

**THE EFFECT OF USING BLOOM'S TAXONOMY STRATEGY ON  
STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE  
PARAGRAPH**

**SKRIPSI**

*Submitted In Partial Fulfillment of the Requirements  
For Degree of Sarjana Pendidikan (S.Pd)  
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## ABSTRACT

**Mawar Diana, 1302050173 “The Effect of Using Bloom’s Taxonomy Strategy on Students’ Achievement in Writing Descriptive Paragraph”. Skripsi. English Education Program. Faculty of Teachers’ Training and Education University of Muhammadiyah Sumatera Utara. Medan.**

The objective of the research was to find out the effect of using Bloom’s taxonomy strategy on students’ achievement in writing descriptive paragraph. This research was conducted at SMP SWASTA BUDI SETIA, on Jl. Medan-Binjai Km.12 / Jl. Pembangunan, No.40 Desa Purwodadi, kec Sunggal, kab Deli Serdang. The research conducted during the academic year 2017/2018. The population of this research took from the eighth grade students’, which the total was 150 students. The sample was 30 students, was taken 20% for each class. This research, an experimental design would be divided into two groups, the experimental and control group. The experimental group use Bloom’s taxonomy strategy, while the control group without use strategy. Control group oversee, don’t get better class control of the class experimental in give treatment. The Instrument of the research is written test. The result of this research showed that  $t_{\text{observed}}$  value was higher than  $t_{\text{table}}$  in which  $t_{\text{observed}} > t_{\text{table}}$  ( $3,38 > 2,14$ ). The hypothesis was accepted. It means that there was a significant effect of using Bloom’s taxonomy strategy on students’ achievement in writing descriptive paragraph.

**Keyword: *Bloom’s Taxonomy Strategy, Writing, Descriptive Paragraph***

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The researcher realizes that this skripsi is still far from being perfect. So, the researcher hopes suggestion and comments from all the readers or other researchers who want to study this study. Finally, the researcher hopes that this study will be useful for the readers, especially the students of English Departement who want study and to do similar research. May Allah bless us. Thank you.

Medan, October 2017

The Researcher

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## CHAPTER I

### INTRODUCTION

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

In studying English, there four language skills must be simultaneously achieve by the students, they are Speaking, Listening, Reading, and Writing. “According to Carroll (2001: 3) state that writing is often the most effective way to communicate”. In addition, she also said that writing the advantage of mastering the writing skill can achieved can also bring suprising insights into our self, for example when we gather facts for an essay, we might discover interest that conveys ideas and opinions in a written form which suggest that the researcher and readers should have similar understanding of what is written. There will confusion on the parts of the readers if the ideas and opinions are not clearly described.

Writing is one of the language skills which inform the researcher in the written form. It is process of communication which requires an entirely different set of competence and use theoretical convention. Then, in English writing it needs a good order of sentence structure of grammatical attitude, because of these reasons, writing competence is call as the most difficult competence that acquire. Even it is native speaker / writing is not at skill which can be acquire by a think of an eye. By the statement above it can be conclude that writing is a difficult aspect of language.

In fact, the majority of students usually refuse to write. It is cause they are not know what to wrote. The writing skill is considere to the most difficult of the language skill for Indonesia students. The researcher has observe in Junior High School there are some students' problem in writing especially in writing descriptive. Many students assume that writing are the difficult subject among the other language skill, because according to them it is difficult to express their idea and they can not to find out the main idea in writing. Some of them thought that writing not only write but also convey the massege to the readers, so writing will the difficult subject for them if they are not mastering vocabulary and grammar.

One of the alternatives that can used in teaching writing descriptive is by using Bloom's taxonomy strategy, because in Bloom's taxonomy have thinking skill level, that is remembering, understanding, applying, analyzing, evaluating, and creating. With useBloom's taxonomy strategy students can more understand in writing descriptive. Because this strategy to learning level by level the cognitive domain, so writing descriptive paragraph will make the students more creative with used Bloom's taxonomy.

Based on the that, this research is reasonable to be conducted under the title "The Effect of Using Bloom's Taxonomy Strategy on Students' Achievement in Writing Descriptive paragraph".

## **B. The Identification of the Problem**

The problems of this research would be identifiert as follows:

1. The students can not express their idea in writing.

2. The students can not to find out the main idea in writing.
3. The students less vocabulary, structure and grammar.

### **C. The Scope and Limitation**

This study would be focused on writing. And this study would be limited on writing descriptive paragraph in eighth students of SMP SWASTA BUDI SETIA.

### **D. The Formulation of the problem**

The formulation of this research is there any significant effect of Applying Bloom's taxonomy strategy on students' achievement in writing descriptive paragraph?

### **E. The Objectives of the Study**

The objective of this study is to find out the significant effect of using Bloom's taxonomy strategy on the Students' achievement in writing descriptive paragraph.

### **F. The Significance of the Study**

The findings of this research are expected to be used theoretically and practically

- a. Theoretically

Based on the theoretical significance of the study the findings expected the result of the research can give many distributions in teaching learning process, the

scientific language and improvement the quality of education so that give a good effect for many people in education field, especially in using Bloom's taxonomy strategy in writing.

