IMPROVING THE SEVENTH GRADE STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT BY USING BRAINSTORMING TECHNIQUE

THESIS

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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the English Education Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Mr. Miskat and Mrs. Katemi

2. And my cherished best friends

MOTTO

Read a thousand books, and your words will flow like a river.

-Lisa See-

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IMPROVING THE SEVENTH GRADE STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT BY USING BRAINSTORMING TECHNIQUE

THESIS

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Jember, 16th July 2019

The Writer

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SUMMARY

Improving The Seventh Grade Students' Achievement in Writing Descriptive Text By Using Brainstorming Technique; Ana Lupitasari 140210401030 English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.

This classroom action research was intended to help the students to conceptualize their plan before writing; assist the students to draft and revise their text; to improve the VII C grade students' writing achievement by using brainstorming technique at SMPN 1 Bangorejo, Banyuwangi. The Preliminary study was conducted in the form of interview with the English teacher of SMPN 1 Bangorejo. It was known that the seventh grade students of SMPN 1 Bangorejo, especially the VII C grade still had difficulty in writing a descriptive text. They were confused in finding, generating, and expressing their ideas into a descriptive text. There were only 30% students from 28 students who got ≥70. Thus, the researcher tried to overcome the problem by using brainstorming technique in teaching writing a descriptive text.

The study was done in two cycles to check the consistency of the research result. Each cycle covered two meetings of the action implementation and one meeting for administering the test. Besides, the observation by using field notes was implemented to record the students activity during the teaching and learning process. The results of the students' participation in Meeting 1 of Cycle 1 and Meeting 2 of Cycle 1 was showed that they worked cooperatively with their groups. They could generate ideas in their plan before they wrote, and they could draft and revise their text by discussing it together. Besides, the results of writing test in Cycle 1 showed there were 75% or 21 students of 28 students achieved the target score ≥70 and 25% or 7 students of 28 got ≤70. In other words, Cycle 1 fulfilled the criteria of success because 70% of students achieved the research criteria. Then, the action was still continued to Cycle 2 to check the consistency of the students' writing achievement and their active participation.

The result of Cycle 2 showed much better result. There were 78.57% or 22 students of 28 students achieved the target score ≥70 and 21.43% or 6 students of 28 got ≤70. The results of the students writing test consistency increased from 75% in Cycle 1 to 78.57% in Cycle 2.

