



**IMPROVING THE STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT BY  
USING PRESENTATION, PRACTICE, PRODUCTION METHOD AT MTS N 2  
DELI SERDANG**

**A THESIS**

*Submitted to Tarbiyah and Teachers' Training Faculty of State Islamic University North  
Sumatera Medan as a Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan.*

**By**

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FACULTY OF TARBIYAH AND TEACHERS TRAINING  
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**MEDAN**

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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang Munaqasyah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

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## **PERNYATAAN KEASLIAN SKRIPSI**

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Menyatakan dengan sebenarnya bahwa skripsi yang berjudul di atas benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

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Yang membuat pernyataan

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Medan, 9 October 2019

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## **ABSTRACT**

### **IMPROVING THE STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT BY USING PRESENTATION, PRACTICE, PRODUCTION METHOD AT MTS N 2 DELI SERDANG**

**RIZKA EVITANIA**

**34153069**

*Keywords: writing, descriptive text, presentation, practice and production method, classroom action research*

This research was aimed to improve the students' skill in writing descriptive text using presentation, practice, and production method and find out if there was the significant improvement of the students' skill in writing descriptive text. The sample of this study was the eight grade students of Mts. N.2 Deli Serdang which consist of 36 students in academic year 2019/2020. This research was done by two cycles. Each cycle consist of 4 steps, namely planning, acting, observing, and reflecting. The result of data analysis showed that there was immprovement of the students' skill in writing descriptive text in each cycle. The mean of students' score in pre test was 54,5, in post test I was 75,22, and post test II was 81,58.

In pre test there was 8,33% or 3 of 36 students who passed the standard minimum score achievement. In post test I, there was 44,44% or 16 of 36 students who passed the standard minimum score achievement. The improvement from pre test and post test I was 36,11%. Meanwhile, in post test II, there was 83,33% or 30 of 36 six students who passed the standard minimum score. The improvement from post test I and post test II were 38,89% . Based on the data, it is concluded that the students' skill in writing descriptive text using presentation, practice and production method was improved. It indicates that using presentation, practice and production method can improve the students' skill in writing descriptive text.

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# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

In Indonesia, English is taught as the main subject in school and the researcher deal with the fact that writing always appears as the main foreign language subject to be taught in every level of education starting from elementary until university level, however, there are many educated people who still have not a good capability in writing. In Junior High School, for instance, the teaching and learning English must be able to guide the students to reach three abilities. English has always been considered as a subject difficult to learn by most Indonesian students. “The level of difficulty is more significant in writing skills, compared to the other three skills; listening, speaking, and reading, because it encompasses problem-solving and deploying strategies to achieve communicative goal”.<sup>1</sup> As already mentioned in the National Content Standard (BSNP: Badan Standard Nasional Pendidikan, 2006), one of the abilities is to develop communicative competence both orally and written forms in which to achieve the ability to use the language in daily need.

However, the Education Unit Level Curriculum (KTSP: Kurikulum Tingkat Satuan Pendidikan) states that in Junior High School level are recommend the introduction of five different types of text, such as descriptive text, recount text, procedure text, and narrative text, in order, descriptive text includes one of them. The gradation of teaching material involves some elements that are vocabulary,

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<sup>1</sup> Fithriani, Rahma. Essay for LPDP Dissertation Scholarship: The Urgency of English Writing Skills in Indonesia Academic Setting. State Islamic University of North Sumatra

generic structure or language features of descriptive text. Concerning its implementation, teaching descriptive text refers to a description of something it can object between teachers and students where the teacher explain it explicitly the elements of descriptive text.

Based on observation in Grade VIII of MTs N 2 Deli Serdang. The researcher found the data of the writing task through interviewing among the students. The data showed that the students' achievement in mastery English subject especially in the writing aspect was low. It was known that the students' low scores are mostly caused by their difficulties in writing. Most of the students at that level could not write well in English. They assumed that writing is the difficult one because they hardly transfer their idea, thoughts, and feeling in written form by using English. Meanwhile, the teaching method that the teacher gave in teaching descriptive text is not effective. The teaching method that teachers commonly used is teacher direct teaching. So the teacher just taught the theory of writing and focus on the grammar. As a result, the students tended to be passive learners because they have no chance of expressing their idea in the class.

To solve this problem, Presentation, Practice, and Production (PPP) method will give a special contribution to helping the students' skills in writing descriptive text. PPP stands for presentation, practice, and production method, and it is a variation of audiolingualism and traditional method of language teaching.<sup>2</sup> This grew out of structural-situational teaching whose main departure from Audiolingualism was to place the language in clear situational contexts. In this procedure, the teacher introduces a situation that contextualizes the language to be taught. The language, too, is then presented. The students now practice the language using accurate reproduction techniques such as choral

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<sup>2</sup> Harmer, Jeremy. How To Teach English. (England: Pearson Education Limited,2007).p.62



repetition, individual repetition, and cue response drills. Cue-response drills have similarities with the classic kind of Audiolingual drills we saw above, but because they are contextualized by the situation that has been presented, they carry more meaning than simple substitution drills. Later, the students, using the new language, make a sentence of their own, and this is referred to as production.

There are some advantages of the PPP method, for instance, first, it can provide clearly and simply structure of the lesson that taught. Second, based on the teacher's sight, that lesson is easy to prepare because the material used from the lesson is ordered from the simplest things to be most difficult. Then, the kinds of activities are arranged to the most controlled to the least controlled.<sup>3</sup> So in concluding, this method is the step-by-step method. Besides, most teachers said that this method is easy to implement for beginner students.

Based on the explanation above, the researcher wants to conduct a research entitled *“Improving the Students’ Writing Skill of Descriptive Text by Using Presentation, Practice, Production Method at MTs N 2 Deli Serdang”*

## **B. The Identification of Study**

Based on the background above, we can identify some main problems. They are:

1. The teacher does not use the various methods when teaching English in the class.
2. The students still have some difficulties in writing descriptive text.
3. The students hardly transferring their idea into written form.

## **C. The Formulation of Study**

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<sup>3</sup> Vystavelova, Lamia. Common EFL Methods Applied At Language Schools In The CZECH Republic. (PPP Or TBL. BRNO,2009).p.30.

Regarding the background of the study, the goal of this study is to find whether the method can improve the students' skills in teaching writing. So the formulation of this problem is “How does the PPP method improve the students’ skills in writing descriptive text at MTs N 2 Deli Serdang? “

#### **D. The Objective of Study**

Based on the formulation of the problem that already stated above, the objective of the research is describing how the PPP method can improve the students' writing skills descriptive text at eight grade of MTs Negeri 2 Deli Serdang.

#### **E. The Significance of Study**

After conducting the research, it is hoped that this study is expected to be useful for:

1. For Teachers  
This research will show the result that can be useful for teachers to improve their knowledge and information in teaching writing, especially writing descriptive text, or this research will show the teachers a method that is a PPP method that use to teach writing.
2. For Students  
This research will show the result that can help them to improve their skills in writing descriptive text and make them more active in the learning process.
3. For Researcher  
The researcher can use this method to improve their skill in writing mastery.

4. For School

The researcher can give a reference in improving the teaching-learning process.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

This chapter is presented to give some clearer concepts being applied in this study that is improving students' skills in writing descriptive text by using presentation, practice and production method. To support the ideas of this research, some theories and some information will be included to help the writer design this research.

#### A.1. Writing as a Language Skill

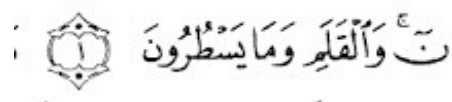
In learning English, as the researcher has explained above, four skills should be mastered by the students. They are listening, speaking, reading, and writing. Writing is the most important skill that we should consider because the students must know how to write a text grammatically and correctly, then they need to realize the meaning of each sentence. Those reasons why most students' are hard to learn about English, especially writing and make their scores are low. The assumption above is supporting by the statement from Didik Santoso<sup>4</sup> who stated that other factors made English skill still low, it can come from internal and external factors that are age, skill motivation, attitude, and cognitive style, and learning style. Writing skill is a particular abilities that can help the writer put their ideas in words or sentences with meaningful form and including the messages. Its purpose is to give information. And unconsciously, we cannot escape our daily activities regarding writing, for instance sending a message from

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<sup>4</sup> Didik Santoso. Keterampilan Berbicara Bahasa Inggris. (Medan: Dutag Azhar, ed 2, 2017).p. 7

a mobile phone, writing a dairy note, or sending emails for someone. As Dewi<sup>5</sup> stated that writing was the process of transferring the language through letters, symbols, or words. Meanwhile, Harmer<sup>6</sup> added that “writing is frequently useful as preparation for some others activity, in particular when students write sentence as a preamble to discussion activity”.

Based on the definition above we can interpret writing as the activity that cannot be separated from people, especially for students who always need writing to do their activity in the class such as discussing the material in the class or others. Harmer's statement above relevant to one of the verses in Al Quran surah al Qalam:



"Nun. By the pen and that which they write (therewith)" (QS. Al-Qalam:1)

The holy verse above contain an order to write something by using qalam(pen). Writing is like a great core coming from Allah. The function of writing is to mean and understand human-interest if there are not writing, the knowledge will be lost, religion track will not exist and life will not be comfortable. So, writing it can be a recorder that records all the things in written form to remember. Regarding those definitions and interpretations of verse from the Al Quran, the researchers concluded that writing is the activity to express ideas, feelings, and opinions by the set of words and arranged it to be a sentence or in written form. Therefore, they use the written form to communicate with each

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5 Utami Dewi. How to Write. (Medan: La-Tansa Press,2013). p. 2

6 Harmer, Jeremy. How to Teach Writing. (London: Longman Group,2004).p.33.

other and it contains a message or information in which should be caught by the readers by reading the text.

Another explanation based on hadist conveys the important of writing as following :

عَنْ أَبِي هُرَيْرَةَ يَقُولُ: لَيْسَ أَحَدٌ مِنْ أَصْحَابِ رَسُولِ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ سَمِعَ دِيثًا عَنْ رَسُولِ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ مَنَى إِلَّا عَبْدَ اللَّهِ بْنَ عَمْرِو بْنِ فَائِدٍ. كَانَ أَكْثَرَ دَاكِنًا وَكَانَتْ لَا أَكْتَابُ (رواه الترمذي)

The meaning:

The meaning “No one from a the Prophet sallallaahu 'alaihi wa sallam's friends the most (narrated) hadith from him (sallallaahu' alaihi wa sallam) besides me, except from Abdullah bin Amr, because he wrote first while I do not write. (HR. Al- Bukhari no. 113).

Based on the hadist, we know that the writing is already existed and applied since our prophet Muhammad SAW's period. It shows the tool of writing and writing itself have important roles. The writing is necessary to records all the things that happened in our life to make it unforgettable.

## **A.2. Writing Instruction in Indonesia EFL Context**

As we know that English has come to Indonesia is not as our mother tongue, but as a foreign language. English as a Foreign Language (EFL) Learners refers to the non-native English learners of countries in which English is generally not a local medium of instruction or communication but it is only taught and used in the school environment.<sup>7</sup> From the definition above we know that The learners may not freely practice what they have learned in schools with their family, neighbors or people in their environment since English is not used by those people. They will learn, use and practice English only with the community in the environment which was created by their teachers. Due to the different

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<sup>7</sup> Nordquist, R. 2015. English as a Foreign Language, (Online), (<http://grammar.about.com/od/mo/fl/Majority-Language.htm>). Accessed on May 8, 2019

backgrounds on language, that kind of EFL learners typically require different, specialized and modified instructions and media in their courses. Moreover, they will predictably encounter many more obstacles in learning the language such as first language interferences, limited time and environment to practice the language and so forth.

Thus, there will be some obstacles that we face when teaching English to learners or students in Indonesia. Indonesian learners are culturally categorized into more passive, compliant and unreflective learners who tend to feel shy and difficult to express their ideas. One of the studies conducted by Pikkert and Foster (1996) as stated in Exley<sup>8</sup> (2005), they compared the Indonesian university learners and American secondary and university learners. The result of their study was that the Indonesian learners' score was lower. Another study conducted by Beh (1997). She reported that English language teaching in Indonesia cannot be said as successful because she found that 85% of students' ability in using English both spoken and written form is still low. She grouped them into a "less than good" category.<sup>9</sup> It is shortly concluded that Indonesian EFL learners tend to be passive in practicing English during the learning process even in their daily activities.

Moreover, we as the next teacher should know what are some factors that influenced their capability in learning English. As we know that every learner has their uniqueness and differences among others. Accordingly, they tend to succeed in their learning process through their ways. Talking about the internal factors in language learning means various factors existed inside the learners. Internal

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<sup>8</sup> Exley, B. Learner Characteristics of 'Asian' EFL Students: Exceptions to the 'Norm'. ( Proceedings Passion Provocation. Joint National Conference AATE & ALEA,2005). p. 1-16.

<sup>9</sup> Beh, Y. Current Research in Southeast Asia. (RELC Journal,1997).Vol:1.p.175-179

factors in language learning are some existence variables inside the learners which influence the language learning outcome; age, gender, motivation, intelligence, and personality.<sup>10</sup>

Beside, there are some requirements that must be considered by the beginner of writer, they are:1). Spelling, 2) punctuation and capitalization, 3) usage ( including grammar),4) sentence and structure , and 5) logic and organization. <sup>11</sup>

### **A.3. Descriptive Text as a Genre in EFL Writing**

The word genre comes from the French (and original Latin) word for kind or class. The term is widely used in rhetoric, literary theory, media theory, and more recently linguistics. Robert Allen notes that for most of its 2,000 years, genre study has been primarily numerological and typological in function.<sup>12</sup>

Swales<sup>13</sup> defines, genre as a class of communicative events which has (1) a shared set of communicative purposes that are recognized by the parent discourse community, (2) established constraints on contributions in terms of their content, positioning and form, and (3) nomenclature for genres that is determined by the discourse community. The feasibility study, progress report, and research report are all examples of what today we would call genres. Each genre is characterized by a distinctive schematic structure, that is, by a distinctive beginning, middle and end structure through which the social function of the genres is realized. While some purposes for

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<sup>10</sup> Mahmoudi, S & Mahmoudi, A. 2015. Internal and External Factors Affecting Learning English as a Foreign Language. (International Journal of Language and Linguistics,2015). Vol: 3. p. 313-322

<sup>11</sup> Fithriani,R. & Suhendi, A, . Learning to Write for Beginners. (Yogyakarta: Naila Pustaka,2013)

<sup>12</sup> Daniel Chandler, *An Introduction of Genre Theory*, Retrieved on Monday, March 22<sup>nd</sup> 2010 at 11.03 from [http://www.aber.ac.uk/media/Documents/intgenre1.html#\\*](http://www.aber.ac.uk/media/Documents/intgenre1.html#*)

<sup>13</sup> Master, Peter. *Responses to ESP*, (San Jose: State University, 1998).p.37.



speaking and writing remain constant across cultures, the ways in which these purposes are realized vary. Thus it is likely that there will be considerable variation of genres between cultures.<sup>14</sup>

Gerot and Wignell categorize types of genre into 13 types, namely spoof/recount, recount, report, analytical, news item, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion, and reviews.<sup>15</sup> Meanwhile, Descriptive text is one of the genres that taught at Junior High School and Senior High School level.