1. English teacher as an input the ways to teach writing.
2. It is expected to be useful for English department students as a contribution for them in understanding the ways in teaching writing by using Bloom's taxonomy strategy.

b. Practically

Based on practical significance on the study the findings will be expected to give many advantages to the English teacher, the students' as well as the school.

These resultof the study are expected to be useful for:

1. Students, to increase the knowledge of writing descriptive and more creative by using of bloom's taxonomy strategy.
2. Teachers, to give then more information about the bloom's taxonomy strategy and how to apply in teaching writing descriptive.
3. Readers, the result of this study will be useful for who want interest in doing research relate to the study

## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

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

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

##### **1. Definition of Writing**

According to Brown (2003: 218) said that writing is primarily a convention for recording speech and for reinforcing grammatical and lexical features of language. Writing as a complex skill which the writer explore thought and ideas within, in order to made them visible and real. Writing requires thinking and learning to build communication in order to make thoughts and ideas become visible to the reader. Includes that writing is person ability to communicate information and ideas to someone, public, goverment. Also writing is not only an activity of arranging word into form of sentence, but also when people write, they should organize some interesting stuffs, which are experiences or ideas in written form.

Writing the mental work of the invention ideas, thinking about how to express them into statement and paragraph that will clear to a reader. In addition,

writing should be organized effectively and includes aspects such as word choice, grammar, mechanics, and content or evidence. It means that writing should communicate something clearly, precisely and unambiguously, so that the readers can comprehend the write of what was being written about.

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

They are:

a. Planning

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

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

that is, how best to sequence the facts, ideas or argument which they have decided to include.

#### b. Drafting

We can refer to the version of piece of writing as a draft. This first “go” at a text is often done on the assumption that it will be amended later. As the writing process moves into editing, a number of drafts may be produced on the way to the final version.

#### c. Editing (reflecting and revising)

Once a writer has produced a draft they then, usually, read through what they have written to see what works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of word for a particular sentence. More skillful writers tend to look at issues of general meaning and overall structure before concentrating on detail features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process.

Reflection and revising are often helped by other readers (or editors), who comment and make suggestions. Another reader's reaction to a piece of writing can help the author to make appropriate revisions.

#### d. Final version



Once writers have edited their draft, making the changes they consider to necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

## **2. Definition of Descriptive Paragraph**

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

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

1. Sensory details-sight, sounds, smells, tastes, and physical sensation.
2. Vivid, precise language
3. Figurative language or comparisons
4. Adjectives and adverbs that paint a word picture
5. An organization suited to the subject

## 2.1 The Types of Descriptive Paragraph

Description can be useful in other form of writing, but can it also stand alone. Here are some examples of descriptive writing:

1. Physical descriptions may focus on the appearance of a person, place, or thing, as well as on its significance.
2. Descriptions of ideas use concrete images or analogies to help readers understand abstract or complicated concept.
3. Functional descriptions describe the component parts of a whole for a practical purpose, such as fixing bicycle.
4. Remembrances illustrate memorable parts of writers past by describing a person, place, thing, or event.
5. Character sketches illustrate the appearance and personality of a real or fictional character.

## 2.2 Paragraph

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

1. Topic Sentence (beginning)

Commonly, this part only has one sentence. It is the most important sentence in the paragraph, it functions as the introductory sentence, and technically it is also called the topic sentence. It states the main idea of the paragraph. It not only names the topic of the paragraph, but it also

limits to one or two areas that can be discussed completely in the space of single paragraph. The specific area is called the controlling idea.

## 2. Supporting Sentence (The body paragraph)

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

## 3. Concluding Sentence (Ending)

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

a. it signals the end of the paragraph

- b. it summarizes the main point of the paragraph
- c. it gives a final comment on the topic and leaves the reader with the most important ideas to think about

### **2.3 Generic Structure of Descriptive**

Wardiman, et. Al. (2008) Generic structure of Descriptive includes:

- a. General classification : contains the identification of matter / a will describe.
- b. Description : contains the explanation / description of the thing / person to mention a few properties.
- c. Language Features : the use of adjective and compound adjectives, using the simple present tense.

### **3. Definition of Bloom's Taxonomy**

Bloom (1956) finds that people are too often stuck at the lowest levels of the reading taxonomy and never move into the higher levels, which are the higher orders of thinking. Bloom's taxonomy is known as the best known classification system. There are six levels of Bloom's taxonomy: knowledge, comprehension, application, analysis, synthesis and evaluation. However, the Bloom's taxonomy has been revised by Anderson and Krathwohl (2001) with new terms and emphasis. The six levels of reading taxonomy by Anderson and Krathwohl (2001) are: remembering, understanding, applying, analyzing, evaluating and creating. Bloom's taxonomy is a classification of educational objectives used for developing higher level thinking skills. It is a process – oriented

model that allows teachers to present ideas and concepts at many different levels to meet the need of a variety of learners. Bloom's taxonomy is really just a word for a form of classification. This taxonomy had permeated teaching and instructional planning for almost 50 years before it was revised in 2001. And although these are still educators who have never heard of Anderson and Krathwohl or their important work in relation to Bloom's cognitive taxonomy. Both of their primary authors in a perfect position to orchestrate looking at the classic taxonomy critically. They called together a group of educational psychologists and educators to help them with the revisions. Lorin Anderson once a student of the famed Benjamin Bloom's and David Krathwohl was one of Bloom's partners as he devised his classic cognitive taxonomy.