Based on the result above, it can be concluded that the use of brainstorming technique could assist the students to conceptualize their plan before writing, and it could assist them to draft their text, it could also improve the VII C grade students' writing achievement.
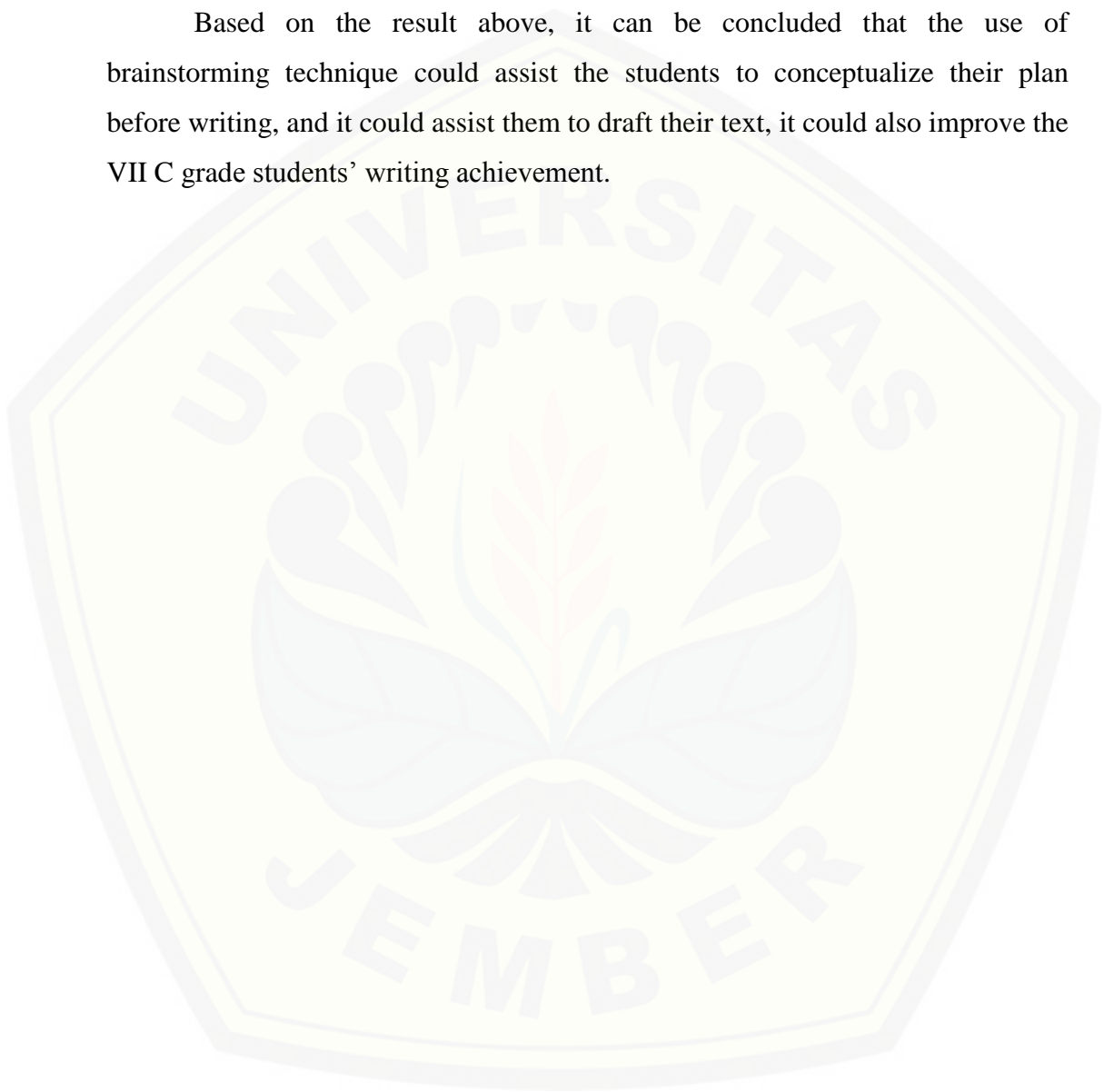
CHAPTER I. INTRODUCTION

This chapter presents some aspects related to the research. They are research background, research problems, and research contribution.

1.1 Research Background

Writing a descriptive text is usually done by learners of English as a foreign language (EFL) at secondary school. Students are told to describe something around them such as a place, a thing, or a person. Savage and Shafiei (2007:30) state that in a descriptive paragraph, the writer uses words that create image and help the reader to see, feel, touch, smell, or taste the topic that she or he is describing. Therefore, in writing a descriptive text, someone or something should be described as vivid and real as possible to attract the reader's sense. As effective writing is considered to be a problem for EFL learners, they need a strategy or a technique that can facilitate students write a text more easily. Brainstorming is one of the techniques that can help students achieve their goal in writing, especially in writing a descriptive text.

In writing, students often discover something new to write or a new way of expressing their ideas. They discover a real need for finding the right word and the right sentence. The goal of teaching writing in junior high school level has been stated clearly such as they have to construct a paragraph or a text in different types such as descriptive, narrative, and recount texts. Then, when students have graduated from the junior high school, they are expected to master those texts.

Students often have some problems when they are joining the language learning. There are many factors causing the problems. This matter also happened to the students of class VII C of SMPN 1 Bangorejo. By interviewing the English teacher to the seventh grade students of SMPN 1 Bangorejo, the researcher knew that most of class VII C students had difficulties in writing. From the data given by the teacher, it seems that most of the students, for about 70%, got score ≤70 in their writing where the mean of their writing score is 62. It happened because the students had difficulty in finding the ideas for their writing. They spent much time

just for thinking about what ideas that they should write, it made the teaching learning process of writing not effective enough. More over, students were lack of vocabulary, so when they wanted to write some words in English, they had to find those words in dictionary or sometimes they asked the teacher. On the other case, the English teacher did not explain about how to write in English and how to produce a good text. In other words, the teacher only focused on the product not on the process, and it also happened in teaching a descriptive text. The teacher explain about the definition of generic structure, and the example of the text. Then, the teacher introduced some related topics and asked them to construct a text based on the topics given. Finally, the results were submitted and the students got the scores without having feedback from the teacher. Besides, they less participated during the teaching and learning process because of lack of motivation in learning. To overcome their problems, they need an effective technique that can help them to improve their writing and their active participation, namely brainstorming technique.