#### A.4. Descriptive Text

A descriptive paragraph describes a person, a place or a thing. According to Fiderer<sup>16</sup> a descriptive paragraph gives a clear picture of a person, place, object, event, or idea. Details for descriptive paragraphs come from the writer's sense-smell, taste, touch, hearing, and sight. These are known as sensory details. Meanwhile, Savage and Shafiei<sup>17</sup> state that in a descriptive paragraph, the writer uses words that create an image and help the reader sees, touch, feels, smells or tastes the topic that she or he is describing.

**Table 2.1. The Example of Descriptive Text<sup>18</sup>**

<b><u>My Classroom</u></b>	
<b>Identification</b>	I want to tell you about my classroom.

<sup>14</sup> Jenny Hammond and friends, *English for Social Purposes*, (Australian: Macquarie University, 1992), p. 2.

<sup>15</sup> Gerot and Wignell. *Making Sense of Functional Grammar*. (Austria: Antipodean Educational Enterprises, 1994). p. 192

<sup>16</sup> Fiderer, A. *Paragraph Power*. (New York: Scholastic Professional Books, 2002). p. 17

<sup>17</sup> Savage, A. and Shafiei, M. *Effective Academic Writing 1*. (New York: Oxford University Press, 2007). p. 30

<sup>18</sup> Dr. Mukarto. *English on Sky*. (Erlangga, 2007). p. 140

<b>Description</b>	My classroom is next to the school library. It is a big and clean classroom. It has two white doors and six brown windows. The walls are green and there are some pictures on them. There are twenty tables and forty chairs.
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Generic structure analysis:

- Identification: identifies a particular thing to be described; My classroom.
- Description: describes the parts of the classroom (doors, windows, tables, chairs, and walls) and characteristics of classroom (size; big, color; brown, blue, quality; clear).

Language Feature Analysis

- Using nouns; classroom, doors, windows, tables, chairs, pictures and walls.
- Using adjectives; size (big), color (brown, blue), quality (clean).
- Using noun phrases; a big and clean classroom, two brown doors.
- Using verbs; have (have, has), to be (am, is, are). The tense is the simple present.

According to Anderson and Anderson in Artami<sup>19</sup> features of a factual description regarded as following generic structure of descriptive paragraph:

#### **a. Identification**

Identification is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the audience. Besides, it will

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<sup>19</sup> Artami, N. R. Teaching Descriptive Paragraph through PPP Technique to the Eighth Grade Students of SMP Dharma Wiweka in Academic Year 2012/2013. (Tugas Akhir. FKIP Mahasaraswati Denpasar, 2013). .p.9-10

make easier the readers to find out the brief details about what, where or who of the subject.

### **b. Description**

Description is a series of paragraphs about the subject where each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contained in the remainder of the paragraph. Thus, each paragraph should describe one feature of the subject and all paragraphs build the description subject.

### **c. Conclusion**

Conclusion is the last part of the descriptive paragraph and it is optional. In this part, the writer restates the topic sentence or the identification with different words; nevertheless, it has the same meaning. A conclusion is not necessary; however, it is very helpful to the reader because it usually concludes signals at the end of the paragraph; besides, it can be helpful the reader to remind the important point of the paragraph.

## **A.5. Methods and Strategies in Teaching Writing**

Brown<sup>20</sup> states that the method is a generalized set of specifications in the classroom for achieving linguistic objectives. Method main concern is teachers' and learners' role and behavior. Besides, the concern of the method is to linguistic and subject matter objectives, sequencing, and material. In teaching writing, some methods and strategies commonly used by the teachers. Some strategies in teaching writing are Mind Mapping Strategy, Learning Log Strategy and Cooperative Learning Strategy.

The first is Mind Mapping Strategy. Mind Mapping Strategy is a common strategy that is used in teaching writing. Mind mapping is a strategy for planning the writing by generating ideas between one another. Riswanto and Putra (2012) stated that mind mapping involves writing down a central idea and thinking up new and related ideas that

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<sup>20</sup> Brown, H, Douglas. Teaching by Principles, an Interactive Approach to Language Pedagogy. (New York: Addison Wesley Longman,2001),p. 15-16

radiate from the center. Mind mapping can shape a diagram. In the diagram, a single word or text is placed in the center. The main idea will radiate from a central node and the supporting idea will be sub-branches of larger.

The second is the Learning Log Strategy. Learning Log Strategy is a strategy that uses a log or a question about what they have learned in learning English for teaching writing. Commander and Brenda (1996) stated that a learning log is a written record of students' perceptions of how and what they are learning as well as a record of students' growth and learning over time. It is a reflective strategy for the students. It can not only improve the students' writing ability but also it can be a reflection of students' achievement in learning English.

The last is a Cooperative Learning Strategy. Cooperative learning is a group work strategy. It means that the students do their task in a group cooperatively. Kagan and Kagan (2000) defined cooperative learning is an instructional approach in which learners work in groups to accomplish a shared task. Lou (2005) stated there are five essentials of cooperative learning. They are positive independence, team formation, and team building, both individual and group accountability, teaching cooperative social skills, and providing cooperative learning structures. Cooperative learning encourages students to work in a group. It makes them work together. This strategy also makes the students easier in writing because they can share their ideas and make it together with their friends. They can revise it together, it makes their writing less from mistakes.

#### **A.6. Presentation Practice Production Method**

According to Brown<sup>21</sup>, PPP or Presentation, Practice, and Production is a kind of organization typical of many published English language teaching courses.

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<sup>21</sup> Brown, H, Douglas. Teaching by Principles, an Interactive Approach to Language Pedagogy. (New York: Addison Wesley Longman,2001),p. 406-407

According to Harmer<sup>22</sup>, the oral lesson that aims to teach the new structure of the function is often divided into three stages, commonly known as the presentation stage, the practice stage, and the production stage. It means that the PPP technique which consists of three steps: Presentation, Practice, and Production.

Presentation Practice and Production (PPP) in British-based teaching and elsewhere is the procedure most often referred to as PPP, which stands for Presentation, Practice, and Production. In this procedure, the teacher introduces a situation that contextualizes the language to be taught. The language, too, is presented. Later the students, using the new language, make sentences of their own, and this is referred to as production. It means that the PPP technique there are three steps: Presentation, Practice, and Production, this procedure the teacher presents, then the students practice the language using accurate reproduction techniques such as choral repetition. It is a good place to start in terms of applying good communicative language teaching in the classroom.

Woodward<sup>23</sup> stated that This teaching sequence involves setting up a situation, eliciting or modeling some language that fits the situation, having students practice the new language in a controlled way and then encouraging students to use the new language in a freer way either for their purposes and meanings or in differing, artificially constructed contexts. It means that it is used by involving setting up a situation, eliciting or modeling some language that fits the situation, having students practice the new language in a controlled way and

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<sup>22</sup> Jeremy Harmer. *The Practice Of English Language Teaching*. (3rd Ed). (Edinburgh Gate: Longman,2001). p.80

<sup>23</sup> Tessa Woodward. *Planning Lessons and Courses*. (Cambridge: Cambridge University Press, 2001). p.126

then encouraging students to use the new language. Harmer explains PPP as follows:<sup>24</sup>

#### **a. Presentation Stage**

Presentation is the practice of showing and explaining the content of a topic to an audience or learner. It represents the introduction to a lesson and necessarily requires the creation of a realistic (or realistic-feeling) "situation" requiring the target language to be learned. This can be achieved through using pictures, dialogs, imaginations or actuals "classroom situations". The teacher checks to see that the students understand the nature of the situation, and then builds the "concept" underlying the language to be learned using small chunks of language that the students already know.

Having understood the concept, students are then given the language "model" and engage in choral drills to learned statements, answer and question forms for the target language. This is a very teacher orientated stage where error correction is important.

#### **b. Practice Stage**

Practice is learning by repetition. Practice usually begins with what is termed "mechanical practice" open and closed pair work. Students gradually move into more "communicative practice" involving procedures like information gap activities, dialog creations and controlled role plays.

Practice is seen as the frequency device to created familiarity and confidence with the new language, and a measuring stick for accuracy. The

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24 Ibid

teacher still directed and corrected at this stage, but the classroom is beginning to become more learned-centered.

### **c. Production Stage**

Production is the act of making products (something, goods, and services). It is seen as the culmination of the language learning process, whereby the learners have started to become independent use of the language rather than students of the language.

The teacher's role here is to somehow facilitate a realistic situation or activity where the students instinctively feel the need to actively apply the language they have been practicing. The teacher does not correct or become involved unless students directly appeal to him/her to do so.

Woodward stated that in terms of our four basic ways of working, the presentation stage, with its setting up of the situation, is an opening stage in which the teacher makes the new language plain. The practice and production stages are chances for students to use and refine their understanding. If during the presentation stage, a student comes up with the target language, then this student is using memory from past learning encounters and may then be used as the person who makes the target items plain to the other students.

According to Thornbury, the Presentation stage aims at giving students to realized the usefulness and relevance of a new language item, to present the meaning and

formal to check understanding. The practice stage aims at providing maximum practice within a controlled but realistic contextualized framework, to build confidence in using the new language.

The production stage aims to provide the students and to be used for revision. In conclusion, PPP in this research is a kind of teaching technique that consists of three steps: Presentation, Practice, and Production so that students get sufficient opportunity to learn, practice and acquire knowledge and skills in a controlled way.<sup>25</sup>

#### **A.7. Procedure of Using Presentation Practice Production Method**

In this procedure, the teacher introduces a situation that contextualizes the language to be taught. The language too, is presented. The students now practice the language using accurate reproduction techniques such as choral repetition (where the students repeat a word, phrase or sentences all together with the teacher 'conducting'), individual repetition (where individual student repeats a word, phrase, or sentences at the teacher's urging) and cue-response drills (where the teacher gives a cue such as cinema, nominates a student by name or by looking or pointing, and the student make the desired response, e.g. would you like to come to the cinema?) these have similarities with the classic kind of audio-lingual drill we saw above, but because they are contextualized by the situation that has been presented, they carry more meaning than a simple substitution drill. Latter the students, using the new language, make sentences of their own, and this is referred to as production. The following elementary-level example demonstrates this procedure:

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<sup>25</sup> Scott Thornbury. How to Teach Speaking. (London: Longman,2005). p.128



A. Presentation: the teacher shows the students the following picture and asks them about the picture.

B. Practice: the teacher gets the students to repeat the sentence “*she is a beautiful*”. She may then nominate certain students to repeat the sentence individually, and she corrects any mistakes she hears. Now she goes back and models more sentences from the picture (*her face is oval*), getting choral and individual repetition where she thinks this is necessary.

C. Production: the endpoint of the PPP cycle is a production, which some trainers have called ‘immediate creativity’. Here the students are asked to use the new language (in this case the present tenses) in sentences of their own.

It is also during this stage that the teacher explains the new language, including both its meaning and form, and how to say or write it correctly. A good presentation will be understandable, interesting and in a context, the children can understand, such as a song, game or story.

The second is the practice stage. It is to help the students use the new language you have just explained to them. The teacher can ask the children to produce sentences or answer questions that demonstrate they understand how to use the language correctly. In a good practice stage, language will also be in a context which children understand. It is at this stage that error correction is most important.

The final stage is the production stage. This stage will be helped motivate children to communicate meaning with the new language. Students should have the opportunity during this stage to experiment with the language.

#### **A.8. The Strengths of Using Presentation Practice Production**

According to Harmer <sup>26</sup> there are some strengths of the PPP method, as follow:

- a. The teacher will be aware that teaching-learning is not only giving material for the students but also allowing making their sentences by using PPP.
- b. The students can understand the English Language especially writing ability.
- c. The advantage of using PPP make the students interested in writing skill.
- d. PPP technique makes the students active in the class.

With the material that will be provided to teachers in the form of pictures or stories, able to attract the interest of students towards the English especially writing ability that many students rated difficult.

#### **A.9. The Weakness of Using Presentation Practice Production**

The weakness of the PPP method is that it needs much time to prepare the material. It means that the PPP technique requires a lot of time to prepare the material, so the teacher should be able to take manage the time so that this technique can run well.

#### **B. Related Studies**

In this thesis, the research takes three previous studies that described using the PPP method to improve the students' skills as follows :

1. The Effectiveness of Presentation Practice Production (PPP) Method Toward Students" Writing Skill In Descriptive Text At The First Grade Students of SMP N 1 Siman Ponorogo In the Academic Year of 2015/2016" by Asri Karina PPP Method, Writing Skill, Descriptive Text. Writing is the written language skill that needs a long process starting

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<sup>26</sup> Harmer. How to teach English. (Edinburg Gate; Longman,1998). p.30

from brainstorming up to final product. In teaching writing, the teacher needs a method to improve students' writing ability especially in writing descriptive text. Descriptive text is one kind of text that required to be mastered by students it is because the descriptive text is the common text taught in the school especially in junior high school. PPP method is the most common modern methodology employed by professional schools around the world.

2. The Influence of Using PPP Technique Toward Students' Speaking Ability of the Eighth Grade at MTs Darul Ulum Tanjung Bintang In the Academic Year of 2017/2018 by Dewi Yuliani she said that Speaking is one of language skills that should be mastered by the students. The students' speaking ability of MTs Darul Ulum Tanjung Bintang is still low. It can be seen from the students' speaking score in preliminary research. There were 62, 2% of the students who got the score under 70 as the criteria of minimum mastery. To solve the problem applied to Presentation, Practice, and Production. Presentation, Practice, and Production or PPP is research is a kind of teaching technique that consists of three steps: Presentation, Practice, and Production so that students get sufficient opportunity to learn, practice and acquire the knowledge and skills in a controlled way.
3. The Implementation of PPP (Presentation Practice and Production) Method in Improving Students' Listening Skills by Larinka Gita Nirwani she said that Listening is one of four major skills that should be learned in English lessons. However, most of the students faced some problems in

learning to listen. They lacked interest in listening because they are less of the source used in teaching listening, and they lacked practice because listening gets less proportion in teaching activity. Thus, the student's listening achievement is low. Therefore, the researcher tried to implement the PPP method to answer that problem. PPP stands for Presentation Practice and Production. The implementation of the PPP method is expected to improve their listening skills so it will be easier to help them practice their listening skills and they will be more motivated in listening because they are given some exercises.