Bloom's cognitive taxonomy a staple in teacher training and professional preparation for almost 40 years before Anderson and Krathwohl institute an update version. An overview of those changes appears below. While all of the taxonomies above have defined and used for many years, there came about at the beginning of the 21st century in a new version of the cognitive taxonomy, known commonly before as Bloom's taxonomy. You can also search the web for varied references on the other two taxonomies, affective or psychomotor. There are many valuable discussions on the development of all of the hierarchies, as well as examples of their usefulness and applications in teaching. However, it is important to note that in a number of these discussions, some web authors have mislabeled the affective and psychomotor domains as extensions of Bloom's work. These authors are in grave error. The original cognitive domains was

describe and publish in 1956. While David Krathwohl one of the original authors on this taxonomy the work name after the senior or first author Benjamin Bloom. The affective domain not categorize until 1964 and as David Krathwohl the lead author on this endeavor, it should his name, not Bloom's. Bloom had nothing to do with the psychomotor domain and it's not describe or name until the first part of the 1970s. There are 3 version of this taxonomy by 3 different authors, Harrow, Simpson, and Dave see full citations below.

### **3.1 The Cognitive Domain**

Based on the original work of Benjamin Bloom and others as they attempt in 1956 to define the function of thought, coming to know, or cognition. This taxonomy is almost 60 years old. The taxonomy is the more recent adaptation and is the redefined work of Bloom in 2001. That one is label Anderson and Krathwohl. The group redefining bloom's original concept, work from 1995-2000. As indicate above, this group assemble by Lorin Anderson and David Krathwohl and include people with expertise in the areas of cognitive psychology, curriculum and instruction, and educational testing measurement, and assessment. The new adaption also took into consideration many of bloom's own concern and criticism of his original taxonomy.

As you will see the primary differences are not in the listings or rewordings from nouns to verb, or in the renaming of some of the components, or even in the repositioning of the last two categories. The major differences lie in the more useful and comprehensive additions of how the taxonomy intersects and acts upon

different types and levels of knowledge, factual, conceptual, procedural, and metacognitive. This melding can chart to see how one is teaching at both knowledge and cognitive process levels. Please remember the chart goes from simple to more complex and challenging types of thinking.

### **3.2 Taxonomies of the cognitive domain**

#### **3.2.1 Bloom's taxonomy 1956**

1. Knowledge : remembering or retrieving previously learn materials, Examples of verb that relate to this function are: know identify, define recall, relate list.
2. Comprehension : the ability to grasp or construct meaning from material. Examples of verbs that relate to this function are: restate locate, identify discuss, report recognize.
3. Application : the ability to use learn material, or to implement material in new and concrete situation. Examples of verbs that relate to this function are: apply relate, organize employ, practice calculate.
4. Analysis : the ability to break down or distinguish the parts of material into its components so that its organizational structure may be better understood. Examples of verbs that relate to this function are: analyze compare, differentiate contrast, probe inquire.
5. Synthesis : the ability to put parts together to form a coherent or unique new whole. Examples of verbs that relate ti this function are: compose produce, plan invent, purpose develop.

6. Evaluation : the ability to judge, check, and even critique the value of material for a given purpose. Examples of verbs that relate to this function are: judge asses, argue decide, validate consider.

### **3.2.2 Anderson and Krathwohl Taxonomy 2001**

1. Remembering : can the students recall or remember the information, recognizing or recalling knowledge from memory. Remembering is when memory is use to produce or retrieve definitions, facts, or list, or to recite previously learned information.
2. Understanding : can the students explain ideas or concept, constructing meaning from different types of function the written or graphic messages or activities like interpreting, exemplifying, classifying, summarizing, inferring, camparing, or explaining.
3. Applying : can the students use the information a new way, carrying out or using a procedure through executing or implementing. Applying relates to refers to situation where learn material is use through products like models, presentations, interviews or simulations.
4. Analyzing : can the students distinguish between the different part, breaking materials or concepts into parts determining how the parts relate to one another or how they interrelate, or how the parts relate to an overall structure or purpose. Mental actions include in this function are differentiating, organizing, and attributing, as well as being able to distinguish between the components or



parts. When one is analyzing he/she can illustrate this mental function by creating spread sheets, surveys, charts, or diagrams, or graphic representations.

5. Evaluating : can the students justify a standard or decision making judgements based on criteria and standards through checking and critiquing. Critiques recommendation, and reports are some of the products than can created to demonstrate the process of evaluating. In the newer taxonomy, evaluating comes before creating as it is often a necessary part of the precursory behavior before one creates something.
6. Creating : can the students create a new product, putting elements together to form a coherent or functional whole, recognizing elements into a new pattern or structure through generating, planning, or producing. Creating requires users to put parts together in a new way, or synthesize part into something new a different mental creating a new form or product. This process is he most difficult mental function in the new taxonomy.

The benefits use Bloom's taxonomy is to help the students develop higher level thinking skills, to increase the permanent acquisition of learning.