Ploeger (1999:5) states that brainstorming provides a method for thinking of and recording ideas for writing. The most important point of this method is to get our ideas down on a piece of paper fast. We do not have to worry about grammar, punctuations, spellings, and even complete sentences, but we just need to record all of our ideas in our mind. Stanley *et al* (1992:234), state that brainstorming is the simplest method of generating ideas, the most versatile, and probably the most commonly used by students. Essentially, brainstorming is just what the words suggest. It makes ideas flow and appear easily in students' mind when they begin to write. Thus, brainstorming is an effective way on the production of ideas in writing. To fill the gap, the researcher conducted a research with the aims to improve the students' achievement in writing descriptive text by using brainstorming technique.

1.2 Research Problems

    a) How does brainstorming technique assist junior high school students to conceptualize their plan before writing ?

b) How does the brainstorming that students make assist them to draft their descriptive text ?

c) How is the students' achievement in writing a descriptive text ?

1.3 Research Contribution

The result of this research is expected to be useful to English teacher, future researcher as practical and empirical contribution.

1.3.1 Empirical Contribution

The result of this research can help future researcher who wants to conduct future research with the same interest in dealing with the implementation of brainstorming technique to improve the students' writing achievement.

1.3.2. Practical Contribution

The result of this research can help the English teacher implement brainstorming technique as one of the prewriting activities in the teaching of writing.

CHAPTER II. RELATED LITERATURE REVIEW

This chapter will present some theories related to the topic. They are theoretical framework, conceptual framework, and previous research review.

2.1 Theoretical framework

2.1.1 Writing Skill

Writing is one of the four skills that should be learnt and mastered by English Foreign Language (EFL) learners in language learning. Writing is an essential feature of learning a language because it provides a very good means of cunning the vocabulary, spelling, and sentence pattern.

Wingersky *et al* (1999:4) state that writing is a process which people discover, organize, and communicate their thoughts to the reader. Besides, Firbain and Winch (1996:32) say that writing is purposed to transfer meaning by constructing words in a written form. Further, Chaffe *et al* (1999:5) state that writing is a purposed process to communicate by using written symbols. By using those definitions, it can be said that in writing people discover, organize, and communicate ideas or feelings to the readers by selecting words and punctuation and putting them together into written form.

On the other hand, White and Arndt (1991:3) say that writing is actually a process of thinking. It is not a simple matter of transcribing language into written form. Further, Kellog (2008:2) also confirms that in writing, the ability to think and memorize is very important. Therefore, it can be concluded that in writing, the proces of thinking and memorizing is very important to transcribe language into written text.

2.1.2 Writing Process

Writing is never one step action. Producing a piece of writing   is   a   process the writer may go through. Brannan (2010:4-20) pointed out the steps in a standard writing process to carry out the writing project successfully :

4

1) Prewriting

It is the first step in writing process in which writer generates ideas. It is also a good opportunity to explore what he/she already knows about a topic. It addresses to get a flexible feeling to loosen up their ideas. The more ideas generated, the more creative the writing. Brainstorming technique will help the students to generate a large idea freely without worrying about grammar, and here all ideas are accepted.

2) Organizing Ideas

In this step, the writer should focuses in sorting ideas in a logical manner and preparing to write a draft. It is a must to develop a good paragraph with well organized ideas, therefore, the sentences flow naturally in chronological order.

3) Drafting

This is the next step after having the ideas of the overall shape of the paper organized and determined. In this step, writer begins to write the first draft.

4) Revising

When revising, the writer requires looking closely to the work, looking opportunities to shift, add and cut materials. It is not an easy step of writing process because it needs time and needs to work critically to improve the writing. In revising, the focus is on content, organization and style.

From the descriptions above, it can be concluded that writing process has some steps which make the writing will be organized and coherence.

2.1.3 Creating Writing Plan Through Brainstorming Technique

Brainstorming technique is called as one of the most essential techniques in provoking creativity and solving problems in the educational, commercial, and industrial fields. According to White and Arndt (1991:18), brainstorming is a widely used and effective way of getting ideas flowing. Furthermore, Davies (1996:114) states that brainstorming is a popular method of initiating a topic and

generating opinions based on-flow association of ideas where students offer their ideas with particular subject. Thus, brainstorming here isdescribed as an effective technique of prewriting activity to help students start their writing assignment through generating ideas or finding information for the content and organizing the content of writing in logical order.

