercise, was good in making a question, find of solve the question and solving the question of reinforcement from the teacher, was not bad in finding self-made troubleshooting and give the question to other students.</p>
14	JS	<p>In general aspect was good in showing interest of the learning activities and not bad in showing various strategies, competent, showing the process of efficient in solving the problems or questions.</p> <p>In specific aspect was very good in listening and attention to the explanation of the teacher doing the exercise, make a question, find out solve the question and solving the question reinforcement from teacher in form of descriptive text. Was good find self-made troubleshooting and give the question to other students.</p>
15	MI	<p>In general aspect was very good in showing the process of efficient in solving problems or questions and interest of the learning activities. Was good in showing various strategies and competent in solving a question.</p> <p>In specific aspect was very good in doing the exercise. Was good in listening and attention to the teachers' explanation and solving the question of reinforcement from the teacher, not bad in making question and giving the question to others students, was less in find self-made troubleshooting.</p>
16	MW	<p>In general aspect was not bad in showing the process of</p>

		<p>efficient in solving the problems or questions and showing interest of the learning activities, was less in showing various strategies and competent in solving the questions.</p> <p>In specific aspect was not bad in listening and attention the teachers' explanation, was less in doing the exercise, make a question, find of solve the question from the other students and solving the question of reinforcement from the teacher, was very less in finding self-made troubleshooting and give the question the other students.</p>
17	MM	<p>In general aspect was good in showing interest of the learning activities and not bad in showing various strategies, competent, showing the process of efficient in solving the problems or questions.</p> <p>In specific aspect was very good in doing the exercise, was good in listening to the explanation of the teacher and solving the question of reinforcement from teacher in form of descriptive text, was not bad in making a question, give a question to other students and find out solve the question, was less in find self-made troubleshooting.</p>
18	NH	<p>In general aspect was good in showing interest of the learning activities and not bad in showing various strategies, competent, showing the process of efficient in solving the problems or questions.</p> <p>In specific aspect was very good in listening to the teachers' explanation and doing the exercise, was good in making a question, find of solve the question and solving the question of reinforcement from the teacher, was not bad in finding self-made troubleshooting and give the question to other students.</p>
19	RB	<p>In general aspect was very good in showing the process of efficient in solving the questions and interest of the learning activities, was not bad in showing various strategies and competent in solving the questions.</p> <p>In specific aspect was very good in listening and attention to the explanation of the teacher and doing the exercise, was good in making question of the problem and solving the question of reinforcement from teacher, was not bad in finding self-made troubleshooting, giving the question to other students and finding of solve the question from the other</p>

		students.
20	RD	<p>In general aspect was good in showing interest of the learning activities and not bad in showing various strategies, competent, showing the process of efficient in solving the problems or questions.</p> <p>In specific aspect was very good in doing the exercise, was good in listening to the explanation of the teacher and solving the question of reinforcement from teacher in form of descriptive text, was not bad in making a question, give a question to other students and find out solve the question, was less in find self-madetroubleshooting.</p>
21	RH	<p>In general aspect was less interest of learning activities and showing various strategy to solve the problem or question. Was very less and did not competent in solving the question given and showing the process of efficient in solving problem question.</p> <p>In specific aspect was less in listening and attention to the explanation and solving the question of reinforcement from the teacher in form of descriptive text. Was very less in doing the exercise, make a question of the problem, find self-made troubleshooting, give the question to other students, find out solve the question that made by the other students.</p>
22	RM	<p>In general aspect was not bad in showing the process of efficient in solving the problems or questions and showing interest of the learning activities, was less in showing various strategies and competent in solving the questions.</p> <p>In specific aspect was not bad in listening and attention the teachers' explanation, was less in doing the exercise, make a question, find of solve the question from the other students and solving the question of reinforcement from the teacher, was very less in finding self-made troubleshooting and give the question the other students.</p>
23	RA	<p>In general aspect, she was very good and competent in solving the problem or the question that has been given and interest of the learning activities.</p> <p>In specific aspect was very good in listening to the teachers' explanation and doing the exercise, was good in making a</p>