#### **4. Definition of Effect**

Effect of teaching language is related to change of getting something into our cognitive system. The final result of effect in teaching is the improvement of ability. Ability is the result of learning process which involves teachers which ability. Slameto (2010: 15) stated that improvement in learning in certain proof of

success or ability a student in doing their learning activities based in their level of class.

The improvement in which achieved by the students there are realized in the form of score so that it knowledge the certain position of students in the class because the score they have reflect their improvement in the learning process.

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

## **5. Definition of students' Achievement**

Johnson, K. (2001) stated that students' achievement is concern with how students perform in relation in a particular course of program. The students usually come at the end of the program, and delibatory based on the content over it. Achievement tests are useful to the teacher as well as students. They indicate how well the teaching has succeed and where improvements need to be made.

Students' achievement in writing can reach by making a good effort in the teaching and learning process. Both the students and the teacher should work together to perform a communicative and creative class. It can concluded that in teaching writing, the teacher should make every effort in the classroom by providing a good lesson plan and media so that the students writing achievement

can improved. Therefore, we can say the students achievement concern with what someone has already got through hard work and skill.

## **6. Definition of Strategy, Approach, Method and Technique**

### **2.1 Strategy**

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

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

### **2.2 Approach**

Brown (2001) said that approach theoretically well informed positions and beliefs about the nature of language, the nature of language learning and applicability of both to pedagogical settings. The approach refers to the level at

assumptions belief about the language and language and language learning are specified.

Approach is a set of correlative assumptions dealing is axiomatic and describes the nature of the subject matter to be taught. By using an approach, it will make the teaching process becomes more effective because an approach is the very important element in managing students in the classroom. It is starting of view toward the learning process. Which refers to the view of bow a process happens generally. It describes the natures of the subjects matter to be taught.

### **2.3 Method**

Method is away that is used to get the learning goal. In teaching learning process, method of teaching is needed by the teacher by using variation method have on the learning goal if the teacher do not have variation method in teaching.

Method is an overall plan for the orderly presentation of a language material, no part which is based upon the select approach. A method is procedural. When a teacher uses method, it will make him/her easier to present the material. Method also one of educational component. In addition, to principle aims curriculum material, students and teacher, which perform basic educational function fundamentally. It's the teacher responsibility to achieve their profession in using the method as well as possible.

## **2.4 Technique**

Brown (2001) state that “technique is any of wide variety of exercise, activities, or task used in language classroom for realizing lesson objectives”. So, that the lesson easy to be understand to made mastered by student well. The teacher extend the information or oral message to the students defence or mastering knowledge and skill. Every teaching technique that gave by teacher must appropriate with the material that would teach. So the purpose that we want is reached. Then, a different purpose, the teacher must use different technique to make the learning process useful.

The other definition, technique is a way or method that must be mastered by teacher to teach or serve the lesson to students in the class, so that lesson carry to be understood and mastered by the student well. However, the teaching technique that way has been taught for almost twenty years, every teaching technique that given by teacher must appropriate with the material that will teach, do the purpose that we can reached.

### **B. Conceptual Framework**

By using Bloom’s taxonomy strategy students are able to write well. Bloom’s taxonomy strategy can help students learn simply to get on writing and not held by worries about whether they good words or right words. The researcher will ask the students what they already know about Bloom’s taxonomy strategy. The researcher give the example the kind of descriptive. The researcher will explain about bloom’s taxonomy and its purpose.

Writing helps a person to express about something about their self, to explore and explain ideas, and finding the right words to present them. Descriptive is a piece of text that description about subject. To increase students achievement in writing a paragraph, it is not easy task. Many students find difficulties in writing. Most of them think it is difficult, and they have no ideas to write well and also they are unable to organize their ideas into a paragraph.

To solve those problems the teacher can use some techniques in teaching. One of them is Bloom's taxonomy strategy. By using this strategy, the students ability in witing descriptive will increase.

Based on the observation which conducted by the researcher in SMP Swasta Budi Setia in academic year of 2016/2017. They still some problems in studying writing, they are: They still cannot express their idea in writing, the students can not to find out the main idea and lack of vocabulary, structure and grammar. Based on the students problems and theoretical review of writing above the researcher believes by using bloom's taxonomy strategy on the students' achievement in descriptive writing eill increase, because Bloom's taxonomy strategy is supposed very effective.

### **C. Hypothesis**

This research would answer the question about whether yes or no the effect of using bloom's taxonomy strategy on students' achievement in descriptive writing. To get the answer of question, the researcher propose alternative hyphotesis (Ha) and null hyphotesis (Ho) as below:

$H_a$  : Alternative hypothesis was receivable. So, there was any significant difference of using Bloom's taxonomy strategy on students' achievement in writing descriptive paragraph.

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Location and Time**

This research was conducted at SMP SWASTA BUDI SETIA on Jl. Medan-Binjai Km.12 / Jl. Pembangunan, No.40 Desa Purwodadi, Kec Sunggal, Kab. Deli Serdang. This research conducted during the academic year of 2017/2018, the reason for choosing this school as the location of the research because of SWOT analysis. The school has some internal factors that made a weakness in teaching writing. Some of them the teachers still use conventional technique and it happen because the lack of creativity from the teacher to increase students motivation, they are not try a new strategy in writing and beside that the school are not facilitate the students need which make students are not interesting in writing and of course it make students difficult to understood about writing, especially writing descriptive. Based on the situation, the researcher want to know the effect of using Bloom's taxonomy strategy to solve the students' difficulties in writing.