4. Using PPP Technique to Improve Students' Writing Ability in Teaching Recount Texts (An Experimental Research at the Eighth Grade of SMP H. Isriati Baiturrahman Semarang in the Academic Year of 2011/2012) by Muhyidin. The objectives of the research as follows: to find out the use of PPP Technique to improve students' writing ability in teaching recount texts and to investigate the effectiveness of PPP Technique to improve students' writing ability in teaching recount texts. This technique can improve the students' writing ability in experimental class. It is proven with the result is some significant differences between experiment and control class. It means that there is an improvement of the students' achievement in writing recount text. Each class has different achievement. The achievement of the experimental class is higher than the control class.
5. Using Presentation, Practice Production Method in Teaching Descriptive Writing (An Experimental Study at the First Grade of Private Junior High School Riyadlul Jannah Bogor) by Arif Prayogo in 2009. The objectives

of the research as follows: to describe the preparation made by the English teacher in teaching descriptive writing, to describe the kinds of materials used by the English teacher in teaching descriptive writing and to describe the teacher ways in evaluating the students' skill in descriptive writing. Teacher's way to evaluate the students' skill by using presentation, practice Production Method in teaching descriptive writing can make the students easier when perform the test, it is proven by the result that the test between students that perform the test by using Presentation, Practice Production Method and without is clearly different. The student that used Presentation, Practice Production Method is better than none. Thus, it can be concluded that the students' scores of learning descriptive writing by using Presentation, Practice Production Method is better than without Presentation, Practice Production Method.

### **C. Conceptual Framework**

In teaching and learning English, we need not only the suitable material for the students but also the appropriate technique in giving material to make the students interested in learning English in the classroom. The main aim of teaching and learning English is to enable the students to use English in a real-life situation and real-life communication.

Writing is one of the four basic skills in learning a foreign language besides listening, speaking, and reading. It has been taught since the students entered in junior high school. Writing will be used to communicate with other people within the written form. In our daily, we can not escape from the activity of writing such as texting through mobile phones, writing dairy notes, or sending an

email for someone and so on. Teaching and learning writing usually uses the monotonous technique; it makes students feel bored in learning English, especially writing needs a good and special technique so that the students would not feel bored and unmotivated. In this research will be observed the technique by using PPP to increase and give motivation to the students.

Presentation Practice Production (PPP) is a technique, students will acquire what they are learning and give them opportunities to practice, so they will be able to use the structure in the communicative situation. Thus, to increase a student's learning speaking ability, the teacher can use the PPP technique. Based on the description above, the researcher assumed that using PPP in teaching writing in the classroom will be attractive the students' interest and increase their motivation to express their idea in written form, it makes them more actively write something for their needs.

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

This chapter consists of the research subject of the study, method, and design, the procedures of research, instrument of collecting data, and technique of analyzing data.

##### **A. Research Design**

The method used in this study is Classroom Action Research (CAR). In another source, Classroom action research (CAR) is a research conducted by teachers in their classes through self-reflection to improve performance so that student learning outcomes increase.<sup>27</sup> In order, according to Arikunto in

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<sup>27</sup> Zainal Aqib dkk. Penelitian Tindakan Kelas. (Bandung: Drama Widya,2008).p.3

Syafaruddin, action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that has purpose to repair and to increase the system, method, process, substance, competence, and situation.<sup>28</sup>

Classroom action research (CAR) is the research conducted by a classroom teacher or school where she teaches with an emphasis on refinement or improvement of learning processes and praxis.<sup>29</sup>

Action research is referred to variously as a term process, inquiry, approach, flexible spiral process and as cyclic. It had a practical, problem-solving emphasis. It was carried out by individuals, professionals and educators. It involved research, systematic, critical reflection and action. It aimed to improve educational practice.

Action research created new knowledge based on inquiries conducted within specific and often practical context. As articulated earlier, the purpose of action research was to learn through action leading to personal or professional development.

Action research was a disciplinary<sup>25</sup> process of inquiry conducted by and for those taking the action. The primary reason for engaging in action research was to assist the “actor” in improving and/or refining his or her actions.

Classroom Action Research helped teachers to understand more about teaching and learning, to develop teaching skills and knowledge and to take action to improve student learning. The characteristic of classroom action research was a dynamic process that is done in four steps namely; plan, action, observation

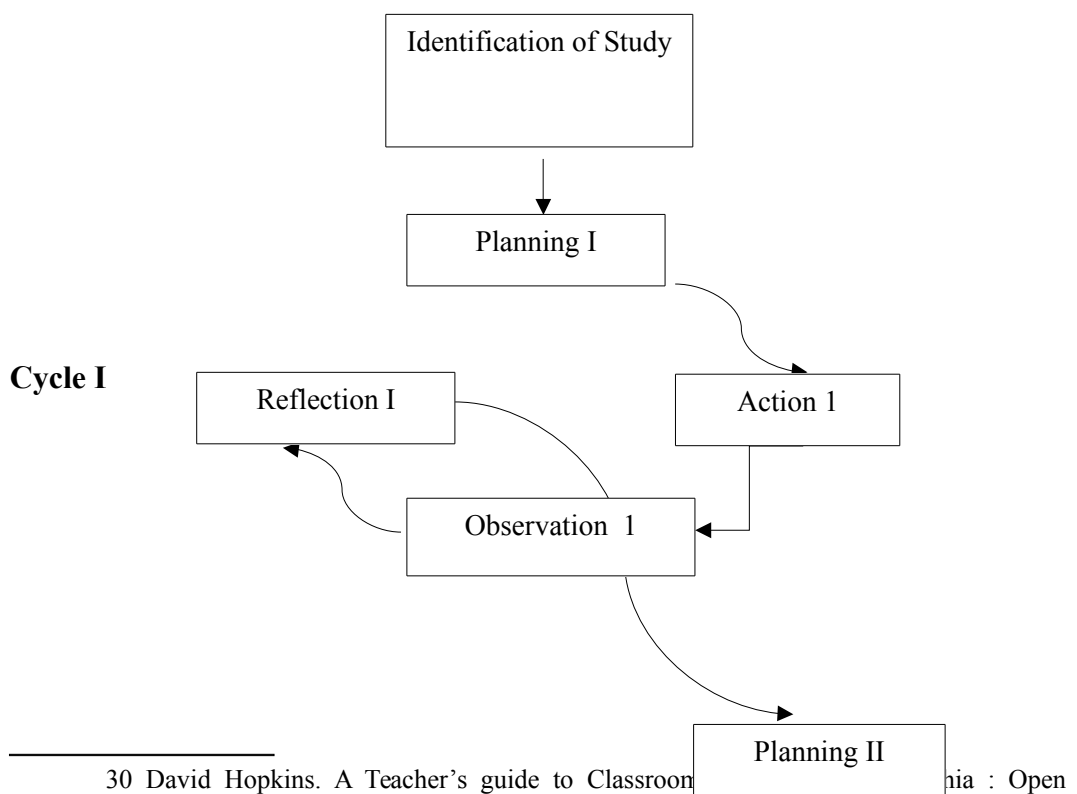
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<sup>28</sup> Syafaruddin, dkk. *Panduan Penulisan Skripsi*. (Medan: Fakultas Tarbiyah dan Keguruan IAIN, 2013).p. 66

<sup>29</sup> Zainal Aqib dkk. *Penelitian Tindakan Kelas (PTK) TK/RA, SLB/SDLB*. (Yogyakarta: Ar-ruzz Media,2017). p.13

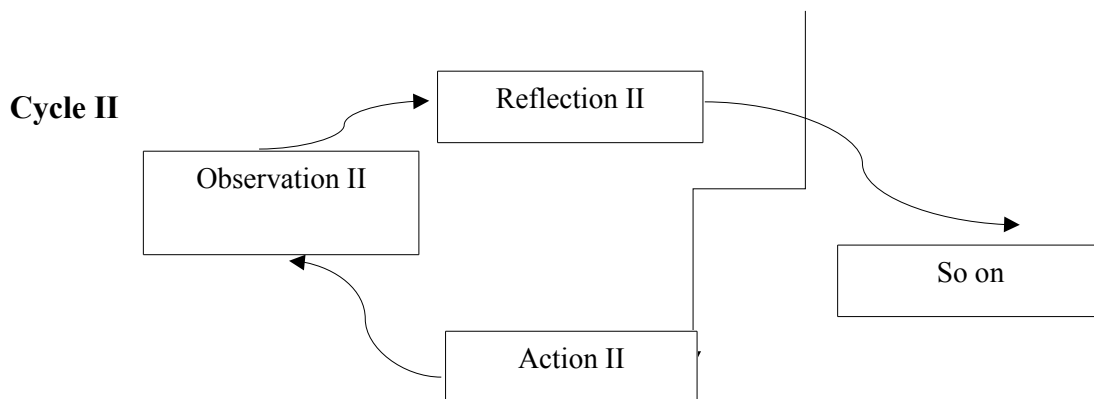
and reflection. By applying this technique, it was expected to solve students' problems in the teaching-learning process of building up the students' interest in writing especially descriptive text.

The Classroom Action Research (CAR) used in this research is the Spiral model developed by Hopkins. The implementation of classroom action research was conducted spiral starting to find the problem, preparing the planning, doing the action, observation, reflection, perform re-planning, doing the action, and so on. The Spiral model developed by Hopkins as follows.<sup>30</sup>



<sup>30</sup> David Hopkins. A Teacher's guide to Classroom Action Research (London : Open University Press,1993).p.191





**Figure .3.1. Hopkins Model of Classroom Action Research**

This research consisted of two cycles, each cycle consisted of four elements, namely: Planning, Action, Observation, and Reflection.

**B. The Subject of Research**

The population of this research was the students of MTs Negeri 2 Deli Serdang. The Sample was the eighth grade (VIII-2) that consists of 36 students of Academic year 2019-2020. I was selected the eighth grade because the eight grade is the best class for the research, the seventh grade was still in the process of adaptation toward the school or as the beginners, and the ninth grade, they were in preparation for the National Examination, and the last one because the material of descriptive text is available in eight grade.

Table.3.1. Subject of the Research

Class	Students	Total
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VIII 2	Male 20	Female 16	36
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### **C. The Location and the Time of Research**

The location of this research was at MTs Negeri 2 Deli Serdang. The school is located at Jl. Karya Agung, Pemda Deli Serdang. This research was conducted at Mts.N. 2 Deli Serdang from 29<sup>th</sup> July- 13<sup>th</sup> August 2019. The researcher chose this school because this school had lots of prestige and researcher sure that it helped the researcher doing the research in this school.

### **D. The Procedure of Observation**

This research preceded by a preliminary study, which is followed by cycles. Those are planning, acting, observing, and reflecting which are adapted from a design proposed by Hopkins. After accomplishing the first cycle, it found a new problem. Therefore, it is necessary to continue to the second cycle in line with the same concept of the first cycle.

#### 1. Cycle 1

Cycle 1 was conducted in two meetings. The researcher gave pre-test to the students of eight grade and found that their ability in writing descriptive text is still low.

##### a. Planning

In this phase, the researcher and the English teacher made some planning based on the finding before doing cycle 1. The following activities in this action were: 1).

Designing the lesson plans(The lesson plan is included the following items: specific instructional objectives, the instructional materials and media, procedure of presentation, the writing test and procedure of assessment, the instrument for collecting data such as dairy notes, interview sheet, observation sheet.) for each session so that the students were more active and comfortable in learning process. 2). Preparing topic paragraphs for students and exercise in each session to improve the students" ability in writing. 3). Constructing and administering post-test should be given in the end of each cycle. 4). Preparing a interview sheet for the students.

#### b. Action

Action is the step of implementing all of the things which is made in the planning phase. Based on the model of research, the researcher will change and rearrange the plans after conducting each cycle. In this phase the researcher will ask the English teacher as the collaborator to implemented the presentation, practice and production method. Every cycle was conducted in five meetings. If the first, cycle success and the score of students passed the standard minimum score (KKM) that is 78, so the researcher will stop. But if the cycle did not success, and the students failed to get 78 and there were not improvements among the students, the researcher would continue to the next cycle.

This research conducted in two cycles and each cycle contains 4 steps, they were: planning, acting, observing, and reflecting. The planning stage is done by doing those activities, as follows: 1). Designing the lesson plans(The lesson plan is included the following items: specific instructional objectives, the instructional materials and media, procedure of presentation, the writing test and procedure of assessment, the instrument for collecting data such as dairy notes, interview sheet,

observation sheet.) for each session so that the students were more active and comfortable in the learning process. 2). Preparing topic paragraphs for students and exercise in each session to improve the students' ability in writing. 3). Constructing and administering a post-test should be given in the end of each cycle. 4). Preparing a questionnaire for the students.

The second stage was action, in this step, the students were taught how to write descriptive text by using presentation, practice and production method. The researcher had done some activities in this stage, they were: opening activity, core activity, and closing activity. In the opening activity the researcher had done some activities, as follow: 1). Teacher greets the students and check attendance list. 2). Teacher asks the students whether they know about descriptive text or not. 3). Teacher motivates the students to learn. 4). Teacher explains the objective of learning descriptive text.

After doing the opening activity, the teacher entering the core activity that was the teaching-learning process, the steps were: 1). The teacher taught the students regarding the material had been prepared with the teacher by using presentation, practice, and production method. 2). In the presentation step, the researcher explained the students about descriptive text including the generic structure and tenses that used in the text. 3). The teacher let the students practice their ability in writing descriptive text by giving them a picture of the family, for example, "Mom". 4). The teacher gave the simple sentences regarding that picture and ask the students about more information that identified that picture. 5). The teacher asked the students to make a small group that consists of 5-6 students and let them to create their own fully descriptive text about their members of family.

6). The teacher asked each group to present their work in front of the class included the generic structure of the text.

In the closing activity, the activities done by the researcher were : (1) The students and teachers provided feedback on the process and learning outcomes, (2) The teacher told the students the next material that will be learned, (3) The students and teachers said the closing greetings.

#### c. Observing

Observation is used to see and capture some influences caused by a classroom action research. The important aspects of observation are sources of data, the instrument used in collecting the data, and the technique for data collection. In observation, the researcher observed every action, comment, feeling and certain behavior that appear during writing descriptive text.

#### d. Reflection

After collecting the data, the researcher would analyze the data of teaching-learning process. The researcher would evaluate the pre-test that already gave to students'. Then, the researcher would reflect herself by seeing the result of the observation, whether the teaching-learning process of writing descriptive text using PPP method is good to imply in teaching learning process at the eight years of students of MTs N 2 Deli Serdang or not. The reflection's result is having a revision of the planning which had been done, and it could be used for repairing the teacher's performance in the future.

### 2. Cycle II

The second cycle was the revision of the first cycle. It contains the revision that needed to be done after getting the conclusion in the first cycle. The second

cycle had the same phases as the first cycle, there are planning, acting, observing and reflecting. The purpose of this cycle was to improve the students' skill in writing descriptive text as pre-test that already given in the first cycle, and continuing to second or third cycle until they reach the Standard Minimum Scored of English Subject that is 78.

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

In this research, the researcher collected the data by using quantitative and qualitative data. In collecting the quantitative data, the researcher gave written tests to the students. They were asked to write a procedure for something.

The qualitative data is used to the situation in the teaching process. The qualitative data got by using tests, interviews, observation, and documentation, and researcher notes . The test will be used to know the students achievement in writing descriptive text. Meanwhile, interview is used to know the improvement of students' ability in the learning process and the researcher interviewed the student to know their problem in writing descriptive text and how they feel when they were given the treatment. Observation is used to see the situation, the development in the teaching process and to know students' reactions when they were taught by using PPP method. Documentation is used to show the condition during the learning process. then the researcher notes are the most important things to write all the things that happened in the class.