		question, find of solve the question and solving the question of reinforcement from the teacher, was not bad in finding self-made troubleshooting and give the question to other students.
24	RP	In general aspect was very good in showing various strategies, competent, showing the process efficient in solving problems or questions. And also interest of the learning activities. In specific aspect was very good in listening to the teachers' explanation and doing the exercise, was good in making a question, find of solve the question and solving the question of reinforcement from the teacher, was not bad in finding self-made troubleshooting and give the question to other students.
25	SM	In general aspect was very good in showing various strategies, competent, showing the process efficient in solving problems or questions. And also interest of the learning activities. In specific aspect was very good in listening and attention to the teachers' explanation, doing the exercise, and solving the question reinforcement from the teacher in form of descriptive text. Was good in making a question, find self-made troubleshooting and find out the question. Was not bad in giving the question to other students.
26	SA	In general aspect was very good in showing various strategies, competent, showing the process efficient in solving problems or questions. And also interest of the learning activities. In specific aspect was very good in listening and attention to the explanation of the teacher doing the exercise, make a question, find out solve the question and solving the question reinforcement from teacher in form of descriptive text. Was good find self-made troubleshooting and give the question to other students.
27	TH	In general aspect was very good in showing the process of efficient in solving problems or questions and interest of the learning activities. Was good in showing various strategies and competent in solving a question. In specific aspect was very good in doing the exercise. Was good in listening and attention to the teachers' explanation and solving the question of reinforcement from the teacher, not bad in making question and giving the question to others

		students, was less in find self-made troubleshooting.
28	UM	<p>In general aspect was very good in showing the process of efficient in solving the questions and interest of the learning activities, was not bad in showing various strategies and competent in solving the questions.</p> <p>In specific aspect was very good in listening and attention to the explanation of the teacher and doing the exercise, was good in making question of the problem and solving the question of reinforcement from teacher, was not bad in finding self-made troubleshooting, giving the question to other students and finding of solve the question from the other students.</p>
29	YA	<p>In general aspect, she was very good and competent in solving the problem or the question that has been given and interest of the learning activities.</p> <p>In specific aspect was not bad in listening and attention the teachers' explanation, was less in doing the exercise, make a question, find of solve the question from the other students and solving the question of reinforcement from the teacher, was very less in finding self-made troubleshooting and give the question the other students.</p>
30	YD	<p>In general aspect was good in showing interest of the learning activities and not bad in showing various strategies, competent, showing the process of efficient in solving the problems or questions.</p> <p>In specific aspect was very good in doing the exercise, was good in listening and attention to the teacher's explanation, making a question and solving the question of reinforcement from teacher, was not bad in finding self-made troubleshooting, giving the question to the other students and find out solve the question from the other students.</p>
31	ZD	<p>In general aspect was less interest of learning activities and showing various strategy to solve the problem or question. Was very less and did not competent in solving the question given and showing the process of efficient in solving problem question.</p> <p>In specific aspect was not bad to doing the exercise given the</p>

		teacher. Was less listening and attention the teachers' explanation, to find self-made troubleshooting and find out solve the questions. Was very less to make the questions of the problem, giving the questions to others students and solving the question of reinforcement from teacher.
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Appendix 12

Observation Sheet of Teachers' Activities

Instruction: 1. This observation sheet to observe students' activities during the teaching and learning process of writing in class. It should be completed by the observer. 2. The observer checks (√) column based on the real condition. Where: 0= invisible, 1 = bad, 2 = not bad, 3 = good, 4 = very good.

No	Aspect of assessment	Categories				
		0	1	2	3	4
1	Preparation					
	The teacher prepare a lesson plan (RPP) (guru menyiapkan RPP)					√
	The purpose of learning should clear in lesson plan (RPP). (Tujuan pembelajaran harus jelas dalam RPP)					√
	Learning material to be given are related (Bahan pembelajaran yang akan diberikan saling terkait)					√
	Teacher prepare learning media. (Guru menyiapkan media pembelajaran)				√	
	Teacher prepare classroom setting for learning. (Guru menyiapkan pengaturan kelas untuk belajar)				√	
	Teacher prepare the students physically and mentally (Guru menyiapkan psikis dan mental murid)				√	
2	Presentation/learning					
	The teacher conveys the learning objectives to be achieved.					

(Guru menyampaikan tujuan pembelajaran yang ingin dicapai)					✓
Teacher given motivation and getting attention from students to follow learning process well. (Guru memberikan motivasi dan mendapatkan perhatian dari murid untuk mengikuti proses pembelajaran dengan baik).				✓	
Teacher explains the material with certain techniques so that students easily understand. (Guru menjelaskan materi dengan teknik tertentu agar siswa mudah mengerti)			✓		
Learning is done in the appropriate sequence. (Pembelajaran dilakukan dalam urutan yang tepat)				✓	
During the learning process, the teacher provides an opportunity to ask students (Selama proses belajar, guru memberikan kesempatan untuk bertanya kepada siswa)					✓
If students asking, so the teacher will give answer clearly. (jika murid bertanya, maka guru memberi jawaban secara jelas)					✓
Teacher and students always make conclusion of learning at the last of activity/learning. (Guru dan murid selalu membuat kesimpulan pada akhir pembelajaran)					✓