#### **B. Population and Sample**

##### **1. Population**

The population of this research took from the eighth grade students of SMP SWASTA BUDI SETIA. Which consist of five classes. There were VIII -



A (31students), VIII - B (31 students), VIII - C (30 students), VIII – D (30 students), VIII – E (28 students). So the population consist of 150 students.

## 2. Sample

Sample is part of population being studied (Arikunto, 2006). If the total number of population is less than 100 objects, it is recommended to take the entire sample under the investigation, but if the populations involves subjects more than 100 sample, it is enough to take sample 10- 15% or 20- 55% or more depending on the situation. In this case, the researcher would take 20% of population in each class as a sample, so the sample of this research is 30 students.

**Table 3.1**  
**The population and Sample**

No	Classes	Population	Sample
1.	VIII – A	31	6
2.	VIII – B	31	6
3.	VIII – C	30	6
4.	VIII – D	30	6
5.	VIII – E	28	6
	Total	150	30

## C. Research Design

This research, an experimental design would be divided into two groups, the experimental and control group. The experimental group use Bloom's taxonomy strategy, while The control group without use strategy. Control group oversee, don't get better class control of the class experimental in give treatment. This study give pre test before giving the treatment. The treatment is bloom's taxonomy strategy. So, the treatment result can know accurately, because it can

compare by situation before giving treatment and after giving post test. The design is drawn as the following:

**Table 3.2**  
**Research Design**

Group	Pre-Test	Treatment	Post-Test
Experimental	✓	Bloom's Taxonomy Strategy	✓
Control	✓	-	✓

**Table 3.3**  
**The Treatment in Experimental Group**

Researcher's Activity	Students' Activity
1. The students remembering about descriptive paragraph.	1. The students can remember descriptive paragraph.
2. The students already understanding.	2. The students give response.
3. The students applying descriptive paragraph use the information a new way.	3. The students start to write what the students know about descriptive paragraph.
4. The students analyzing about part in their descriptive paragraph.	4. The students analyzing about their descriptive paragraph.
5. The students to evaluating their descriptive.	5. The students evaluating their descriptive paragraph.
6. The students to creating descriptive paragraph by theirselves.	6. Students start to write a new descriptive paragraph.

## D. The Instrument of the Research

The instrument of the research was written test. In this, the students would be asked to write a descriptive paragraph. The test would be given a score which is focus to testing the ability and achievement of students to write a descriptive. To know the students achievement in writing there are some criteria consider Heaton (1998). There are five scoring component scales namely content, organization, vocabulary, language use and mechanism.

The specific criteria describe in the detail in following stages:

### 1. Content

The scoring of contents depend students ability to write ideas, information in the form of logical sentence. The criteria of scoring as follows:

**Table 3.4**  
**Content**

20 – 30	Excelent to very good: knowledge able substantive through development of topic sentence relevant to assigned topic.
22 – 26	Good to average: some knowledge able of subject adequate range limit development of topic sentence mostly relevant to topic, but lack detail.
17 – 21	Fair – poor: limited knowledge of subject little substance inadequate development topic.
12 -16	Very poor: doen not show of subject not substantive not part time or not enough to evaluate.

### 2. Organization

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

**Table 3.5**  
**Organization**

18 – 20	Very good: exact word, effective word choice and usage word from mastery appropriate register.
14 – 17	Good to average: adequate, occasional errors of words. Choice but meaning not obscure
10 – 13	Fair to poor: limit range, frequent errors, choice usage meaning confuse or obscure
7 – 9	Very poor: essentially a translation, knowledge of english vocabulary, word from or not enough to evaluate.

### 3. Vocabulary

Vocabulary refers to students ability in using word or idiom to express idea logically, it also refersto the ability to use synonym, prefix, suffix exactly. The criteria of scoring vocabulary use are:

**Table 3.6**  
**Vocabulary**

18 – 20	Very good: exact word, effective word choice and usage word from mastery appropriate register.
14 – 17	Good to average: adequate, occasional errors of words. Choice but meaning not obscure.
10 – 13	Fair to poor: limit range, frequent errors, choice usage meaning confuse or obscure.
7 – 9	Very poor: essentially a translation, knowledge of english vocabulary, word from or not enough to evaluate.

### 4. Language use

Language use refers in the students achievement in using some article or conjunction. The score of language use will take from five criteria the

highest score is 25 point. The use consist of tense, article, pronoun, preposition and structure.

The criteria the language use as follow:

**Table 3.7**  
**Language Use**

20 – 25	Excellent to very good: effective complex construction few error argument test. Number or order / fiction, articles, pronoun, preposition.
18 – 21	Good to everage: effective but simple construction minor problem is complex construction several errors of agreement, tense, number word order / fiction, article, pronoun, preposition, but the meaning seldom obscure.
11 – 17	Fair to poor: mayor problem in simple complex construction frequent of errors of negation, agreement, devitions meaning.
7 – 9	Very poor: usually not mastery of sentences construction rules dominate by errors, due not communicate, not enough to evaluate.