#### **1. Test**

Pre-test was conducted before the investigation was carried out to find the existing students' ability in writing descriptive paragraphs; also, post-test was

administered in the end of each cycle to find out the students' improvement after they were taught descriptive paragraph writing through concept mapping technique. In pre-test and post-test, the researcher asked the students to write a descriptive paragraph based on the topic was given by the researcher that consisted of 5-10 sentences. Then, the researcher collected the students' work and scored it by using rubric which included some components such as format, punctuation and mechanics, content, organization, grammar and sentence structure.<sup>31</sup>

**Table.3.2. Scoring Rubric: Paragraph by Oshima and Hogue**

<b>Scoring Rubric: Paragraph Criteria</b>	<b>Maximum Score</b>	<b>Actual Score</b>
<u>Format - 5 points</u>		
There is a title	1	.....
It is centered	1	.....
The first line is indented	1	.....
The writing is tidy and clean	2	.....
		.....
<b>Total</b>	<b>5</b>	
<u>Punctuation and Mechanics - 5 points</u>		
There is a period after every sentence	1	.....
Capital letters are used correctly	1	.....
The spelling is correct	1	.....
Commas are used correctly	2	.....
		.....
<b>Total</b>	<b>5</b>	
<u>Content - 20 points</u>		
The paragraph fits the assignment	5	

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31 Oshima, A. and Hogue, A. Introduction to Academic Writing. (NY: Pearson Education Limited,2007). p. 196

The paragraph is interesting to read	5	.....
The paragraph uses the writer"s care and thought	10	.....
		.....
<b>Total</b>	<b>20</b>	
<u>Organization - 35 points</u>		.....
The paragraph begins with identification	10	.....
	20	.....
The paragraph contains several description supporting sentences that explain or prove identification	5	.....
The paragraph ends with an appropriate concluding sentence		
<b>Total</b>	<b>35</b>	
<u>Grammar and Sentence Structure - 35 points</u>		
Estimate a grammar and a sentence structure	35	.....
<b>Total</b>	<b>35</b>	
<b>Grand Score</b>	<b>100</b>	.....

## 2. Observation

The first thing you need to understand is that observation is the act that is the interpretation of the theory.<sup>32</sup>Observation is a technique of collecting data by observing every events that are happening and collect it by using the observation about everything observed. The observation sheet in implementing learning method only focus to the students' activity during learning English process. Observation used to monitor the students' activity the teaching learning process. Researcher observes the situation in class the lesson, response, and attitude of the students when they explain, doing task, and to know their difficulties. Some of the aspects that observed, such as:

- 1) Students' participation toward teacher's explanation.
- 2) Students' activities in make a note from teachers' explanation.

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<sup>32</sup>Ibid,P.237



- 3) Students' question to the teacher to clarify understanding.
- 4) Students' enthusiasm in responding teacher's question.
- 5) Students' response the teacher's question.

### 3. Interview

Interview is instrument of collecting data that provide direct communication between researcher and respondent. In interview, there will be question and answer section.<sup>33</sup> In this research, the researcher interviewed the English teacher and student to get information about students' abilities in writing procedure text.

### 6. Documentation

Documentation method did to take documents/data that support the research. It covered the students data, the result of students' study, and all the pictures took when doing the research.<sup>34</sup>

### 7. Researchers' Notes

Researcher note had a function to write and record all the students' activities that occurred in the classroom. Researcher notes contain the personal evaluation that would be useful for the researcher to make reflection or something new that we found in the class about the students' progress or anything we should write it down in our researcher notes.

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

The data of this research will be analyzed by using the mean formula for quantitative data and Miles and Huberman technique for qualitative data.

### 1. Technique of Analyzing Qualitative Data

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<sup>33</sup> Rusydi Ananda et.al . Penelitian Tindakan Kelas. (Bandung: Citra Pustaka Media,2015). p. 88

<sup>34</sup> Prof Dr Syamsudin AR MS. Metode Penelitian Pendidikan Bahasa. (Bandung :Rosda,2006). p.240

In qualitative data, there was the description about the data, for instance, in Syaukani<sup>35</sup> state that the description of the data is for the basic research which only explain about the variable during the research. Meanwhile, in this case, the researcher would use Miles and Huberman technique to analyze the qualitative data, the process of the analysis is starting from data reduction, data display, and conclusion drawing/verification.

a. Data reduction

There were some steps that the researcher have done in the process of data reduction: 1) The researcher had summarized the data directly related to event, situation and condition in the class. In this step, the researcher chose the relevant data appropriate with to the research. 2) The second was coding, the researcher had made the detail information from the data that has already summarize before. 3) The researcher had noted the data objectively. The researcher also made the classification and edit the data based on the factual situation. 4) The researcher had reflected the data and gave the ideas of thinking related to the data information.

b. Data display.

In data display there are some steps, there are: 1) Collecting the result of data reduction, 2) Arrange the relevant data of research, 3) Make a diagram or matrix. The contain of diagram or matrix will present in codes or symbols (words or phrasal verbs).

c. Conclusion/verification

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<sup>35</sup> Syaukani. Metode Penelitian: Pedoman Praktis Penelitian dalam Bidang Pendidikan. (Medan: Perdana Publishing,2017). p.6

The last process of qualitative analysis was conclusion. The researcher made the conclusion from the result of data display. The conclusion aims to make clear explanation that has already presented in data display.

After the process of data qualitative analysis was finished, the researcher ensure the trustworthiness at the data analysis by using peer debrief, member check, and inter-rater reliability. In peer debrief, there were at least two peer debrief that helped the researcher, she is a lecturer who is an expert in analyzing qualitative data. In the process of peer debrief, the researcher consulted to the lecturer to reflect on what went right (or wrong) in each stage of data analysis.

The second is member check. In member check, the researcher was re-check the data that already got from the students or the English teacher as the collaborator, The researcher answered interview sheet from the students and collaborator to ensure that their answer was same like with the interview transcripts.

The last is inter-rater reliability. In inter rater reliability, the researcher needs help from English teacher to checked the students' work with the rubric assessment as the guideline in order to avoid the gap of score among the students. The score must be objective.

## 2. Technique of Analyzing Quantitative Data

The students' score in pre test, post test I, and post test II were collected as the data for analyzing quantitative data. The researcher would analyze the data in order to know the students' mean score before and after conducting the action. Meanwhile, the quantitative data also used to know was there improving of the

students' in each cycle or not. The researcher used the mean's formula by M.Toha Anggoro<sup>36</sup>:

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

Where :

$\bar{x}$  : The mean of the students  
 $\sum x$  : The total score  
N : The number of the students

Next, to categorize the number of students who were competent in mastering descriptive text, the following formula applied.

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

Where : P = the percentage of those who got the point up to 78  
R = the number of those who got the point up to 78  
T = the total number of the students.

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36 Toha Anggoro. Metodologi Penelitian. (Jakarta: Universitas Terbuka.2007)

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the result of the research will be presented by the researcher. It includes the way of teaching descriptive text by the use of Presentation, Practice, and Production Method at Eight Grade of Mts.N. 2 Deli Serdang.

#### **A. Research Finding**

The research findings that found by doing the research regarding with the implementation of presentation, practice and production method in the class was to improve the students' skill in writing descriptive text by using presentation, practice, and production method at Mts. N. 2 Deli Serdang. The researcher showed the result of qualitative and quantitative data. The qualitative data were taken by the interview sheet, observation sheet and researcher notes. This research conducted in VIII 2 class that consists of 36 students . This research would be done by 2 cycles. Each cycle would be done by doing 4 stages, that were planning, acting, observing, and reflecting. In cycle I would be done by 2 meetings. In cycle I, the researcher was given the post-test I and the material and test in cycle I. Similarly, in cycle 2 would be done by 2 meetings also. The researcher was given the material and the test in cycle 2, the test was post-test II.

### **A.1. Preliminary Study**

Before the researcher conducted the first cycle, the first step that researcher must be done is doing the preliminary study. The preliminary study held on 29<sup>th</sup> July 2019 as the first meeting. In this step, the researcher gave the pre test to all students in order to know their ability in writing descriptive text. There were 36 students who followed the pre test. The result of the pre test showed there were just 3 students who passed the standard minimum score (KKM) which is 78. The total of the students' score from the pretest was 1962. So, the mean of the score was 54,5. Then, the percentage of the students' who passed the test was 8,33% from 3 students , in other hand there were 33 students who failed and did not passed standard minimum score (KKM) that is 78. Thus, the result of the pre test indicated that the students' skill in writing descriptive text was low.

The qualitative data were taken by the interview sheet, observation sheet, documentation, and researcher notes. The interview sheet was done to the teacher and also to the students before the cycle and after the use of presentation, practice, and production method. By doing interview to the students' and the teacher the researcher found that the ability of students' in writing descriptive text was low. The observation sheet was used to measure the level of the students' activities during teaching learning process. The observation sheet was focussed on the situation of teaching learning process by the use of presentation, practice, and production method. Meanwhile, the documentation is necessary to recorded all the things that happened in the class, it can be pictures, lesson plan, or the students' work. However, the researcher notes was done by the researcher itself in order to

wrote down all the things that happened in the class from the researcher was began the class until end.

The result that researcher got in interview sheet before doing the research was the teacher's problem in making the learning process interesting. However, the students still have not understand about descriptive text and they were lack of vocabulary and found some difficulties when they were transferring their idea into a written form so that's why they didn't know what they should write for. It was supported from the result of interview with the English teacher:

“So, as long as they had been studying about English until to this grade, that is VIII grade, they had been learned almost 4 kinds of text, if we accumulating from VII grade. The kinds of text were narrative, descriptive, recount, and procedure text. But, most of them were getting the score below KKM (78). It probably caused they didn't concern with the generic structure of the text, tenses, and lack of vocabulary and they didn't pay full of attention when I explain about the material. So, that's why they got a low score.”

(Interview Transcript with Teacher, See appendix VIII)

From the result of the interview with the English teacher above, it can be concluded that the students' skill in writing descriptive text was low. This was also supported by the result of the interview with the students before the first cycle was conducted:

“Saya suka menulis. Tapi ketika menulis saya sering menemukan kesulitan karna kurang vocabulary.” (I love writing. But, I still find some difficulties in vocabulary when I write.)

(Interview Transcript with Students, See appendix X)

“Saya tidak terlalu suka menulis. Karna menulis itu susah.” (I hate writing. Because writing is difficult.)

(Interview Transcrip with Students See appendix X)

"Saya sebenarnya suka menulis bahasa Inggris, tapi guru yang mengajarkannya menggunakan metode yang monoton, jadi saya tidak terlalu tertarik." (I actually love writing, but the teacher who brought that lesson used the boring method, so I not like writing anymore).

(Interview Transcript with Students See appendix X)

From the result of the interview data, it can be concluded that the students got some problems and difficulties in writing English text. Meanwhile, the researcher continued the preliminary data to the first cycle.

And from observation sheet done at 29<sup>th</sup> July 2019 was the first day of the researcher entering the class. , the researcher found that many students didnt interesting by the researcher because they didnt pay attention to the researcher as the teacher in the class. Then, most of the students still afraid asked for the teacher about the material that brought. The students did the preliminary test lazily.

Meanwhile, the quantitative data was taken from pre-test. The improvement of the students' score was recorded by giving them the test in every cycle. The pre-test was done before the Classroom Action Research. It was conducted on Monday, May 29<sup>th</sup> 2018. There was a question that asked the students to write down the descriptive paragraph consist of 5-10 sentences by choosing 3 themes, that were about my father, mother, and brother/sister.

Based on the result of pre-test, the data showed that the mean score of pre-test was 54,5 and the percentage of the students who passed the test was 8,33%. There were 3 students who derived the score above the Standard Minimum Score (KKM-Kriteria Ketuntasan Minimal) that was 78. Meanwhile, the other 33 students were under the standard minimum score. The lowest achievement gained



40 score. By the analysis of the result, it could be seen that almost of the students can not understand about descriptive text so well.

Based on the qualitative and quantitative data above, the researcher concluded that the students' skill in writing descriptive text was still low. Therefore, the researcher would like to continue to the first cycle hoping that the students will improve their skill in writing descriptive text be better.

## **A.2. Reports of Cycle I**

There were four steps in cycle I such as planning, acting, observing, and reflecting. This cycle was conducted in two meetings and the test was given in the end of learning process. The result from this phase divided in two also, that were qualitative data and quantitative data.

### **A.2.1. Qualitative Data**

The finding of the implementation Presentation, Practice and Production Method at Mts. N. 2 Deli Serdang will be discussed as follow:

#### **a. The implementation of Presentation Practice Production Method in Cycle I**

The cycle I was conducted in two meetings. Every meeting had the same steps in implementing the presentation practice and production method. Before the researcher entering the core activity, there were soe planning had done by the researcher, the planning were: 1). Designing the lesson plans(The lesson plan is included the following items: specific instructional objectives, the instructional materials and media, procedure of presentation, the writing test and procedure of assessment, the instrument for collecting

data such as dairy notes, interview sheet, observation sheet.) for each session so that the students were more active and comfortable in learning process. 2). Preparing topic paragraphs for students and exercise in each session to improve the students" ability in writing. 3). Constructing and administering post-test should be given in the end of each cycle. 4). Preparing a interview sheet for the students.

After planning, the researcher entering the core activity, but the researcher should be done the opening activity first. Those activities were: 1). Teacher greets the students and check attendance list. 2). Teacher asks the students whether they know about descriptive text or not. 3). Teacher motivates the students to learn. 4). Teacher explains the objective of learning descriptive text.

The implementing of presentation, practice and production method were involved in three stages : (1) presentation stage (2) practice stage (3) production stage.

#### 1. Presentation Stage

Presentation stage is a stage where the teacher presented the knowledge of descriptive text to all the students. The researcher used the media while explaining the material. In this research, the researcher used the picture as the media to teach writing descriptive text. This stage needed the high concentration from the students and researcher itself. The researcher must gave the clear explanation to the students and full of attention in learning process. Besides, the researcher must created the enjoyable situation among the students. The researcher gave the students a picture about mom as the example and then the researcher asked the students to identified the characteristics from the picture.

"What the picture is it?" asked the researcher. "A woman" said the one of students. "No, it is Mom!" said the other students. "Yes, you are right! So we will describe about Mom." said the researcher.

*(Researcher notes)*

By that picture the researcher would explained all the students how to describe someone. The researcher gave the detail explanation about descriptive text and give the example of descriptive text about mom. The researcher also gave the used of language features in writing descriptive text such as singular and plural nouns, adjectives, preposition, and present tenses. The researcher continued to explain about the generic structures in descriptive text and asked them to analyze it together. The researcher asked the students to identified the characteristics from the picture.

"Who can identified the characteristics of this picture? How about her skin color? Her hair? Who knows?" asked the researcher. One of the students raised hand and answer "Her skin color is brown, her hair is curly." "That's good !" said the researcher.