3	Learning method					
	Learning is not monotonous and boring. (pembelajaran tidak monoton dan membosankan)				✓	
	During learning, teacher not only remain silent but move dynamically in the classroom. (selama pembelajaran, guru tidak hanya tetap diam tetapi bergerak dinamis dalam kelas)					✓
	Teacher remembers names of each student in classroom. (Guru mengingat nama dari tiap murid di kelas)					✓
	During the lesson, the teacher provides the students with positive reinforcement. (Selama pelajaran, guru memberi penguatan positive kepada siswa)				✓	
	Example and illustrations are carefully selected so that be effective. (contoh dan gambaran dipilih hati-hati agar efektif)				✓	
4	Teacher's personal character					
	Teacher should be patience especially to provoke student response. (Guru harus sabar terutama untuk tanggapan siswa)					✓
	Teacher make students active in learning. (guru membuat murid aktif dalam belajar)				✓	
	Teacher are assertive and clear.					

(Guru bersikap tegas dan jelas)				✓	
The teacher's appearance is interesting and not boring. (Penampilan guru menarik dan tidak membosankan)				✓	
Teacher use good language. (Guru menggunakan Bahasa yang baik)				✓	
The teacher always shows that she is always and creative, initiative and fun. (Guru selalu menunjukkan dia kreatif, inisiatif dan menyenangkan).			✓		

Medan, 24 February 2018

Observer



Bahtiar, S.Pd

Appendix 13

Diary Notes

Cycle : One (First meeting)
Date : February 21st, 2018
Time : 10.30 – 11.45
Class : VII- A
Teacher : Ayu Lestari

Note :

First meeting some students pay attention on my explanation. Because it was be first time, I given test as pre-test. I wants to know how their writing skills especially writing on descriptive text.

By given picture about place with the title is “Lake Toba”. Their looks so interested because the picture is one of popular place in Medan. And maybe they ever go there, therefore their interested. This time, they should write and describe about that place based on picture and based on their knowledge about that place. They could use their idea and free to write down what they think. One problem to them is how to write and describe correctly. Because this time only pre-test, I given freedom to write what they known using their language.

They using dictionary and sometimes they ask to me about the difficult words. Students need to explore their hard vocabulary. Some students feel hard to find out the vocabulary they need. I should give the way how to get the vocabulary, because most of students have lack vocabulary.

Diary Notes

Cycle : One (second meeting)
Date : February 22nd, 2018
Time : 07.30 – 08.45
Class : VII- A
Teacher : Ayu Lestari

Note :

Second meeting some the learning was using learning method, this method was listened music classic and the students enjoyed to learning. Start with learning usual, but this learning was little different because in learning there are music and the music as played when did activities. Sometimes they sing along learning although they don't know what they said and what the meaning.

Students looked cooperative. Students are enthusiastic in writing and my explanation about writing. I were given activity to get the goal of teaching. The students give feedback and it makes the learning is fun. Although some students looks confused. I was made notes to students and the students wrote on their books. The notes about writing, purpose of writing and steps to writing. I wrote on whiteboard the important point after that, my explanation to students. So, the students more understand and this is beginning before explain about generic structure of descriptive text.

In general some students still feel difficult in comprehending and make written because the lack of vocabulary. So, I should give explanation more clearly. In last meeting I reminded the students that they should find out example of descriptive text about place. That is as material to next meeting.

Diary Notes

Cycle : One (third meeting)
Date : February 23rd, 2018
Time : 08.10 – 09.30
Class : VII- A
Teacher : Ayu Lestari

Note :

Third meeting students pay attention on my explanation. Because I given a post test for them. Before test start, I was split time. First time explain material. To make sure their understanding about material and ready to do post-test. I was explain again about descriptive text and what the kinds of descriptive text based on what they found out like the teachers' asked. I and students help each other and exchanged ideas. Students listened and pay attention my explanation. Because they know this time, they should get good score. They more active and enthusiastic to getting good score, other than they want could write English. So that, when English exam they can answer.

After I were given explain and students ready to start, the students get one picture of place. The picture is "Lake Toba". They must make paragraph about describing that place. They know how to write and what should they write. They can use dictionary and some idea from the explaining before. The purpose asked students to find other example is order them get vocabulary mastery. They still asked if it's more difficult. This is fair because they still in seventh grade junior high school. The last home work is search about Istana Maimun or Maimoon Palace as material next meeting.