#### 5. Mechanism

**Table 3.8**  
**Mechanism**

05	Very good: demonstrate of function few errors in spelling.
04	Good to everage: occasional errors, punctuation, writing sentences but meaning not obscure.
03	Fair to poor: frequent errors to spelling, punctuation and capitalization, writing sentence, hand writing not enough to evaluate.
02	Very poor: to mastery of convention, dominated by errors spelling, punctuation, paragraphing hand writing illegible, or not enough to evaluate.

Based on this indicators, then the students' ability in writing descriptive

classified qualitative and quantitative system, the scale are as follow:

**Table 3.9**  
**The Scale of Quantitative and Qualitative**

Quantitative form	Qualitative form
90 – 100	Excellent to very good
70 – 85	Good to average
30 – 69	Fair to poor
0 – 29	Very poor

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

To collect the data of the research, the researcher use some steps:

- a. Giving pre-test.
- b. Applying the treatment will use bloom's taxonomy strategy to the experimental group.
- c. Giving post-test.

### **F. The Technique of Data Analysis**

After collecting the data from the test, the data analyze by following procedure:

1. Reading the students' answer sheets
2. Identifying the students' answer sheets.
3. Scoring pre test and post test.
4. Listing the score of pre test and post test into tabe for the experimental group.
5. Finding the mean score of experimental group

$$M_D = \frac{\sum D}{N} \quad (\text{Sudijono, P. 305. 2014})$$

6. Finding the standar deviation of experimental group

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \quad (\text{Sudijono, P. 306. 2014})$$

7. Found out standard error of between mean variable X and Y

$$SD_{MD} = \frac{SD^2}{\sqrt{N-1}} \quad (\text{Sudijono, P. 307. 2014})$$

8. Testing hyphotesis by applying test :

$$t_0 = \frac{MD}{SEM_D} \quad (\text{Sudijono, P. 307. 2014})$$

### G. Statistical Hypothesis

In this research, statistical hypothesis use to describe whether the hypothesis accept or reject. The statistical hypothesis formula.

$$H_a : T_{\text{observe}} > T_{\text{table}}$$

$$H_o : T_{\text{observe}} < T_{\text{table}}$$

$H_a$  : There is the effect of using bloom's taxonomy strategy on students' achievement in writing descriptive paragraph (the hypothesis is accept)

$H_o$  : There is no effect of using bloom's taxonomy strategy on students' achievement in writing descriptive paragraph (the hypothesis is reject)

## CHAPTER IV

### DATA COLLECTION AND DATA ANALYSIS

#### A. The Data Collection

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

**Table 4.1**  
**The Scores of Pre Test in Experimental Group**

No	Students Initial	Indicators					Pre Test
		C	O	V	LU	M	
1.	MF	20	14	17	15	2	68
2.	SL	18	15	16	17	4	70
3.	SW	19	14	13	17	4	67
4.	DIH	20	12	18	20	3	73
5.	MCF	20	16	17	18	3	74
6.	VEZ	20	12	17	17	3	69
7.	INH	18	17	18	15	2	70
8.	SDS	18	15	17	12	3	65
9.	AF	19	14	17	18	3	71
10.	DPS	21	15	18	18	3	75
11.	DA	21	13	14	15	3	66
12.	MT	22	17	18	11	3	71
13.	FS	20	14	17	18	3	73
14.	MAS	21	14	17	18	3	73
15.	ROS	21	13	12	18	3	67
	Total						1052

Based on the table 4.1 we could see that :

1. Higher score of pre test in experimental group was 75
2. Lowest score of pre test in experimental group was 65



**Table 4.2**  
**The Scores of Post Test in Experimental Group**

No	Students Initial	Indicators					Post Test
		C	O	V	LU	M	
1.	MF	22	18	18	20	2	80
2.	SL	23	16	18	19	4	80
3.	SW	24	18	18	21	3	84
4.	DIH	22	16	17	21	3	79
5.	MCF	21	16	18	19	3	79
6.	VEZ	22	15	18	17	3	75
7.	INH	24	17	18	18	2	79
8.	SDS	26	18	18	22	4	88
9.	AF	24	16	18	19	3	80
10.	DPS	24	17	18	20	3	82
11.	DA	22	15	17	17	3	74
12.	MT	24	17	18	22	3	84
13.	FS	25	17	18	18	3	81
14.	MAS	23	16	18	18	3	78
15.	ROS	24	17	17	18	3	79
	Total						1202

Based on the 4.2 above we could see that :

3. Higher score of post test in experimental group was 88
4. Lowest score of post test in experimental group was 74

**Table 4.3**  
**The Scores of Pre Test in Control Group**

No	Students Initial	Indicators					Pre Test
		C	O	V	LU	M	
1.	Y	17	12	12	18	3	62
2.	AK	20	12	10	14	2	58
3.	MAS	17	12	14	15	3	61
4.	IP	17	11	11	15	3	57
5.	MRH	20	11	14	17	2	64
6.	M	18	12	15	15	3	63
7.	WH	17	11	12	17	2	59
8.	RS	18	16	18	15	3	60