Campbell and Rutherford (1983:10) add that brainstorming is a technique that produces words, phrases, ideas as rapidly as possible without concerning for appropriateness, order, or accuracy. It can be done out loud in a class, group, or individually in a piece of paper. In other words, brainstorming here is an effective technique to start students' writing assignment by generating ideas or finding information about a certain topic.

2.1.4 Types of Brainstorming

Brainstorming as prewriting activity has some types. Langan (2008:41) states that is has four types namely listing, clustering, and questioning. The explanations of those types are explained as follows :

a. Listing

Listing or making a list is a brainstorming technique in which we think about the topic and quickly makes a list of words or phrases come into our head. Langan (2008:28) states that in making a list you collect ideas and details that relate to your subject into your paper without worrying about repeating yourself, about sorting our major points from minor details, or trying to put the details in any special order. The purpose of listing is to produce as many ideas as possible. Here is the example of listing.

Topic : My Favorit Badminton Player (Jonatan Christie)

dark hair	popular	skillful
bright skin	tall	rich
strong	pointed nose	black eyes

b. Clustering

Clustering is another brainstorming technique that can be used to generate ideas by creating diagrams or ovals. Langan (2008:30) states that clustering,

also known as diagramming or mapping, is another technique that can be used to generate ideas. When clustering, students begin to state the subject in few words in the center of a blank sheet of paper. Then, as ideas come to students, put them in ovals, boxes or circles arround the subject, and draw lines to connect them to the subject. The last, put minor ideas or details in smaller boxes or circles, and also use connecting lines to show how the ideas relate. The following is an example of clustering.

There are some steps in constructing clustering technique as follows :

1. Write the main topic in a circle in the center of blank sheet of paper.
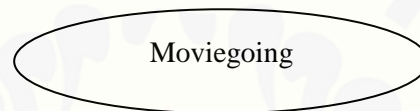
2. Write the ideas as the major or sub ideas around the topic.
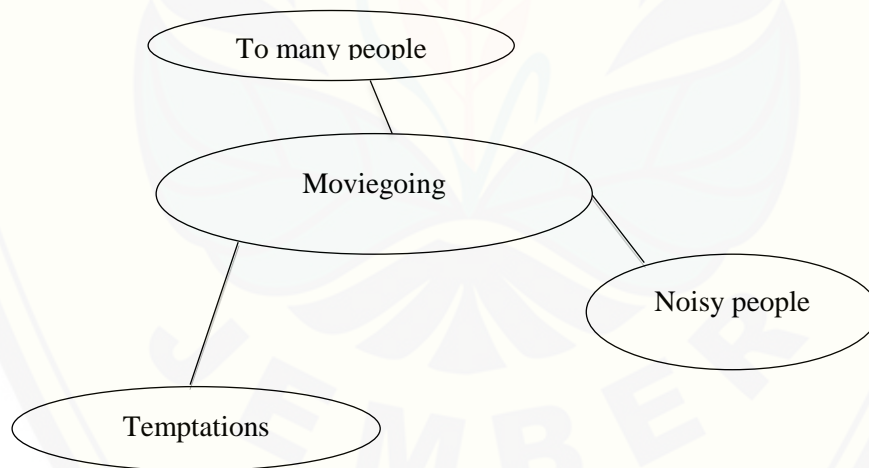
3. Write minor ideas or details in smaller boxes or circles, and also use connecting lines to show how the ideas relate. The students have to generate ideas that relates to the topic as many as possible.

Figure 2.1 The Diagram of Brainstorming by Clustering

(Adopted from Langan, 2008 : 30)

c. Questioning

Questioning is a brainstorming activity that gathers information by using basic question words such as who, what, where, why, when, and how. Langan (2008:27) states that in questioning, you generate ideas and details by asking question. By using those question words, a writer can explore the ideas, uncover the hidden ideas, or find the unexpected ideas into the blank

page of paper (Caroll and Wilson, 2002:75). The question words have important roles in this technique. By answering the questions, the students are able to determine ideas that relate to a certain topic. Here isthe example of Questioning :