*(Researcher notes)*

After explain about descriptive text completely, the teacher also gave the sense of learning descriptive text. The researcher told the students the advantages by learning descriptive text in their daily life.

## 2. Practice Stage

In this stage, the researcher let the students to practicing their skill in writing descriptive text. In this stage, the researcher divided the students into some group. Each group consisted of 5-6 students. The researcher asked them to make the descriptive text about mom also, but with different style. The students can

imitate the structure of sentences that already given by the teacher but with different noun, adjective and preposition.

After let the students make their works in group by using the same theme, then the researcher asked each to come in front of the class one by one and presented their descriptive text including the generic structure.

### 3. Production Stage

In this stage, the researcher let the students to make their descriptive text freely. The researcher asked the students to make the descriptive text individually. In this stage, the researcher wanted to ensure whether every students can created their own descriptive text or not.

The researcher gave the theme in order to limited their capability to writing by giving the "My Family" theme. So the students would describe the member of their family, it can be father, sister, brother, grandmother and so on. But the researcher prohibited the students to make descriptive text about mom that already written in preview stage.

#### **b. The Problems Faced by the Researcher After Implementing Presentation Practice and Production Method in Cycle I**

After the researcher was implementing the presentation practice and production method to improve the students' skill in writing descriptive text in cycle I, the researcher found some problems that faced in learning process in the class. Some problems faced by the researcher while implementing presentation practice and productio method in the class were:

1. The students ignoring the instruction from the researcher

This situation frequently happened when the researcher asked the students to make the group discussion. The students didn't pay the attention for the researcher who give the instruction from in front of the class. Most of the students run over the classroom and make some noise with other students. When the researcher came to checked each group and see what they have write but the other group made some noise. The situation was illustrated in the note below:

While I checked each group and see what they have done, that group just do nothing and when I explained what they should do in group, they understood. But when I go on the other group, the previous group didn't finish their work and make some noise anymore. It happened when I checking each group.

*(Researcher notes)*

The researcher found that is difficult to checked each group and ignored by the students. It made the researcher should re-explained about the material again and again. And it would take a long time.

## 2. The students lack of vocabulary

This problem happened when the resarcher asked the students to identified the characteristics from the picture and asked the students to mention some nouns and adjectives but most of students didn't know that words in English. When the researcher asked them to open dictionary, but just a few of students who brought the dictionary. The situation was illustrated in the note below:

I asked the students to mention some characteristics about Mom, about what her hair is, the nose, skin color, etc. But, most of them mention those words using Indonesia, for example : “Okay how about mother’s hair?” I asked. “*Hitam Bu, keriting. Hidungnya pesek*” Students’ answer. Then, I asked them to open their dictionary but most of them didnt bring dictionary so they will confuse looking for that word in English.

(Researcher Note)

### 3. Delivering the material

When the researcher explained about descriptive text in front of the class clearly, the researcher hoped that the students would understand what the researcher already explained. But, in fact just a few of students who understood about the researcher had said. Just the active students who wanted to know more about the topic but the others need the more explanation from the researcher to be understood . The situation was illustrated in the note below:

....”Okay, anyone who have not understand about this topic? Raised your hand please.” asked the researcher. One of the students raised her hands and asked “So, we must use present tense in writing descriptive text, miss?” Alright! researcher answer. “Okay Deni, please mention one of generic structure of descriptive text” asked the researcher. “*Kok saya miss? saya gatau miss.*” (Why me miss? I dont know miss) student answered....

(Researcher Note)

### 4. The students hardly transferring their idea

The researcher need the extra effort to stimulated the students to express their idea and transferred it into written form. Most of the students ashamed to show their works to the researcher. But the researcher believe that the students had the potential to write something in English. The situation was illustrated in the note below:

One of students looked confused when the researcher asked him to write descriptive text personally. When the researcher came and ask about his work, he didnt finish yet and tell that he feel confuse about how he will write about. “Any difficulties, Fernanda? ada kesulitan? asked the researcher. “*Saya bingung mau buat apa miss, saya mau buat tentang pemain sepak bola miss, tapi bingung saya*”( I confusing what I will write

about miss, I want to write abot foot ball player but I dont know how to start it) students said.

(Researcher Note)

### A.2.2.Quantitative Data

From the previous steps has been done by the teacher, to see the improvement of students' score in pre test and post test I, researcher try to served it in table as follows :

Table.4.1. The Comparison of Students' Score

Meeting		Students who got up to 78	Percentage
Pre-Test	I	3	8,33%
Cycle 1	II	16	44,44%

Based on the result of post-test I in this cycle, the data showed that the mean score of post-test was 75,22 and the percentage of the students who passed the test was 44,44%. There were 16 students who derived the score above the Standard Minimum Score (KKM-Kriteria Ketuntasan Minimal) that was 78. Meanwhile, the other 20 students were under the standard minimum score. The lowest achievement gained 68 score. Thus, based on the data above, the post-test of the cycle I was categorized unsuccessful because there were no half of the students who passed the test, but for the skill aspect of the students in writing descriptive text was improve.

### **A.2.3. Reflection**

The implementation of presentation, practice and production method in the class didn't running well. Many obstacles will make the teacher find some difficulties when collecting the data. There were some plans which didn't applied in the class. Therefore, the reflection might necessary do by the teacher. The reflection conducted by collecting the interview and observation sheet that fulfill by the English teacher as a collaborator and the students. In this session, the researcher needed the help from the English teacher as a collaborator in order to measure the students' work in writing descriptive text and analyzed which the action or plans that worked in the class or didn't work.

The students were equally free to give the opinion or suggestion related to the implementation presentation, practice and production method in the class. The researcher set the students freely asked the question to the teacher regarding with the material that they haven't understand yet. The teacher also make sure that the students did their works by their own by checking one by one. Coming over the students sit and asked them were they get any difficulties or not.

The result of quantitative data in the end of cycle one showed that there were some improvements if we compared with the result of pre-test, however there were just a half of students who passed the KKM. But, their skill was improve. In this case, the researcher might evaluate which one the steps were effective or not and rearranged the plans in order to make the result in cycle II would be better.



Based on the problem faced by the researcher in cycle I, the researcher tried to find out the solution in order to solve those problems as follows:

1. The researcher gave advice and motivation to the students

It's important to the researcher to explain the benefits of learning descriptive text for their daily life. It is hoped that the students will realize that descriptive text as the functional text will be useful in their daily life in order to describe people, things, or animals. The researcher also gave the motivation to the students and told them that learning descriptive text is not difficult.

2. The researcher obligated the students to bring their dictionary

In this case, the researcher needs to force the students to bring their own dictionary and tell the students how important the dictionary is while learning English in the class and tell them that a dictionary will make it easier to look for the vocabulary.

.....because most of the students didn't bring a dictionary, so I obligated the students to bring their own dictionary for the next meeting, at least one dictionary for one deskmate. And if there is no dictionary, I will give them punishment like re-explaining about today's topic.

(Researcher Note)

### **A.3. Reports in Cycle II**

In this phase, the researcher was expected the result of the students' improvement will be better than the previous cycle. The second cycle was conducted by the researcher in order to get the best improvement from the students and at least they reached the Standard Minimum Score (KKM) that is 78.

In this cycle, the researcher seems to be more prepared and as the researcher already got the reflection from the previous cycle. The result from this phase divided in two also, that were qualitative data and quantitative data.

### **A.3.1. Qualitative Data**

The finding of the implementation Presentation, Practice and Production Method at Mts. N. 2 Deli Serdang will be discussed as follow:

#### **a. The implementation of Presentation Practice Production Method in Cycle II**

The cycle II was conducted in two meetings. Every meeting had the same steps in implementing the presentation practice and production method. Before the researcher entering the core activity, there were soe planning had done by the researcher, the planning were: 1). Designing the lesson plans(The lesson plan is included the following items: specific instructional objectives, the instructional materials and media, procedure of presentation, the writing test and procedure of assessment, the instrument for collecting data such as dairy notes, interview sheet, observation sheet.) for each session so that the students were more active and comfortable in learning process. 2). Preparing topic paragraphs for students and exercise in each session to improve the students“ ability in writing. 3). Constructing and administering post-test should be given in the end of each cycle. 4). Preparing a interview sheet for the students.

After planning, the researcher entering the core activity, but the researcher should be done the opening activity first. Those activities were: 1). Teacher greet

the students and check attendance list. 2). Teacher asks the students whether they know about descriptive text or not. 3). Teacher motivates the students to learn. 4). Teacher explains the objective of learning descriptive text.

The implementing of presentation, practice and production method were involved in three stages : (1) presentation stage (2) practice stage (3) production stage.

### 1. Presentation Stage

Presentation stage is a stage where the teacher presented the knowledge of descriptive text to all the students. The researcher used the media while explaining the material. In this research, the researcher used the picture as the media to teach writing descriptive text. This stage needed the high concentration from the students and researcher itself. The researcher must gave the clear explanation to the students and full of attention in learning process. Besides, the researcher must created the enjoyable situation among the students. The researcher gave the students a picture about lizard as the example and then the researcher asked the students to identified the characteristics from the picture.

The researcher also gave the used of language features in writing descriptive text such as singular and plural nouns, adjectives, preposition, and present tenses. The researcher continued to explain about the generic structures in descriptive text and asked them to analyzed it together. The researcher asked the students to identified the characteristics from the picture.

After explain about descriptive text completely, the teacher also gave the sense of learning descriptive text. The researcher told the students the advantages by learning descriptive text in their daily life.

## 2. Practice Stage

In this stage, the researcher let the students to practicing their skill in writing descriptive text. In this stage, the researcher divided the students into some group. Each group consisted of 4 students. It's different from the previous cycle that each group consisted of 5-6 students. The researcher made the smaller group in order to make the students easier to catch the material and more conducive. In this case, the researcher also mixed the active and the passive students into one group. It probably could help the passive students to be more active. Then, the researcher asked them to make the descriptive text about animal also, but with different style. The students can imitated the structure of sentences that already given by the teacher but with different noun, adjective and preposition.

After let the students make their own works in group by using the same theme, then the researcher asked each to come in front of the class one by one and presented their descriptive text including the generic structure.

## 3. Production Stage

In this stage, the researcher let the students to make their own descriptive text freely. The researcher asked the students to make the descriptive text individually. In this stage, the researcher wanted to ensure whether every students can created their own descriptive text or not.

The researcher give the theme in order to limited their capability to writing by giving the theme such as my favorite things, place, and animal. So the students could choose one theme and describe it.

## **b. The Problems Faced by the Researcher After Implementing Presentation Practice and Production Method in Cycle II**

After the researcher was implementing the presentation practice and production method to improve the students' skill in writing descriptive text in cycle I, the researcher found some problems faced in learning process in the class. The problems faced by the researcher while implementing presentation practice and production method in the class as followed:

1. The students still lack of vocabulary

In teaching learning process, the researcher still found that some students who didn't bring the dictionary in the class. It made them hardly to translate Indonesia language into English. By lefting the dictionary, the problems were to be bigger like they difficult to transferred their idea because they didnt bring the dictionary. Thus, the researcher assumed that dictionary is the most important things that can helped them to write English.

### **A.3.2. Quantitative Data**

From the previous steps has been done by the teacher, to see the improvement of students' score in pre-test and post-test I and post-test II , researcher try to served it in table as follows :

Table 4.2. Comparison of Students' Score

Meeting		Students who got up to 78	Percentage
Pre-Test	I	3	8,33%
Cycle 1	II	16	44,44%
Cycle 2	III	30	83,33%

In the pre-test, there were 3 students (8,33%) who got up to 78. In the post-test in cycle I, there were 16 students (44,44%) who got up to 78. It means there was improvement about 36.11%. In the post test in cycle II there were 30 students (82,05%) who got up to 78. This data can be seen in the Appendix XIII about the quantitative data analysis.

The reflection of Classroom Action Research (CAR) was carried out after getting the result of descriptive text test. The researcher felt satisfied in as much students' improvement in understanding descriptive text can be realized. The students easier to understand the material. It was proved by the improvement of their scores from the pre-test to the post test I and post test II.

After achieving the target research of where minimally 30 students who passed the Standard Minimum Score (KKM) 78, therefore the research decided to stop CAR because it had already succeeded by 30 students who passed it. It was meant, the researcher did not need to revise the plan.

According to the result of the evaluation that has been done by the research, it could be assumed that the implementation of Classroom Action Research to teach descriptive text by using Presentation, Practice Production

method was appropriate with the planning that had been discussed by the researcher. In this case, each action was planned as good as possible so that the learning activities could be accomplished well.

### **A.3.3. Reflection**

The researcher implemented the presentation practice and production method in cycle II with many obstacles. Meanwhile, the researcher reflected on the implementation of each cycle. In this case, the researcher need a help from the English teacher that acted as the collaborator to analyzed the data got from observations and interviews in order to evaluated the action and found out what worked or did not work in the action. In this stage, the feedback of teaching learning process taken from the result of observation, test, documentation, and interview. Therefore, the researcher concluded that after having checked the students' test , the researcer found that the score and skill of students in writing descriptive text was improve. ost of students' score increased from the first test to the third test. Thus, the researcher and the collaborator decided that the cycle could be stopped because the resut showed that the students' skill in writing descriptive text was improve by implementing the presentation, practice and production in the class.

## **B. Discussion**

The aim of this research is to find out whether the implementation of presentation practice and production method could improve the students' skill in writing descriptive text at eight grade of Mts. N. 2 Deli Serdang or not. The discussion stage of this research were pre-cycle, cycle I, and cycle II. In pre-cycle,

the researcher gave the preliminary test that was writing text about descriptive text in order to know the students' skill in writing. Then, in cycle I, the researcher had done the action of using presentation, practice and production method. The researcher continued to the cycle II in order to showed that implementing presentation, practice and production method improved the students' skill in writing descriptive text at eight grade of MTs. N. 2 Deli Serdang.

Regarding the findings of this study that is about the implementation of presentation, practice and production method. Harmer (1998) in Dewi Yunani (2017) avowed that the implementation of presentation, practice and production method is significant to improve the students' skill in writing English and for the teacher realized that teaching learning is not only giving material for the students but also giving the opportunity to make their own sentences by using presentation, practice and production method. The researcher also noticed that implementing the presentation, practice and production in teaching learning process also made the students more active in the class. And the findings that researcher got in the class is same that the presentation, practice production method can help the students to improve their ability in writing descriptive text, the students can make their own descriptive text even just a simple descriptive text.

Based on the explanation above, the researcher concluded that the implementation of presentation, practice and production method can improve the students' skill in writing descriptive text. It could be seen from the qualitative data which avowed that the students were more active and interested in learning English and easily to created their own descriptive text. It is also found in Asri



Karina (2015) that students can be more active in the class by using presentation, practice, and production method. And also it could be seen from the the quantitative data that showed the students' score are getting better in every test.