Diary Notes

Cycle : Two (fourth meeting)
Date : February 24th, 2018
Time : 11.10 – 12.30
Class : VII- A
Teacher : Ayu Lestari

Note :

Last meeting on cycle 2, students pay attention my explanation. I were gave last test. Iwere split time, first time explain about generic structure of descriptive text and second time is post-test. Previous meeting, I were gave the students a task to find out about Maimoon Palace. They brought it. Students feel interested to discussion this place. Both of them help each other and discuss about generic structure. Start from identification, description, tenses and so on. They using dictionary and sometimes they ask to me about the difficult words. After that, translate together to know which identification and which description. Finished translating and know the part of descriptive text, next do the test.

I was given picture of place to students. The picture is Istana Maimoon or Maimoon Palace. So, students still remember some of explain before. The music turned on and they are writing. They are silent and calm. They do the test by themselves and dictionaries help too. They write based their ideas and opinions not necessarily fit the discussion. Provided they understand and know how to write and describe the place, and what tenses should use. Situation on class is silent just music voice, they concentration. All of the students did every aspect of learning process.

Appendix 14

Documentation



Picture 1 : Pre-Test Activity



Picture 2 : Students did pre-test



Picture 3: Students did Post-test cycle 1



Picture 4: Students asked teacher (cycle 1)



Picture 5: Students did post test (cycle 1)



Picture 6: Students did post test (cycle 2)



Picture 7: Teacher monitoring students



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Website: <http://www.fkip.umma.ac.id> E-mail: fkip@umma.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 : Ayu Iestari
NPM : 1402050239
Program Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 129 SKS

IPK- 3,36

Peretujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Improving the Students' Writing Skill on Descriptive Text Through Quantum Learning Method	
	Improving Students' Speaking Ability Through the use of Suggestopedia Method	
	The use of Matching Game to Improve Students' Understanding on Irregular Verb of Eight Grade Student	

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

Medan, 4 Desember 2017
Hormat Pemohon,

Ayu Iestari

Keterangan:

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



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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 : Ayu Lestari
NPM : 1402050239
Prog. Studi : Pendidikan Bahasa Inggris

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

Improving the Students' Writing Skill on Descriptive Text
through Quantum Learning Method

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Fatimah Sari Siregar, 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, 09 Desember 2017
Hormat Pemohon,

Ayu Lestari

Keterangan

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

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 4576/II.3-AU/UMSU-02/F/2017
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

*Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb*

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 Mahasiswa : Ayu Lestari
NPM : 1402050239
Program Studi : Pend. Bahasa Inggris
Judul Skripsi : Improving the Students' Writing Skill on
Descriptive Text through Quantum Learning
Method

Pembimbing : Fatimah Sari Siregar., 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 sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **14 Desember 2018**

Medan, 25 Rab. Awwal 1439 H
14 Desember 2017 M

Wassalam
Dekan

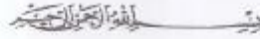


Dr. Effrianto, M.Pd.
NIDN 0115057302

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



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Website: <http://www.fkip.unma.ac.id> / e-mail: fkip@unma.ac.id



LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Ayu Lestari
N.P.M : 1402050239
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Improving Students' Writing Skills on Descriptive Text through
Quantum Learning Method

Sudah layak diseminarkan.

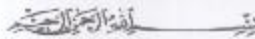
Medan, 23 Januari 2018

Disetujui oleh
Pembimbing

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



MAJELIS PENDIDIKAN TINGGI
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LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

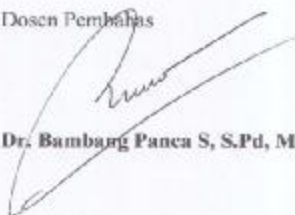
Nama Lengkap : Ayu Lestari
N.P.M : 1402050239
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Writing Skills on Descriptive Text through Quantum Learning Method

Pada hari Jumat tanggal 26 bulan Januari tahun 2018 sudah layak menjadi proposal skripsi.