9.	NDK	19	14	15	15	3	66	
10.	JGB	17	11	9	17	2	56	
11.	PN	18	13	16	12	3	62	
12.	FR	18	15	17	11	3	64	
13.	MR	17	11	13	15	3	59	
14.	AFS	18	12	15	17	3	65	
15.	ACS	19	14	15	18	3	69	
	Total							925

Based on the table 4.3 we could see that :

1. Highest score of pre test in control group was 69
2. Lowest score of pre test in control group was 56

**Table 4.4**  
**The Scores of Post Test in Control Group**

No	Students Initial	Indicators					Pre Test	
		C	O	V	LU	M		
1.	Y	19	14	14	20	3	70	
2.	AK	18	15	17	18	3	71	
3.	MAS	20	13	17	18	3	72	
4.	IP	18	11	18	19	3	69	
5.	MRH	21	14	13	20	2	70	
6.	M	20	13	18	18	3	72	
7.	WH	21	14	18	18	2	73	
8.	RS	20	16	18	18	3	65	
9.	NDK	19	14	17	17	3	70	
10.	JGB	20	14	17	18	2	71	
11.	PN	20	14	16	17	3	70	
12.	FR	19	15	17	15	3	69	
13.	MR	17	13	16	16	3	65	
14.	AFS	19	17	17	17	3	73	
15.	ACS	20	14	15	18	3	70	
	Total							1050

Based on the table 4.4 we could see that :

3. Highest score of post test in control group was 73

4. Lowest score of post test in control group was 65

### B. The Data Analysis

Based on the table 4.1, 4.2, 4.3 and 4.4 the following table were the result of pre test and post test in experimental and control group.

**Table 4.5**  
**The Result of Pre test and Post Test of Experimental Group**

No	Students Initial	Pre Test (X)	Post test (Y)
1.	MF	68	80
2.	SL	70	80
3.	SW	67	84
4.	DIH	73	79
5.	MCF	74	79
6.	VEZ	69	75
7.	INH	70	79
8.	SDS	65	88
9.	AF	71	80
10.	DPS	75	82
11.	DA	66	74
12.	MT	71	84
13.	FS	73	81
14.	MAS	73	78
15.	ROS	67	79
	Total	1052	1202

**Table 4.6**  
**The Result of Pre test and Post Test of Control Group**

No	Students Initial	Pre Test (X)	Post test (Y)
1.	Y	62	70
2.	AK	58	71
3.	MAS	61	72
4.	IP	57	69
5.	MRH	64	70
6.	M	63	72
7.	WH	59	73

8.	RS	60	65
9.	NDK	66	70
10.	JGB	56	71
11.	PN	62	70
12.	FR	64	69
13.	MR	59	65
14.	AFS	65	73
15.	ACS	69	70
	Total	925	1050

**Table 4.7**  
**The Differences Post test and Pre test Experimental Group**

NO.	Students' Initial	X	Y	D = (X-Y)	D <sup>2</sup> = (X-Y) <sup>2</sup>
1	MF	68	80	-12	144
2	SL	70	80	-10	100
3	SW	67	84	-17	289
4	DIH	73	79	-6	36
5	MCF	74	79	-5	25
6	VEZ	69	75	-6	36
7	INH	70	79	-9	81
8	SDS	65	88	-23	529
9	AF	71	80	-9	81
10	DPS	75	82	-7	49
11	DA	66	74	-8	64
12	MT	71	84	-13	169
13	FS	73	81	-8	64
14	MAS	73	78	-5	25
15	ROS	67	79	-12	144
<b>15 = N</b>				<b>∑D = -150</b>	<b>∑D<sup>2</sup> = 1836</b>

Based on the table 4.7 the mean score of experimental group were calculated as the following :

$$M_D = \frac{\sum D}{N}$$

$$= \frac{-150}{15} = -10$$

Finding the standard deviation

$$\begin{aligned}
SD_D &= \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \\
&= \sqrt{\frac{1836}{15} - \left(\frac{-10}{15}\right)^2} \\
&= \sqrt{122,4 - 0,36} \\
&= \sqrt{122,04} \\
&= 11,047
\end{aligned}$$

Next the following formula was implemented to find out the error of the standard deviation between X and Y

$$\begin{aligned}
SE_{MD} &= \frac{SDD}{\sqrt{N-1}} \\
&= \frac{11,047}{\sqrt{14}} \\
&= \frac{11,047}{3,741} \\
&= 2,952
\end{aligned}$$

The result above was applied to test the hypothesis

$$\begin{aligned}
t_0 &= \frac{MD}{SE_{MD}} \\
&= \frac{-10}{2,952} = -3,38 = 3,38
\end{aligned}$$

After the data above were calculated by using t- test formula. It was found that the result that  $t_{\text{observe}}$  was 3,38. Then after seeking in the table of distribution of  $t_{\text{observe}}$  as the basic of counting critical in certain of the degree of freedom (df) the calculation showed that df were :

$$df = N - 1$$

$$= 15 - 1$$

$$= 14$$

In the line of 14, showed that  $t_{table}$  was 5% = 2,14

In the line of 14, showed that  $t_{table}$  was 1% = 2,98

From the result above, it showed that final of  $t_o = 3,38$ , and the number of value of the  $t_{table}$  in the line of 5% was 2,14. So the researcher found that  $t_{observe} > t_{table}$  or  $3,38 > 2,14$ . So, it means that  $H_0$  was rejected and  $H_a$  was accepted.