Figure 2.2 The Diagram of Brainstorming by Questioning
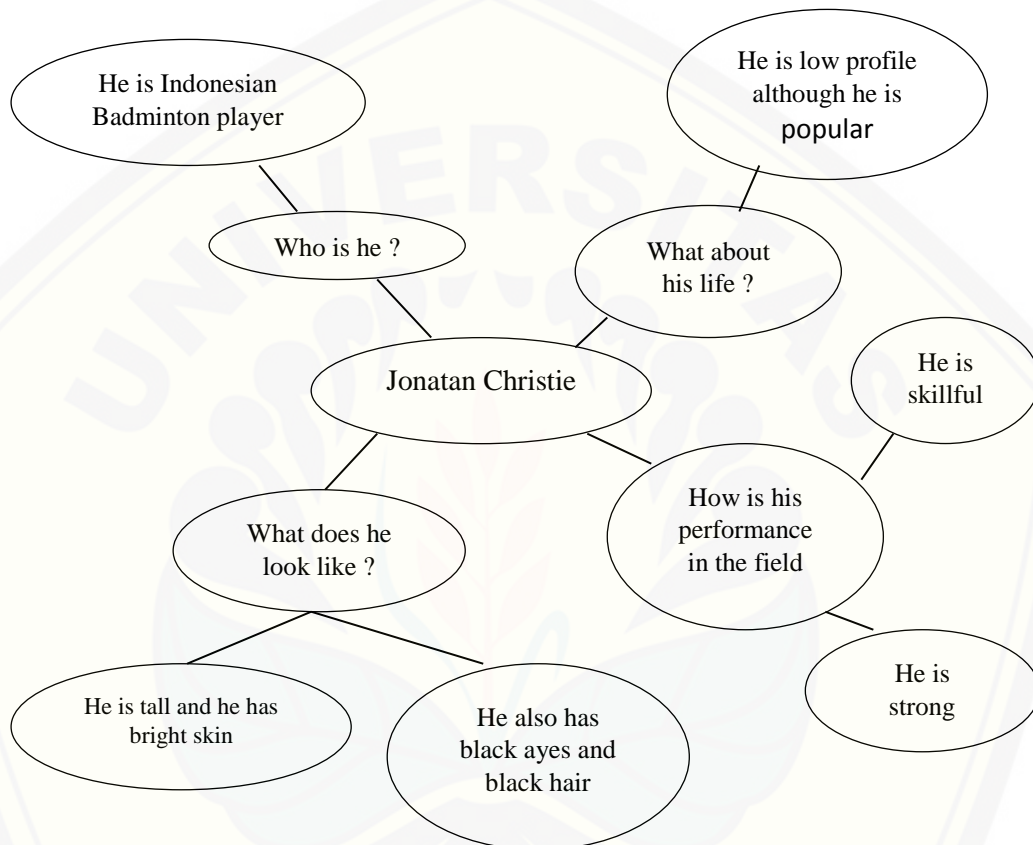
According to the diagram above, the topic is Jonatan Christie. The ideas can be developed by making some questions related to the topic. The questions and the answers are put in the form of boxes and connected by lines.

This research used brainstorming by clustering because it was easy to be implemented to the research subjects. Moreover, it could encourage the students' interest because the students made a draft of their ideas by drawing balloons of the ideas on their sheets of paper. Thus, brainstorming by clustering was used as prewriting activity.

2.1.5 Brainstorming : Writing Plan Guiding Students to Produce a Descriptive Text

Description is an element in many different types of writing. Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind (Oshima and Hogue, 2007:61).

According to Zemach and Rumisk (2003:25), a descriptive text explains how someone or something looks or feels. A descriptive text is a text which describes a person, a place, or a thing so that the reader can picture or imagine it in his or her mind. Oshima and Hogue (2007:61) state that descriptive writing consideration to the senses; hence, it tells how something looks, feels, smells, tastes, or sounds.

Savage and Shafiei (2007:34) state that in writing descriptive text, it should consist of descriptive organization or generic structure such as topic sentene, supporting sentence, and concluding sentence. Topic sentence in a descriptive paragraph introduces the item that the writer will be described. Supporting sentences give some background information about the item and give descriptive details about the item. Concluding sentence is the paragraph end with a concluding sentence that restates the idea in the topic sentence using different words. The generic structure of descriptive text consists of ;

1. Identification : identifies phenomenon to be described.
2. Description : describes parts, qualities, and characteristics.

There are also language features of descriptive text. They are (1) focus on specific participants; (2) use of simple present tese; (3) use of attributive and identifying process; and (4) frequent use of classifiers in nominal groups.