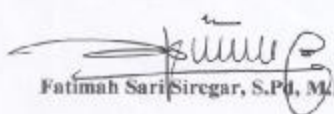
Medan, 6 Februari 2018

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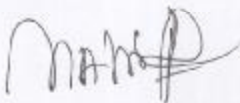
Dosen Pembahas


Dr. Bambang Panca S, S.Pd, M.Hum

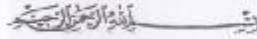
Dosen Pembimbing


Fatimah Sari Siregar, S.Pd, M.Hum

Diketahui oleh
Ketua Program Studi,


Mandra Saragih, S.Pd, M.Hum

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Ayu Lestari
N.P.M : 1402050239
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Writing Skills on Descriptive Text through Quantum Learning Method

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, 06 Februari 2018
Hormat saya
Yang membuat pernyataan,



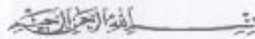
Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



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SURAT KETERANGAN

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

Nama Lengkap : Ayu Lestari
N.P.M : 1402050239
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : *Improving Students' Writing Skills on Descriptive Text through
Quantum Learning Method*

benar telah melakukan seminar proposal skripsi pada hari Jumat, tanggal 26, Bulan Januari,
Tahun 2018

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

Medan, 6 Februari 2018

Ketua,

Mandra Saragih, S.Pd, M.Hum



Unggul, Cerdas & Berprestasi

Bila mempunyai surat ini agar disebutkan nomor dan tanggalnya

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

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Website: <http://fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Nomor : 1094 /IL.3/U.MSU-02/F/2018
Lamp : ---
Hal : Mohon Izin Riset

Medan, 20 Jum. Awal 1439 H
06 Februari 2018 M

Kepada Yth, Bapak/Ibu Kepala
SMP Negeri 1 Batang Kuis
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 : Ayu Lestari
N P M : 1402050239
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Improving Students' Writing Skills on Descriptive Text through Quantum Learning Method.

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

Wa'alaikumssalam Warahmatullahi Wabarakaatuh.

Dekan

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

** Pertiagal **



PEMERINTAH KABUPATEN DELI SERDANG

DINAS PENDIDIKAN

SMP NEGERI 1 BATANG KUIS

KECAMATAN BATANG KUIS

ALAMAT: JALAN DESA BARU TELP. 061-7381959 KODE POS 20372 BATANG KUIS

SURAT KETERANGAN

Nomor: 422 / 013 /SMP.018/2018

Kepala SMP Negeri 1 Batang Kuis dengan ini menerangkan

Nama : AYU LESTARI
Nim/NPM : 1402050239
Jurusan : PENDIDIKAN BAHASA INGGRIS
Program Studi : -
Judul :
**Improving Students' Writing Skills on Descriptive Text Through
Quantum Learning Method**

Bahwasanya benar telah melaksanakan Penelitian di SMP Negeri 1 Batang Kuis
Mulai Tanggal 06 Pebruari 2018 sampai 27 Pebruari 2018
Demikian kami perbuat untuk dapat dipergunakan dengan seperlunya.

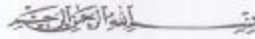
Batang Kuis, 27 Pebruari 2018

Kepala SMP Negeri 1 Batang Kuis



DRS. M. USMAN

NIP. 196809281997021003



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Ayu Lestari
 N.P.M : 1402050239
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Improving Students' Writing Skills on Descriptive Text through Quantum Learning Method

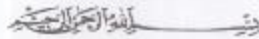
Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
13 / 1 / 2018	Chapter 1 : Introduction	
16 / 1 / 2018	Chapter 4 : Theory	
19 / 1 / 2018	Chapter III : Method of Research	
23 / 1 / 2018	Ass.	

Diketahui oleh:
 Ketua Prodi

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

Medan, 13 Januari 2018
 Dosen Pembimbing

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



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Ayu Lestari
N.P.M : 1402050239
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving the Students' Writing Skills on Descriptive Text through Quantum Learning Method

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
12/3/2018	Chapter I : Introduction	
14/3/2018	Chapter II : Theory	
16/3/2018	Chapter III : Method of Research	
18/3/2018	Chapter IV : Data Collection Data Findings	
21/3/2018	Chapter V : Conclusion and Suggestion	
23/3/2018	AS	

Diketahui oleh:
Ketua Prodi

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

Medan, 23 Maret 2018

Dosen Pembimbing

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

CURRICULUM VITAE

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Address : Jl. Sempurna No. 8, Desa Sidodadi.
Telephone : 081264096436
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Mother's Name : Sri Hayati
Sister's Name : Diah Kesuma Ningrum
Gender : Female
National : Indonesia
Religion : Moeslem
Email : Ayra1613@gmail.com

Education:

- A. The year of 2008 : Elementary School at SD Negeri 101871 Sidodadi
- B. The year of 2011 : Junior High School at MTs Darul Ilmi Batang Kuis
- C. The year of 2014 : Senior High School at MAN 1 Medan
- D. The year of 2018 : University of Muhammadiyah Sumatera Utara

Medan, March 2018

Sincerely

Ayu Lestari