### C. Statistical Hypothesis

In this research statistical hypothesis would be used to decide, whether the hypothesis would be accepted or rejected. The statistical hypothesis formula :

$$H_o \quad : t_{observe} < t_{table}$$

$$H_a \quad : t_{observe} > t_{table}$$

$H_o$  : there is no significance effect of using Bloom's taxonomy strategy on students' achievement in writing descriptive paragraph.

$H_a$  : there is a significant effect of using Bloom's taxonomy strategy on students' achievement in writing descriptive paragraph.

### D. Findings

Testing the hypothesis should be done in order to know whatever the hypothesis was accepted or rejected. In testing hypothesis, it was decided that hypothesis is accepted if  $t_{observe} > t_{table}$  and hypothesis is rejected if  $t_{observe} < t_{table}$ . Based on the calculation, the result of  $t_{test}$  was  $t_{observe}$  (3,38) and  $t_{table}$  (2,14) in

the hypothesis testing. It was shown that the alternative hypothesis was accepted because  $t_{\text{observe}}$  higher than  $t_{\text{table}}$ . It mean that Bloom's taxonomy strategy gave significant effect in writing descriptive paragraph. It was prove from the data showing that the score experimental group was increased by using Bloom's taxonomy strategy.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **A. Conclusion**

Based on the data analysis above, the researcher was found that there was a significant effect of using Bloom's taxonomy strategy on students' achievement in writing descriptive paragraph, found that the  $t_{\text{observe}} > t_{\text{table}}$  or  $3,38 > 2,14$ . The result of the students' score who were taught by using Bloom's taxonomy strategy was higher and taught writing by using Bloom's taxonomy strategy become more effective, interactive, creative and easier to students.

#### **B. Suggestions**

Related to the conclusions above, some suggestions were put forward as the following :

1. The English teacher can use this strategy to applying in learning process for the students when learning English in the class.
2. The teachers have to know how to stimulate students' curiosity and must be able to present the lesson so that it was more interested and relevant for the students. One of the strategy that can be use is Bloom's taxonomy strategy.



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## LESSON PLAN

<b>School</b>	: SMP SWASTA BUDI SETIA
<b>Subject</b>	: English
<b>Class</b>	: Experimental Group
<b>Year</b>	: 2017/2018
<b>Standar Competency</b>	: To express meaning in written functional text and short simple essay in the form of descriptive to interact with the surrounding environment.
<b>Basic Competence</b>	: Respond the meaning related to simple monolog procedure and descriptive accurately, fluently and understandable by based on the context in daily activity.
<b>Indicators</b>	: 1. Writing Descriptive Paragraph 2. Strategy bloom's taxonomy
<b>Topic</b>	: Writing
<b>Aspect</b>	: Descriptive Paragraph
<b>Time</b>	: 2 x 40 minutes
<b>Learning objective</b>	: 1. Students know how to compose descriptive. 2. Students know how to determine the generic structure of descriptive.

### A. Learning Materials

Descriptive is a that describes what kind of person or an object describe, good shape, properties, and other numbers. Goals (purpose) of the descriptive, readers feel that they see the description just like they see pictures.

## **B. The characteristic of descriptive paragraph**

Generic structure:

- a. General classification : contains the identification of matter / a will describe.
- b. Description : contains the explanation / description of the thing / person to mention a few properties.
- c. Language Features : the use of adjective and compound adjectives, using the simple present tense.

**C. Teaching Method** : Bloom's Taxonomy

**D. Source** : English text book grade 8

**E. Learning activity :**

### **Exploration**

- Teacher explain about bloom's taxonomy strategy, the benefit to use the strategy.
- Teacher ask to students what is descriptive paragraph.
- Teacher make students understand about descriptive paragraph.

### **Elaboration**

- Teacher divided class into 2 group
- Teachers give the students exercise for the description about friend
- Teacher asked student to make descriptive exercise
- Teacher give 5 minutes for each group to finish their writing

- Teacher give explain the students for analyzing their sentences.
- Teacher request to students for evaluating their result so that into a good descriptive.
- The teacher collect the students' answer sheet.

### **Confirmation**

- Students and teacher discuss the result of the test and they together determine the generic structure of text that they make.
- Finally, teacher ask students to write down on a piece of paper individually about descriptive paragraph
- Teacher give the reinforcement to the students and give the motivation to students who have difficulties in bloom's taxonomy strategy and writing descriptive paragraph.

### **F. Assesment**

- i. Form : Written test
- ii. Instrument : Write Down Descriptive Paragraph, choose one your friends as your object for your description.

No	Aspect	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language use	25
5	Mechanism	5
	Total	100

Known by:

**The Headmaster of  
SMP SWASTA BUDI SETIA**

**English Teacher**

**M. Razali Nasution, S.T**

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