Based on the theories above, it can be concluded that descriptive text is a text which describes something or someone so that the reader can look, feel, smell or taste what is told. In this research, the brainstorming technique was used in producing a good writing in the form of descriptive text. It could encourage students' creativity in developing and organizing their ideas into descriptive text easily. The brainstorming technique was implemented in the prewriting activity.

The teacher introduced this technique and guided the students to create brainstorming during the teaching and learning process of writing.

2.2   Conceptual Review

2.2.1 Writing Achievement

Writing is a process of organizing ideas in which the writers are demanded to perform creativity in using the language skills to produce a written text. Harmer (2004:79) states that writing is a form of communication to deliver thought or express feeling through written form. Therefore, writing should contain relatively complete information and details.

As Campbell and Rutherford (1983:3) state that there are three reasons why writing is important. First, by writing, students try to use the grammatical structures, idioms, and vocabulary that they have learnt. Second, when students write, they also have a chance to be adventurous with the language. They have to be confident with their comprehension of language that used in writing. Third, when students write, they necessarily become very involved with the new language. The effort to express the ideas is a way to reinforce learning.

In this research, writing achievement means the students' ability in writing a descriptive text after being taught writing by using brainstorming technique. Their writing achievement was indicated by the scores of writing test evaluated from some aspecs of writing, namely grammar, vocabulary, mechanic, content, and organization. Therefore, an assessment or evaluation was requires to measure the students' writing achievement.

In writing paragraph, Hughes (2003:101) states that there are five aspects in writing, as follow :

1. Grammar refers to a set of rules to help a writer construct sentences that make sense and acceptable in English

2. Vocabulary refers to the ability to choose and use words and idioms effectively, masreting words/form and using appropiate register

3. Mechanics is convention in writing that is related to punctuation, spelling, and capitalization.

4. Content is the ability to use knowledge and understandable subject and information, development thesis, relationship of many details relevance of material and topic.

5. Organization refers to the students' ability to arrange the ideas in logical sequence and cohesion, to make unified contribution the whole paragraph.

Based on the definition above, the researcher concludes that writing is a process in which the writer is required to use some aspects of writing, such as grammar, mechanics, content, vocabulary, and organization in order to demonstrate knowledge and express the ideas, feelings, and thought in the written form so that other people can understand the message.

2.2.2 Aspects of Writing Ability

According to Hartfiel (1985:105), a writer should consider some aspects of writing in oder to make a good and readable writing, namely grammar, vocabulary, mechanics, organization, and content. In this research, those aspects were measured. The following are the explanation of those aspects in detail.

a. Grammar

Fairbairn and Winch (1996:108) state that grammar is a set of rules to help the students construct sentences that are reasonable and in acceptable English. It deals with how to form and to use words, phrase, and sentences correctly. Thonburry (1999:4) said that the function of grammar is to communicate meaning. It is clearly assumed that grammar is the basic rules to create the meaningful sentences, so that they are not ambiguously understandable by any readers. It makes both the writer and the reader have the same ideas or thoughts upon the sentence meaning.

b. Vocabulary

Having more vocabulary helps writers to state their ideas more precisely in writing (Elder, 2007:73). In line with that statement, Thonbury (2002:2) says that finding the right word to construct a meaning will be frustating if the vocabulary mastery is limited. Using language with clarity and precision is essential to make

the appropriate and effective words to use in writing. As a result, the product of their writing is easily understood by the readers.

Again, it is assumed that the chosen vocabulary is essential, because different vocabulary will provide different meaning. It is clearly possible that the different vocabulary creates the different information in communication.

Example :

- He took his bow.
- He did a bow.

c.   Mechanics

Mechanics cover punctuation, spelling, and capitalization. In writing, punctuation deals with the use of particular convention in written language. The reader might not understand the message that the writer delivers in the sentence if the punctuation is used in the wrong place. It is because the same sentence can produce different meaning when it is using different punctuation (Fardhani, 2005:1).

McWhorter (2010:781-797) explains punctuation as follows:

1. Period (.) is used to mark the end of a sentence that makes a statement, gives an instruction, or indirect question.
2. Question mark (?) is used to end a sentence in the form of a direct qustion.
3. Exclamation point (!) is used to end a sentence that expresses a strong emoton or a forceful command.
4. Comma (,) is used to separate parts of a sentence from another.
5. Colon (:) is used to introduce a list or a series.
6. Aposttrophes (') is used to indicate ownership.