Using presentation, practice and production method influenced the classroom activities become more comfortable and lead the students learn more passionately. Students feel more confidence to learn and teacher will also teach well. Teaching descriptive text without using Presentation, Practice Production method probably will make the students less comfortable and confident on learning descriptive text.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The using of Presentation, Practice and Production method at eight grade of Mts N 2 Deli Serdang can be concluded that Presentation, Practice and Production method can improve students' skill in writing descriptive text . It can be proved from the following fact. First, the improvement could be seen from the increase of students' mean writing score from 54,5 or 8,33% of the class percentages which pass the Standard Minimum Score in the preliminary study, and 75,22 or 44,44% of the class percentages which pass the Standard Minimum Score in the first cycle, to 81,58 or 83,33 % of the class percentages which pass the Standard Minimum Score in the second cycle. Second, from the result of researcher notes, it showed that the class condition during teaching learning process creates the positive atmosphere in the classroom, and also makes students creative in finding the ideas. Third, the result of interview sheet showed that students could transferred their idea into written from easily by using presentation, practice, and production method. Besides, the result of observation sheet showed that the studentst gave positive responses to the implementation of Presentation, Practice and Production method in the teaching learning process of writing. Moreover, Presentation, Practice and Production method would be alternative method in teaching writing.

#### B. Suggestions

The researcher also would like to contribute some suggestion for the teacher. The presentation, practice and production method would be really helpful to the

process of teaching writing especially descriptive text and it can involve students to be more active during the process of the learning, thus the teacher needs to use this presentation, practice and production method for the next time in teaching English writing.

Having concluded the result of the research, the researcher proposes some suggestions for the English teacher, the institution of education, the students and to the other researcher. The suggestions described as follows :

1. For the English Teacher
  - a. The teacher can use presentation, practice and production method in teaching English in order to make the student motivated and interested to study the material.
  - b. It is important for the teacher to learn how to enhance their ability in teaching and to establish a good atmosphere in the class, so the students will be more active and comfortable in the process of teaching learning. The teacher should build an enjoyable situation of teaching learning process in order to improve students' skill in writing descriptive text simply because they are some stages that passed. By using presentation, practice and production method this kind of situation would be easily create.
2. For Students

The students should be more active to practice their ability in studying writing. Presentation, practice and production method is one the way that could be choose by the students. Because they can write the text so simply because they passed some stages in this method. The students could be more talkative and communicative during the process of learning.
3. For the other researchers

The result of this research is expected to encourage other researchers to conduct further study deals with presentation, practice and production method in other skills area such as speaking and writing.

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## APPENDIX I

### LESSON PLAN

#### (CYCLE 1)

School : MTs N 2 Deli Serdang  
Subject : English Lesson  
Material : Descriptive Text  
Class : VIII  
Aspect/Skill : Writing  
Time : 4 x 45 minutes (2 meetings)

#### A. Core Competence

- **KI-1 and KI-2: Live and practise** the teachings of the religion adhered. **Live and practise** honest behavior, discipline, courtesy, caring (mutual, cooperative, tolerant, peaceful), accountable, responsive, and pro-actively interact effectively in accordance with the child's development in the environment, families, schools, communities and the natural environment around the nation, State, regional, and international area ".
- **KI 3:** Understand, implement, and analyze factual knowledge, conceptual, procedural, and Meta cognition based on curiosity about science, technology, art, culture, and Humanities with insight into humanity, nationality, State of the Union, and the associated cause civilization phenomena and events, as well as implementing the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems
- **KI4:** Cultivate, think and provide in the realm of concrete and abstract domains associated with the development of which he had learned in school independently,

act effectively and creatively, as well as being able to use appropriate methods to academic rules.

## **B. The Basic Competencies and Indicators of Achievement of the Competencies**

### 1. Basic Competences

- 1.1. Being grateful of having a chance to study English as an International language by showing the learning motivation
- 2.3. Showing responsibility, care, cooperation, and live with peace in functional communication.
- 3.7. Applying the text structure and language feature to do social function of descriptive text by mentioning and asking about description of people and manual shortly and simply, based on the context of use.
- 4.7 Understanding the meaning of descriptive text in oral and written, manually, shortly and simply.
- 4.12. Arrange the oral and written form of descriptive texts, short and simple, about animals, taking into account social functions, text structures, and language elements that are correct and in context.

### 2. Indicators of Achievement of the Competences

- 3.7.1. Mentioning the social function of descriptive text.
- 3.7.2. Writing descriptive text about people, animal, or things shortly and simply based on the text structure well.
- 3.7.3. Using the language features to mention and ask the text correctly.

## **D. Learning Objective**

1. The students knows the social function of descriptive text.



2. The students are able to write descriptive text simply with the right structure of descriptive text.
3. The students are able to use the language features to explain and ask about description.

### **E. Learning Material**

Social functions

Describe person in case for selling , buying , introducing ,and reporting people or the things.

The structure of the text

- Mention of name person chosen to be described.
- Mention of the nature of people , and
- Mention of actions from or related to people

Long text : less more than 6 ( six ) sentences .

*I have a friend, her name is vivi . She is a beautiful girl. She has black short straight hair.*

*Her skin is white. She has slim body. She also has a smart girl.*

Linguistic features

(1) Question and statement about description

- *How does your brother look like?*
- *He's short and wears glasses*
- *Wears Glasses*

(2) The mention of singular nouns with *a* and *the* , and plural ( *-s* ).

(3) The pronoun *it, they, she, we, etc.; our, my, your, their, etc.*

(4) Adjectives, without or with the addition of the words *quite* , *very* , or combinations such as *dark brown* , *nice little boy* , and the like.

(5) Clear and neat spelling and handwriting and printing.

## F. Learning Method

PPP (Presentation, Practice Production)

## G. Learning Activities

### The First Meeting

Activities	Teacher's Activity	Student Activities	Time Allocation
Opening	<ol style="list-style-type: none"><li>1. Teacher greet the students and check attendance list.</li><li>2. Teacher asks the students whether they know about descriptive text or not.</li><li>3. Teacher motivates the students to learn.</li><li>4. Teacher explains the objective of learning descriptive text.</li></ol>	<ol style="list-style-type: none"><li>1. Students respond to the greeting from the teacher.</li><li>2. Students answer the question from the teacher.</li><li>3. Students pay attention when the teacher gives a direction.</li></ol>	10 Minutes
Core Activities	<p>Exploration:</p> <ol style="list-style-type: none"><li>1. The teacher explains about the PPP (Presentation Practice and Production) technique.</li><li>2. The teacher gives the material about descriptive text .</li></ol>	<ol style="list-style-type: none"><li>1. Students observe the teacher who explains about the method that used .</li><li>2. Students pay attention to the teacher who explains about descriptive text.</li></ol>	70 minutes
	<p>Elaboration:</p> <ol style="list-style-type: none"><li>1. The teacher presents the picture in front of the class .</li><li>2. The teacher gives questions to students about the state of the picture being presented by the teacher .</li><li>3. The teacher tells students to repeat the sentence about the picture using new language .</li><li>4. Each student takes turns going forward to describe the picture.</li><li>5. The teacher asks students about the picture</li></ol> <p><i>Teacher: can anyone tell</i></p>	<ol style="list-style-type: none"><li>1. Students listen and pay attention to the teacher's explanation .</li><li>2. Students receive pictures to be described .</li><li>3. Students following the command from the teacher and repeats the sentence .</li><li>4. Students took turns answering questions from the teacher.</li></ol>	

	<p><i>me?</i></p> <p><i>Students: she is a beautiful, her face is oval, she is a pointed, etc.</i></p> <p><i>Teacher: good, etc.</i></p>		
	<p>Confirmation:</p> <p>1. The teacher assesses the activeness of students in writing descriptive texts.</p> <p>2. The teacher provides motivation to students through teaching and learning.</p>	<p>1. Students practice and continue again and again.</p> <p>2. Students obtain a new language.</p>	
Closing	<p>1. The students and teachers provide feedback on the process and learning outcomes.</p> <p>2. The teacher tells the students the next material that will be learned.</p> <p>3. The students and teachers say the closing greetings..</p>		10 Minutes

### The Second Meeting

Activities	Teacher's Activity	Student Activities	Time Allocation
Opening	<p>1. Teacher greet the students and check attendance list.</p> <p>2. Teacher asks the students whether they know about descriptive text</p>	<p>1. Students respond to the greeting from the teacher.</p> <p>2. Students answer the question from the teacher.</p> <p>3. Students pay attention when the teacher gives a</p>	10 Minutes

	<p>or not.</p> <p>3. Teacher motivates the students to learn.</p> <p>4. Teacher explains the objective of learning descriptive text.</p>	direction.	
Core Activities	<p>Exploration:</p> <p>1. The teacher explains about the PPP (Presentation Practice and Production) technique.</p> <p>2. The teacher gives the material about descriptive text .</p>	<p>1. Students observe the teacher who explains about the method that used .</p> <p>2. Students pay attention to the teacher who explains about descriptive text.</p>	70 minutes
	<p>Elaboration:</p> <p>1. The teacher presents the picture in front of the class about “My Mother” .</p> <p>2. The teacher gives questions to students about the state of the picture being presented by the teacher .</p> <p>3. The teacher tells students to repeat the sentence about the picture using new language .</p> <p>4. Each students takes turns going forward to describe the picture.</p> <p>5. The teacher asks students about the picture</p>	<p>1. Students listen and pay attention to the teacher's explanation .</p> <p>2. Students receive pictures to be described .</p> <p>3. Students following the command from the teacher and repeats the sentence .</p> <p>4. Students took turns answering questions from the teacher.</p>	
	<p>Confirmation:</p> <p>1. The teacher assesses the activeness of students in writing descriptive texts.</p> <p>2. The teacher provides motivation to students through teaching and learning.</p>	<p>1. Students practice and continue again and again.</p> <p>2. Students obtain a new language.</p>	
Closing	<p>1. The students and teachers provide feedback on the process and learning outcomes.</p> <p>2. The teacher tells the students the next material that will be learned.</p>		10 Minutes

	3. The students and teachers say the closing greetings..		
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## H. Learning Source, Media, and Tools

1. Learning source :
  - a. Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris, *When English rings the bell*. Jakarta: Politeknik Negri Media Kreatif. Hal. 125.
  - b. *Board of Studies New South Wales*. 1998. *English K-6 Modules*. Sydney: Board of Studies NSW. Hal. 85.
  - c. Amos E., Prescher E., & Raby J.1998. *Winner Student Book 1*. Jakarta: Pearson Education Asia Pte Ltd. 69.
2. Media :Pictures.
3. Tools : Realia objects , marker board , paper cardboard

## I. Assessment

1. Assessment Technique : Written test
2. Instrument : Writing a descriptive text
3. Rubric of Assessment

Scoring Rubric: Paragraph Criteria	Maximum Score	Actual Score
<u>Format - 5 points</u>		
There is a title	1	.....
There is centered	1	.....
The first line is intended	1	.....
The writing is tidy and clean	2	.....
Total	5	
<u>Punctuation and Mechanics - 5 points</u>		
There is a period after every sentence	1	.....
Capital letters are used correctly	1	.....
The spelling is correct	1	.....
Commas are used correctly	2	.....
Total	5	
<u>Content - 20 points</u>		
The paragraph fits the assignment	5	.....
The paragraph is interesting to read	5	.....
The paragraph uses the writer 's care and thought	10	.....
Total	20	

<u>Organization - 35 points</u>		
The paragraph begins with identification	10	..... ..
The paragraph contains several descriptions of supporting sentences that explain or prove identification	20	..... ..
The paragraph ends with an appropriate concluding sentence	5	
Total	35	
<u>Grammar and Sentence Structure - 35 points</u>		
Estimate a grammar and a sentence structure	35	..... ..
Total	35	
Grand Score	100	..... ..

Medan, August 2019

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## APPENDIX II

### LESSON PLAN

#### (CYCLE 2)

School : MTs N 2 Deli Serdang  
Subject : English Lesson  
Material : Descriptive Text  
Class : VIII  
Aspect/Skill : Writing  
Time : 4 x 45 minutes ( 2 meetings )

#### A. Core Competence

- **KI-1 and KI-2: Live and practise** the teachings of the religion adhered. **Live and practice** honest behavior, discipline, courtesy, caring (mutual, cooperative, tolerant, peaceful), accountable, responsive, and pro-actively interact effectively in accordance with the child's development in the environment, families, schools, communities and the natural environment around the nation, State, regional, and international area ".
- **KI 3:** Understand, implement, and analyze factual knowledge, conceptual, procedural, and Meta cognition based on curiosity about science, technology, art, culture, and Humanities with insight into humanity, nationality, State of the Union, and the associated cause civilization phenomena and events, as well as implementing the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems
- **KI4:** Cultivate, think and provide in the realm of concrete and abstract domains associated with the development of which he had learned in school independently,

act effectively and creatively, as well as being able to use appropriate methods to academic rules.

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- 4.7 Understanding the meaning of descriptive text in oral and written, manually, shortly and simply.
- 4.12. Arrange the oral and written form of descriptive texts, short and simple, about animals, taking into account social functions, text structures, and language elements that are correct and in context.

### 2. Indicators of Achievement of the Competences

- 3.7.1. Mentioning the social function of descriptive text.
- 3.7.2. Writing descriptive text about people, animal, or things shortly and simply based on the text structure well.
- 3.7.3. Using the language features to mention and ask the text correctly.

## **D. Learning Objective**

1. The students knows the social function of descriptive text.



2. The students are able to write descriptive text simply with the right structure of descriptive text.
3. The students are able to use the language features to explain and ask about description.

### **E. Learning Material**

Social functions

Describe person in case for selling , buying , introducing ,and reporting people or the things.

The structure of the text

- Mention of name person chosen to be described.
- Mention of the nature of people , and
- Mention of actions from or related to people

Linguistic features

(1) Question and statement about description

- *How does lizards look like?*
- *It's reptile.*

(2) The mention of singular nouns with *a* and *the* , and plural ( *-s* ).

(3) The pronoun *it, they, she, we, etc.; our, my, your, their, etc.*

(4) Adjectives, without or with the addition of the words *quite* , *very* , or combinations such as *dark brown* , *nice little boy* , and the like.

(5) Clear and neat spelling and handwriting and printing.