Meanwhile, "spelling deals with the way that individual words are spelt" (Knapp and Watkins, 2005:147). Some words have different meaning although they have the same spelling. Furthermore, capitalization is also one of the aspects of mechanics. In a certain condition, writer must capitalize the pronoun I, the first word in a sentence and in a direct quotation, the names of specific people, places, things, and the title of literacy and other works, such as book, articles, poem, songs, film, and painting.

d. Organization

To organize sentences to become a paragraph or a text is one of the students'
problems in writing. The writer can attract the reader's interest in reading his/her
writing product by having good organization in it. The writer can confuse the
reader with unrelated information (Ploeger, 2000:69). Therefore, Ploeger (2000)
adds that the writer should link the subtopic. The process of linking subtopics to
the only one idea in a paragraph is known as providing coherence and unity.

Coherence in a paragraph is achieved when the ideas flow smoothly, so it will
make the readers follow its progress easily (McWhorter, 2010:149). He adds that
all the details in a paragraph must fit together and function as a connected unit of
information to make it coherence. Therefore, all sentences in a paragraph should
relate with the previous sentence and support the main idea.

Further, according to Savage and Shafiei (2007:12), unity means that all
sentences should support and discuss only one idea in that paragraph. Savage and
Shafiei (2007) also say that, to provide a unity in a paragraph, the writer should
have only one main idea. As a result, when all the parts of paragraph are related
and discuss only one main idea, it has unity.

e. Content

Writing is about delivering the writer's idea and thought through written
form. It means that the writer wants to tell something through his/her writing.
Something delivered in writing is called content. According to Langan (2008:8),
the first concern in good writing should be content. Students' writing will be
assessed based on their ability to tell anything displayed in the single picture,
whether they can deliver the message accurately or not.

2.2.3 The Procedure of Brainstorming Technique

Crawford et al (2005:29) explain about some steps of brainstorming as follows:

Step 1: Introduce brainstorming to the whole class first.

Step 2: Introduce the topic or problem very clearly.

Step 3: Give students a time limit to solve the problem.

Step 4: Encourage them to share any idea, no matter how odd, that is related to the problem. Remind them not to criticize each other's ideas in any way. Encourage them to build on each other's ideas. Do not stay on any one idea for too long.

Step 5: Write down their ideas as they offer them

Step 6: Later, have students brainstorm individually or in pairs.

In this research, the researcher adapted the procedures of Brainstorming technique from the Crawford et al (2005:29) as follows :

Step 1. Introduce brainstorming to the whole class first. Then, tell the students that brainstormig technique by clustering would help them in generating ideas when they begin to write a text especially descriptive text. Give them an example of modeling brainstorming and encourage them to share any idea, no matter how odd, that is related to the topic. Remind them not to criticize each other's ideas in any way. Encourage them to build on each other's ideas. Encourage them to eliminate irrelevant ideas.

Step 2: Ask the students to make groups consist of four. The group have to implement the brainstorming technique for a certain topic, with the time limitation.

Step 3: Write down their first draft of descriptive text by combining the ideas from the brainstorming in group.

Step 4: Inviting a group to show their writing result and discuss it together. Ask students to revise their writing if there is any mistakes.

Step 5: Teacher gives feedback to all of the groups about their writing.

By following the procedures of brainstorming above, it could help students construct a descriptive text easily. Many writers prefer brainstorming because the resulting list were easy to work with in terms of separating ideas. With little effort, they have an informal outline that can guide them in organizing their draft. Brainstorming can be done individually or in a group.

2.2.3 The Advantages and Disadvantages of using Brainstorming Technique in Teaching Writing

In the implementation, the use of brainstorming techniques has some advantages. Dunn et al (1972) available at http://www2.maxwell.syr.com state that the advantages of Brainstorming technique are as follows :

a. Students are motivated to explore their ideas because in brainstorming, all ideas are accepted or there is no criticism

b. Brainstorming stimulates students' creative thinking and self-confidence.

c. Brainstorming involves the participants in the ownership of ideas so that it can be done in group.

d. Brainstorming is efficient and productive. Ideas and suggestions can be listed in a few minutes because it is done by group.

e. The concept of Brainstorming is simple and easy to understand.

f. The process of Brainstorming allows the students to acquire their prior experiences to solve the problems.

In short, Brainstorming technique brings some benefits in writing. The technique facilitates the students to generate ideas effectively by giving them opportunity to explore their prior knowledge about particular subject.