### **F. Learning Method**

PPP (Presentation, Practice Production)

## G. Learning Activities

### The Third Meeting

Activities	Teacher's Activity	Student Activities	Time Allocation
Opening	<ol style="list-style-type: none"> <li>1. Teacher greet the students and check attendance list.</li> <li>2. Teacher asks the students whether they know about descriptive text or not.</li> <li>3. Teacher motivates the students to learn.</li> <li>4. Teacher explains the objective of learning descriptive text.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students respond to the greeting from the teacher.</li> <li>2. Students answer the question from the teacher.</li> <li>3. Students pay attention when the teacher gives a direction.</li> </ol>	10 Minutes
Core Activities	<p>Exploration:</p> <ol style="list-style-type: none"> <li>1. The teacher explains about the PPP (Presentation Practice and Production) technique.</li> <li>2. The teacher gives the material about descriptive text .</li> </ol>	<ol style="list-style-type: none"> <li>1. Students observe the teacher who explains about the method that used .</li> <li>2. Students pay attention to the teacher who explains about descriptive text.</li> </ol>	70 minutes
	<p>Elaboration:</p> <ol style="list-style-type: none"> <li>1. The teacher presents the picture in front of the class about "Lizard" .</li> <li>2. The teacher gives questions to students about the state of the picture being presented by the teacher.</li> <li>3. The teacher tells students to repeat the sentence about the picture using new language.</li> <li>4. Each students takes turns going forward to describe the picture.</li> <li>5. The teacher asks students about the picture</li> </ol>	<ol style="list-style-type: none"> <li>1. Students listen and pay attention to the teacher's explanation .</li> <li>2. Students receive pictures to be described .</li> <li>3. Students following the command from the teacher and repeats the sentence .</li> <li>4. Students took turns answering questions from the teacher.</li> </ol>	
	<p>Confirmation:</p> <ol style="list-style-type: none"> <li>1. The teacher assesses the activeness of students in writing descriptive texts.</li> <li>2. The teacher provides</li> </ol>	<ol style="list-style-type: none"> <li>1. Students practice and continue again and again.</li> <li>2. Students obtain a new language.</li> </ol>	

	motivation to students through teaching and learning.		
Closing	<ol style="list-style-type: none"> <li>1. The students and teachers provide feedback on the process and learning outcomes.</li> <li>2. The teacher tells the students the next material that will be learned.</li> <li>3. The students and teachers say the closing greetings..</li> </ol>		10 Minutes

#### The Fourth Meeting

Activities	Teacher's Activity	Student Activities	Time Allocation
Opening	<ol style="list-style-type: none"> <li>1. Teacher greet the students and check attendance list.</li> <li>2. Teacher asks the students whether they know about descriptive text or not.</li> <li>3. Teacher motivates the students to learn.</li> <li>4. Teacher explains the objective of learning descriptive text.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students respond to the greeting from the teacher.</li> <li>2. Students answer the question from the teacher.</li> <li>3. Students pay attention when the teacher gives a direction.</li> </ol>	10 Minutes
Core Activities	<p>Exploration:</p> <ol style="list-style-type: none"> <li>1. The teacher explains about the PPP (Presentation Practice and Production) technique.</li> <li>2. The teacher gives the material about descriptive text .</li> </ol>	<ol style="list-style-type: none"> <li>1. Students observe the teacher who explains about the method that used .</li> <li>2. Students pay attention to the teacher who explains about descriptive text.</li> </ol>	70 minutes

	<p>Elaboration:</p> <ol style="list-style-type: none"> <li>1. The teacher presents the picture in front of the class about “Justin Bieber” .</li> <li>2. The teacher gives questions to students about the state of the picture being presented by the teacher.</li> <li>3. The teacher tells students to repeat the sentence about the picture using new language .</li> <li>4. Each students takes turns going forward to describe the picture.</li> <li>5. The teacher asks students about the picture</li> </ol>	<ol style="list-style-type: none"> <li>1. Students listen and pay attention to the teacher's explanation .</li> <li>2. Students receive pictures to be described .</li> <li>3. Students following the command from the teacher and repeats the sentence .</li> <li>4. Students took turns answering questions from the teacher.</li> </ol>	
	<p>Confirmation:</p> <ol style="list-style-type: none"> <li>1. The teacher assesses the activeness of students in writing descriptive texts.</li> <li>2. The teacher provides motivation to students through teaching and learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students practice and continue again and again.</li> <li>2. Students obtain a new language.</li> </ol>	
Closing	<ol style="list-style-type: none"> <li>1. The students and teachers provide feedback on the process and learning outcomes.</li> <li>2. The teacher tells the students the next material that will be learned.</li> <li>3. The students and teachers say the closing greetings..</li> </ol>		10 Minutes

## H. Learning Source, Media, and Tools

1. Learning source :

- a. Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris, *When English rings the bell*. Jakarta: Politeknik Negeri Media Kreatif. Hal. 125.

b. *Board of Studies New South Wales. 1998. English K-6 Modules. Sydney: Board of Studies NSW. Hal. 85.*

c. *Amos E., Prescher E., & Raby J.1998. Winner Student Book 1. Jakarta: Pearson Education Asia Pte Ltd. 69.*

2. Media : Pictures.

3. Tools : Realia objects , marker board , paper cardboard

### I. Assessment

1. Assessment Technique : Written test

2. Instrument : Writing a descriptive text

3. Rubric of Assessment

Scoring Rubric: Paragraph Criteria	Maximum Score	Actual Score
<u>Format - 5 points</u>		
There is a title	1	.....
There is centered	1	.....
The first line is intended	1	.....
The writing is tidy and clean	2	.....
<b>Total</b>	<b>5</b>	
<u>Punctuation and Mechanics - 5 points</u>		
There is a period after every sentence	1	.....
Capital letters are used correctly	1	.....
The spelling is correct	1	.....
Commas are used correctly	2	.....
<b>Total</b>	<b>5</b>	
<u>Content - 20 points</u>		
The paragraph fits the assignment	5	.....
The paragraph is interesting to read	5	.....
The paragraph uses the writer 's care and thought	10	.....
<b>Total</b>	<b>20</b>	
<u>Organization - 35 points</u>		
The paragraph begins with identification	10	.....
The paragraph contains several descriptions of supporting sentences that explain or prove identification	20	.....
The paragraph ends with an appropriate concluding sentence	5	
<b>Total</b>	<b>35</b>	
<u>Grammar and Sentence Structure - 35 points</u>		
Estimate a grammar and a sentence structure	35	.....
<b>Total</b>	<b>35</b>	

Grand Score	100	.....
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Medan, August 2019

English Teacher

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### Appendix III

School : Mts Negeri 2 Deli Serdang

Name :

Class :

Date :

#### Pre-Test 1

#### Cycle I Session I

Please write a descriptive paragraph by choosing one of these topics below. The paragraph should consist of 5 until 10 sentences and its generic structure ( identification, description and conclusion)!

a. My father

b. My mother

c. My brother

Identificatio n	{	<p>My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile.</p>
Description	{	<p>She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.</p> <p>She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.</p> <p>She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.</p>

[britishcourse.com/20-contoh-descriptive-text-terbaik.php](http://britishcourse.com/20-contoh-descriptive-text-terbaik.php)



#### **Appendix IV**

School : Mts Negeri 2 Deli Serdang

Name :

Class :

Date :

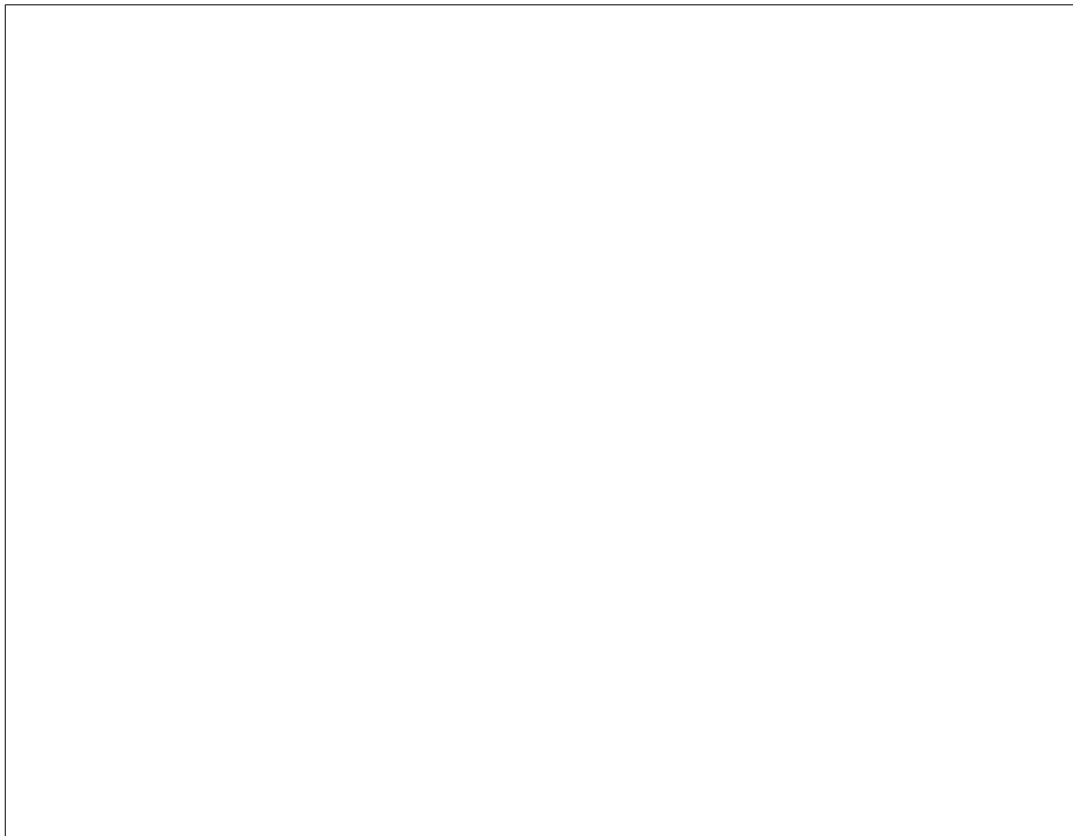
#### **Post-Test 1**

Please write a descriptive paragraph by choosing one of these topics below. The paragraph should consist of 5 until 10 sentences and its generic structure ( identification, description and conclusion)!

a. An Animal

b. Favorite Things

c. A Place



## Key Answer of Post Test 1:

### Lizards

#### Identification

Lizards are reptiles. snakes, alligators, and crocodiles are also reptiles. There are more species of lizard than any other reptile.

#### Description

Like snake, lizards have dry, scaly skin. Most lizards are only a few centimeters long. The biggest lizard is the Komodo Dragon. It can be up to 10 feet (3 meters) long. Lizards have four legs and a long tail. Some lizards can run fast on their hind legs. Some lizards use their legs for swimming. Some lizards have claws on their toes for climbing trees. The gecko has toes that grab like suction cups. Geckos can climb up walls and walk across ceilings.

Most lizards live in warm places such as deserts and the tropics. Most lizards cannot live in cold places. Some lizards burrow into ground . Some lizards live in trees. Other lizards live in or near water.

Insect are the favorite food of most lizards. The green iguana likes to eat vegetables. The Gila monster, which live inn desesrts, eats reptile and bird eggs andn mice and other small rodents. many lizards are use their mouths to grab their prey. Chameleons shoot out their long, stickt tongue to catch insect.

(Taken from Microsoft Encarta Reference Library 2005)

## Appendix V

School : Mts Negeri 2 Deli Serdang

Name :

Class :

Date :

### Post-Test 2

Please write a descriptive paragraph by choosing one of these topics below. The paragraph should consist of 5 until 10 sentences and its generic structure ( identification, description and conclusion)!

- a. My favorite actor
- b. My favorite actress
- c. My favorite singer

**Key Answer of Post Test 2:**

**Justin Bieber**

Identificatio  
n

Justin Bieber is my favorite singer. I love his music. He make me happy when I hear him singing. When I am really down and sad. I will hear one of Justin's songs.

Description

He is also cute. I like the way he sings and when I first heard him sing 'Baby' and saw him do the video of the song and that's how I started liking him. He can also play any kind of instruments that I like, for example: guitar, and piano. I became a belieber since I listen to his music from the first time.

His music gave me a awesome feeling, like he was there for me to comfort and help me. The most important thing is that Justin taught me to never say never. He teach me that dreams do come true, if you really want it. He made me smile, I can talk hours about what I love about Justin, his hair, his voice, his dougie, his eyes, his humour... but this is what I tell people first. This is the reason why I really love him.

[http://lesmusikterbaik.blogspot.com/2017/02/kumpulan-contoh-descriptive-text\\_25.html](http://lesmusikterbaik.blogspot.com/2017/02/kumpulan-contoh-descriptive-text_25.html)

**APPENDIX VI**

**OBSERVATION SHEET**

**(CYCLE I)**

Date : 29<sup>th</sup> July 2019

Class : VIII

School : MTs N 2 Deli Serdang

Subject : English

FOCUS	TOPIC	YES	NO
The Researcher as the Teacher	<ol style="list-style-type: none"> <li>1. The teacher motivates the students.</li> <li>2. The teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.</li> <li>3. The teacher tells the students the goal of the study.</li> <li>4. The teacher gives explanation about the topic of study.</li> <li>5. The teacher explains the material clearly.</li> <li>6. The teacher uses media of teaching.</li> <li>7. The teacher gives the students chance to ask the teacher related to the topic of study.</li> <li>8. The teacher gives test to the students.</li> </ol>	<p>☐</p> <p>☐</p> <p>☐</p> <p>☐</p> <p>☐</p> <p>☐</p> <p>☐</p> <p>☐</p> <p>☐</p> <p>☐</p>	<p>☐</p>
The Students	<ol style="list-style-type: none"> <li>1. The students are interested and enthusiastic in studying.</li> <li>2. The students participate in the learning process.</li> <li>3. The students ask the teacher about</li> </ol>	<p>☐</p>	<p>☐</p>

	<p>material that they do not understand.</p> <p>4. The students answer the question which is given by the teacher.</p> <p>5. The relationship between the students and the teacher is good.</p> <p>6. The students do the test seriously.</p>		<p>⌘</p> <p>⌘</p> <p>⌘</p>
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English Teacher

Researcher

Nurul Huda, S.Ag  
NIP. 19690430 199703 2 003

Rizka Evitania  
Nim. 34153069

## OBSERVATION SHEET

### (CYCLE I)

Date : 30<sup>th</sup> July 2019

Class : VIII

School : MTs N 2 Deli Serdang

Subject : English

FOCUS	TOPIC	YES	NO
The Researcher as the Teacher	<ol style="list-style-type: none"><li>1. The teacher motivates the students.</li><li>2. The teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.</li><li>3. The teacher tells the students the goal of the study.</li><li>4. The teacher gives explanation about the topic of study.</li><li>5. The teacher explains the material clearly.</li><li>6. The teacher uses media of teaching.</li><li>7. The teacher gives the students chance to ask the teacher related to the topic of study.</li><li>8. The teacher gives test to the students.</li></ol>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
The Students	<ol style="list-style-type: none"><li>1. The students are interested and enthusiastic in studying.</li><li>2. The students participate in the learning process.</li><li>3. The students ask the teacher about material that they do not understand.</li><li>4. The students answer the question which is given by the teacher.</li><li>5. The relationship between the students</li></ol>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

	and the teacher is good. 6. The students do the test seriously.	☐  ☐	
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English Teacher

Researcher

Nurul Huda, S.Ag  
NIP. 19690430 199703 2 003

Rizka Evitania  
Nim. 34153069





	<p>material that they do not understand.</p> <p>4. The students answer the question which is given by the teacher.</p> <p>5. The relationship between the students and the teacher is good.</p> <p>6. The students do the test seriously.</p>	<p>☐</p> <p>☐</p> <p>☐</p>	<p>☐</p>
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English Teacher

Researcher

Nurul Huda, S.Ag

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English Teacher

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## Appendix VIII

### INTERVIEW GUIDELINE WITH THE ENGLISH TEACHER BEFORE IMPLEMENTING CLASSROOM ACTION RESEARCH

R : So miss, according to you how is eight grade students' skill in writing English text ?

T : In my opinion, actually some of the eight grade students who have a capability in mastery English, as you can see in this class like Naura , she is very interesting in English subject, she is good in English even in written or oral form. The other students also has a good capability, but some of them also hate English so much.

R : So, as long as they had studied until this grade, what kind of text that they had been studied?

T : So, as long as they had been studying about English until to this grade, that is VIII grade, they had been learned almost 4 kinds of text, if we accumulating from VII grade. The kinds of text were narrative, descriptive, recount, and procedure text. But, most of them were getting the score below KKM (78). It probably caused they didn't concern with the generic structure of the text, tenses, and lack of vocabulary and they didn't pay full of attention when I explain about the material. So, that's why they got a low score

R : Anyway, what had you gave and explainedd about descriptive text?

T : Hemm...in descriptive text, as usual I explain about what is descriptive text including the generic structure and language features that used in writing descriptive text.

R : How about the students' skill in writing descriptive text?

T : As I told you before, actually some students can write their own descriptive text, but sometimes they are too lazy to write especially the boys who prefer disturbing the other students and make some noise. But, I believe that they have the unseen potential in their self and it can be appeared if the teacher can guide them as well.

R : What obstacles that you face as long as teaching English in the class?

T : According to me, the main obstacle in teaching English is about the students' undeerstanding about the material that gave in teaching learning process. As we know that, most of students still confuse about the use of tenses and vocabulary in English, so we need the more patience in teaching English for students for example waiting for their work in writing example of text in the class especially in some topic such as functional text like descriptive text, narrativee, etc.

R : So, how do you solve those problems?

T : The way to solve those problems is patience, patience is the key. If the students hard to understand about the topic, we have to explain it more and more, until they are understand. And if we give them a task to write a kind of text, for example writing descriptive text, even just a simple text we'd better dont asked them to finish it one time. It will take a long time to write a descriptive text.

R : How do you teach them about English? What kind of method taht you use?

T : I teach them using expository method or story telling. I as the centre, it means I explain more than the students.

R : Researcher

T : Teacher

## **Appendix IX**

### **INTERVIEW GUIDELINE WITH THE ENGLISH TEACHER AFTER IMPLEMENTING CLASSROOM ACTION RESEARCH**

**R** : In your opinion, how did students' skill in writing after being taught by using presentation, practice and production method?

**T** : In my opinion, the students' skill in writing after being taught with that method was increase. I mean like there were some students who can construt their own text, descriptive text especially even it just 10 sentences or simple sentences but it was increase. They were write step by step so it would make them easiliy to write.

**R** : So, do you think presentation,practice and production was suitable method to teaching writing for students?

**T** : I think so! It was very suitable method that can be used or applied in the class, especially for writing. It was a good method.

**R** : So, would you like to apply that method in every time you teaching writing?

**T** : I think yes, so after this I would like to learnt about your method so that I cand applied it in the class as regularly.

**R** :Researcher

**T** : Teacher

## Appendix X

### INTERVIEW GUIDELINE WITH THE STUDENTS BEFORE IMPLEMENTING CLASSROOM ACTION RESEARCH

1. Apakah kamu suka menulis dengan menggunakan bahasa Inggris?  
S1 : Tidak juga.  
S2 : Ya saya suka dan hampir setiap hari saya menulis bahasa Inggris.  
S3 : Tidak terlalu suka.
2. Jenis teks bahasa Inggris apa yang pernah kamu tuliskan?  
S1 : Deskripsi/Deskriptif teks.  
S2 : Descriptive text, recount text, procedure text.  
S3 : Tidak pernah.
3. Apa kamu menemukan kesulitan dalam menuliskan teks dalam bahasa Inggris?  
S1 : Sering, miss.  
S2 : Sedikit, saat lupa atau tidak hafal vocabulary.  
S3 : Ya.
4. Apakah kamu tahu tentang deskriptif teks?  
S1 : Mengerti tapi tidak terlalu, miss.  
S2 : Yes, I know that.  
S3 : Ya, itu teks yang menyenangkan.
5. Bagaimana pendapatmu tentang cara guru mengajarkan bahasa Inggris di kelas?  
S1 : Cukup bagus miss.  
S2 : Good, dapat di pahami.  
S3 : Monoton miss.
6. Metode apa yang biasanya beliau gunakan untuk mengajarkan bahasa Inggris di kelas?  
S1 : Bahasa yang di campur dan metode kelompok miss.  
S2 : Ceramah miss.  
S3 : Monoton miss.

S1 : Student 1

S2 : Student 2

S3 : Student 3

7.



## Appendix XI

### INTERVIEW GUIDELINE WITH THE STUDENTS AFTER IMPLEMENTING CLASSROOM ACTION RESEARCH

1. Menurut kamu, bagaimana belajar menulis deskriptif teks dengan menggunakan presentation, practice and production method?  
S1 : Sangat bagus, miss.  
S2 : Asyik miss, saya jadi bisa meuliskan teks say asendiri.  
S3 : Lumayan bagus lah miss.
2. Apakah kamu merasa tertarik untuk menuliskan teks deskriptif dengan menggunakan metode tersebut?  
S1 : Ya! sya sangat tertarik dan semangat menuliskan teks bahasa inggris dengan metode itu miss.  
S2 : Saya tertarik miss karna sedikit deemi seddikit ide saya bisa tertuang dalam tulisan.  
S3 : Tidak terlalu tertarik miss karna miss menyuruh kami menulis terus.
3. Apakah kamu merasakan adanya perkembangan kemampuan menulis teks deskriptif dalam bahasa inggris setelah di terapkan nya metode tersebut?  
S1 : Iya miss, walaupun tidak teralu banyak miss.  
S2 : Iya miss, say amerasa say asudah bisa membuat teksa saya sendiri. Dan itu perkembangan nya.  
S3 : Tiddak banyak miss.
4. Apakah kamu menemukan kesulitan saat berlatih menulis deskriptif teks dengan menggunakan metode tersebut?  
S1 : Sedikit miss, dalam vocabulary saja.  
S2 : Kesulitan nnay dalam memilih vocab miss.  
S3 : Vocabulary dan menentuka generic structure miss.

S1 : Student 1

S2 : Student 2

S3 : Student 3

## **APPENDIX XII**

### **RESEARCHER's NOTES**

Monday, 29<sup>th</sup> July 2019 (meeting I)

The first meeting was used for pre-test. In this meeting, all students (36 students) were present. When the researcher and the teacher entered the class, the students were to noisy. But after the teacher calmed them down, they paid attention to the researcher instruction. The students looked confuse when they were given pre-test. They seemed forget the way how to write descriptive text. Therefore, most of them difficult to write and got bad result.

Tuesday, 30<sup>th</sup> July 2019 (meeting II)

In this meeting, the researcher taught the students about descriptive txt by using Presentation, practice and production method. Before the researcher explained about descriptive text by using presentatio, practice, and production method, she shared the picture about mother, and asked the students about the characteristics of mother in that picture.

For example "What the picture is it?" asked the researcher. "A woman" said the one of students. "No, it is Mom!" said the other students. "Yes, you are right! So we will describe about Mom." said the researcher.

After telling about mom, the teacher ask the students about the charactheristics of mom and hope that they can identified that picture, the reaction of students like "Who can identified the characteristics of this picture? How about her skin color? Her hair? Who knows?" asked the researcher. One of the students raised hand and answer "Her skin color is brown, her hair is curly." "That's good !" said the researcher.

Then let the students make their own descriptive text related to the topic that was family and presented it in front of the class. The other students who sat on the chair were analyzed about the new vocabularies that they had found on that text. Then the another group and students were take turn to come in front of the class. But in this cycle, the researcher found the problems while teaching English in the class. While the researcher checked each group and see what they have done, that group just do nothing and when the researcher explained what they should do in group, they understood. But when the researcher go on the other group, the previous group didnt finish their work and make some noise anymore. It happened when the researcher checking each group.

The other obstacle found by the researcher is about the studnets' understanding. The ilustration in the class like "Okay, anyone who have not understand about this topic? Raised your hand please." asked the researcher. One of the students raised her hands and asked "So, we must use present tense in writing descriptive text, miss?" Alright! researcher answer. "Okay Deni, please mention one of generic structure of descriptive text" asked the researcher. "*Kok saya miss? saya gatau miss.*" (Why me miss? I dont know miss) student answered

They rejected when the researcher asked them to re explain about the topic in front of the class.

Monday, 5<sup>th</sup> August 2019 (meeting III)

In this meeting, the researcher gave the students post-test I. but before that, the researcher reviewed the material that had been learn by using presentation, practice and production method. All of the students paid attention to the explanation and did the test well. Even though they were still shy answering the questions by the researcher. The score was increase a lot than pre-test. Meanwhile, in this meeting the researche still found

the obstacle from the students like they are some students who hardly transferring their idea into written form. One of students looked confused when the researcher asked him to write descriptive text personally. When the researcher came and ask about his work, he didnt finish yet and tell that he feel confuse about how he will write about. “Any difficulties, Fernanda? ada kesulitan? asked the researcher. “Saya bingung mau buat apa miss, saya mau buat tentang pemain sepak bola miss, tapi bingung saya”( I confusing what I will write about miss, I want to write abot foot ball player but I dont know how to start it) students said.

The another problem that researcher found in this meeting is the students didnt bring their dictionary so they are hardly to find the vocabulary in English. So, the researcher obligated them to bring their own dictionary, especially in every desk mate for next meeting. And if there is no dictionary, I will give them punishment like re-explain about today’s topic.

Tuesday, 6<sup>th</sup> August 2019 (meeting IV)

In this meeting, the researcher reviewed again about descriptive text bypresentation, practice and production method. In this meeting, the students were asked to discuss about the descriptive text regarding to the theme such as favorite things and places and about animal. The teacher gave the students picture about animal, that was lizard. Then, the teacher asked the students to identified the characteristcs of lizard. The teacher asked the students to make new vocabularies list about lizard and asked them to wrote their own descriptive text regarding with those themes already selected. The students were more active in this phase because they were work individually and can finishe the test on time than work in group. Same like the meetings before, the students

were always paid attention when the researcher gave explanation or instruction. Even though they made noise before the researcher tried to calm them down.

Monday, 12<sup>th</sup> August 2019 (meeting V)

In the last meeting, the researcher gave the post-test II to the students to get the last score for them. The researcher reviewed and gave treatment to the students to give them reinforcement. The reviewed were not taking a long time because the researcher found that they have enough knowledge for the last test. And finally they were really showed excited result. Most of them got score up to 85 to 93 higher than the standard minimum score.

**APPENDIX XIII****STUDENTS' SCORE**

No	Name	Pre Test	Note	Post Test 1	Note	Post Test 2	Note
1	AFR	58	Failed	69	Failed	80	Passed
2	AFA	50	Failed	78	Passed	83	Passed
3	AR	56	Failed	74	Failed	81	Passed
4	FH	55	Failed	79	Passed	83	Passed
5	HAF	53	Failed	80	Passed	86	Passed
6	IAP	50	Failed	78	Passed	86	Passed
7	INA	52	Failed	80	Passed	87	Passed
8	LS	60	Failed	68	Failed	78	Passed
9	MFA	50	Failed	78	Passed	85	Passed
10	MRR	53	Failed	69	Failed	77	Failed
11	MRS	64	Failed	74	Failed	82	Passed
12	MA	40	Failed	73	Failed	83	Passed
13	ML	50	Failed	80	Passed	85	Passed
14	MM	55	Failed	80	Passed	87	Passed
15	MRP	40	Failed	74	Failed	77	Failed
16	MSG	78	Passed	76	Failed	83	Passed
17	NM	40	Failed	79	Passed	84	Passed
18	NAA	45	Failed	75	Failed	83	Passed
19	NAZ	81	Passed	87	Passed	93	Passed
20	NK	40	Failed	80	Passed	87	Passed
21	NAL	43	Failed	75	Failed	79	Passed
22	PN	66	Failed	73	Failed	83	Passed
23	QK	78	Passed	78	Passed	74	Failed
24	R	43	Failed	78	Passed	82	Passed
25	RRA	50	Failed	70	Failed	78	Passed
26	RN	68	Failed	72	Failed	79	Passed
27	S	50	Failed	74	Failed	81	Passed
28	SA	67	Failed	71	Failed	81	Passed
29	SS	50	Failed	68	Failed	73	Failed
30	SFZ	55	Failed	74	Failed	78	Passed
31	WJH	50	Failed	79	Passed	82	Passed
32	YSD	55	Failed	73	Failed	81	Passed
33	FA	54	Failed	78	Passed	86	Passed
34	FAN	60	Failed	68	Failed	74	Failed
35	LH	48	Failed	78	Passed	84	Passed
36	MK	55	Failed	68	Failed	72	Failed
	Total	1962		2708		2937	
	The Mean Score	54,5		75,222222		81,583333	

**Appendix XIV**

## DOCUMENTATION



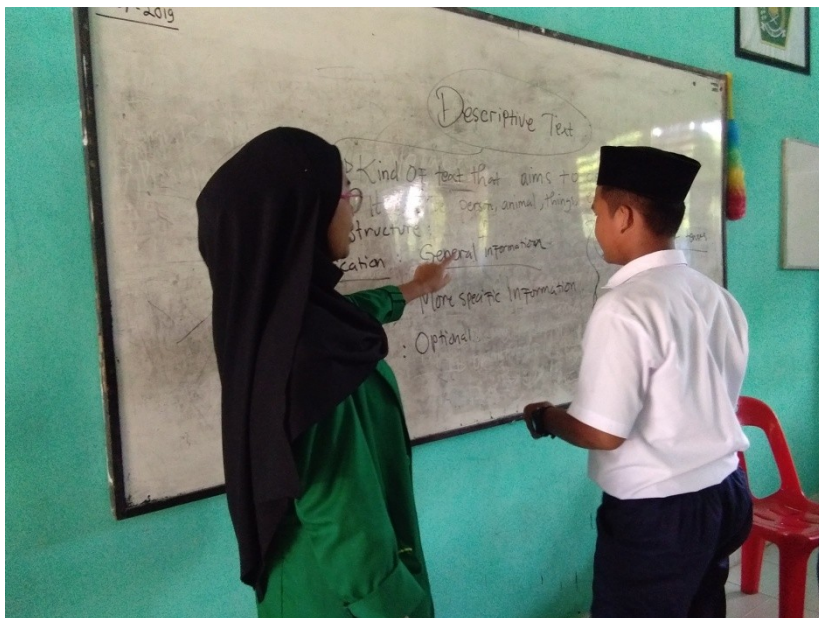
**Pic. 1. The teacher shared the test for the students**



**Pic.2, The teacher divided the students into some groups.**



**Pic.3. The teacher explained the descriptive text using PPP Method**



**Pic.4. The teacher asked the students to come in front of the class**





**Pic. 5. The students presented their work individually**



**Pic.6. The teacher checked the students' work**