Besides those advantages, brainstorming technique also has some disadvantages. Shufi (2012:23) states that there are some disadvantages, such as :

a. In group brainstorming, there might be an intimidation. The members who have the ability to express their ideas faster and more effective can form a leadership within the group, which might make other members feel intimidated. Here, the solution was the teacher had to give each member the same chance to give their ideas by asking them to state their ideas directly. Tell them that all of students could give their ideas freely.

b. More discrete or introvert students might find it difficult to express all their ideas. In this case, to overcome this problem the teacher should give more attention to those students who belong to introvert students and remind them that all ideas are accepted and there are no wrong ideas.

c. It requires a dedication to quantity rather than quality. In brainstorming, students are asked to produce ideas as many as possible without considering whether or not the ideas are related to the assigned topic. To overcome this disadvantages, teacher needs to remind them that they have to write the ideas which related to the topic as much as possible and they were not necessary to write ideas that irrelevant with the topic too much.

2.3 Previous Research Review

There were four of five researchers who conducted the research in experimental research, they were Sabarun, Bilal, Arezoo, *et*. al, and Hussein. Then, , there was only one classroom action research which was conducted by Kurnia.

Kurnia (2014) conducted classroom action research in Improving the Students' Writing Skills of Narrative Text through Brainstorming Technique to the Second Year Students of State Islamic University Suska Riau. The purpose of this research was to find out whether Brainstorming Technique could better improve students' writing ability. The result of this research found that the implementation of Brainstorming Technique could better improve the students' skill in writing Narrative text at the second year students of State Islamic University Suska Riau. The improvement was shown by the increase of the percentage of students' writing tests from Cycle 1 to Cycle 2, and from Cycle 2 to Cycle 3. Where in Cycle 1 there were still 48% students from the first rater and the second rater who were in fair level, in Cycle 2 there were 64% students from the first rater and 40% students from the second rater who were in fairly good level and in Cycle 3 there were more than 75% students in good level.

The experimental research was conducted by Sabarun (2015) on the second semester English Department students of Palangkaraya State Islamic Institute to investigate the effectiveness of Brainstorming technique to teach descriptive paragraph. The study belonged to an experimental research using factorial design. Here, the single group of the subjects was divided into two parts that were called two treatment groups. The two parts of the students got treatment but the

treatment was in different order: Brainstorming technique versus non-brainstorming technique. The result of the study was that there was a very significant difference on students' writing achievement both groups who wrote paragraph using brainstorming technique and those who wrote paragraph without using brainstorming technique, where students who wrote by using Brainstorming technique got higher scores.

Bilal (2012) employed experimental research to investigate the effect of using brainstorming strategy in students' creative problem solving skills among female students in princess Alia University College. The samples of the study consisted of 98 female students. The samples were distributed into two classes, the first represented the experimental group totaling 47 students taught through brainstorming strategy within the course of developing thinking skills in the academic year 2010/2011, and the second represented the control group totaling 51 students. The findings of the study showed that there were statistical significant differences at the level of ($\alpha = 0.05$) between the experimental group and the control group in the total score and the sub scores of the creative thinking in the favor of the experimental group indicating the effectiveness of using brainstorming strategy in developing creative thinking skills.

The other research was conducted by Arezoo, Reza, Ali, and Farideh (2014) who aimed to identify the effectiveness of brainstorming technique to teach Iranian intermediate EFL learners' writing skill. The results of the Analysis of variance revealed that the instruction of brainstorm strategies had a positive effect on EFL learners' writing achievements with the experimental group two outperforming experimental group one and the experimental group one outperforming control group in posttest. It also made them more active and more aware of, which might make them responsible for their own learning and likely to learn better.

Hussein (2015) who conducted quasi-experimental research which studied the impact of employing brainstorming strategy in teaching writing at Balqa Applied University in Jordan. The analysis from this research showed that the scores of the students of the experimental group were significantly higher than the

scores of the students in the control group indicating the positive impact of employing brainstorming strategy on improving students' writing performance at Balqa Applied University in Jordan.

From those five previous research results, it could be concluded that the result of implementing brainstorming technique in teaching writing could improve students' achievement in writing. The research result was in line with the research results conducted by Kurnia (2014). Furthermore, this research employed classroom action research design to improve junior high school students' achievement in writing a descriptive text, while the previous researcher conducted the research to improve the students' achievement in writing a narrative tex and their creative thinking. In addition, the four previous researchers which conducted in experimental research was used to support this research.
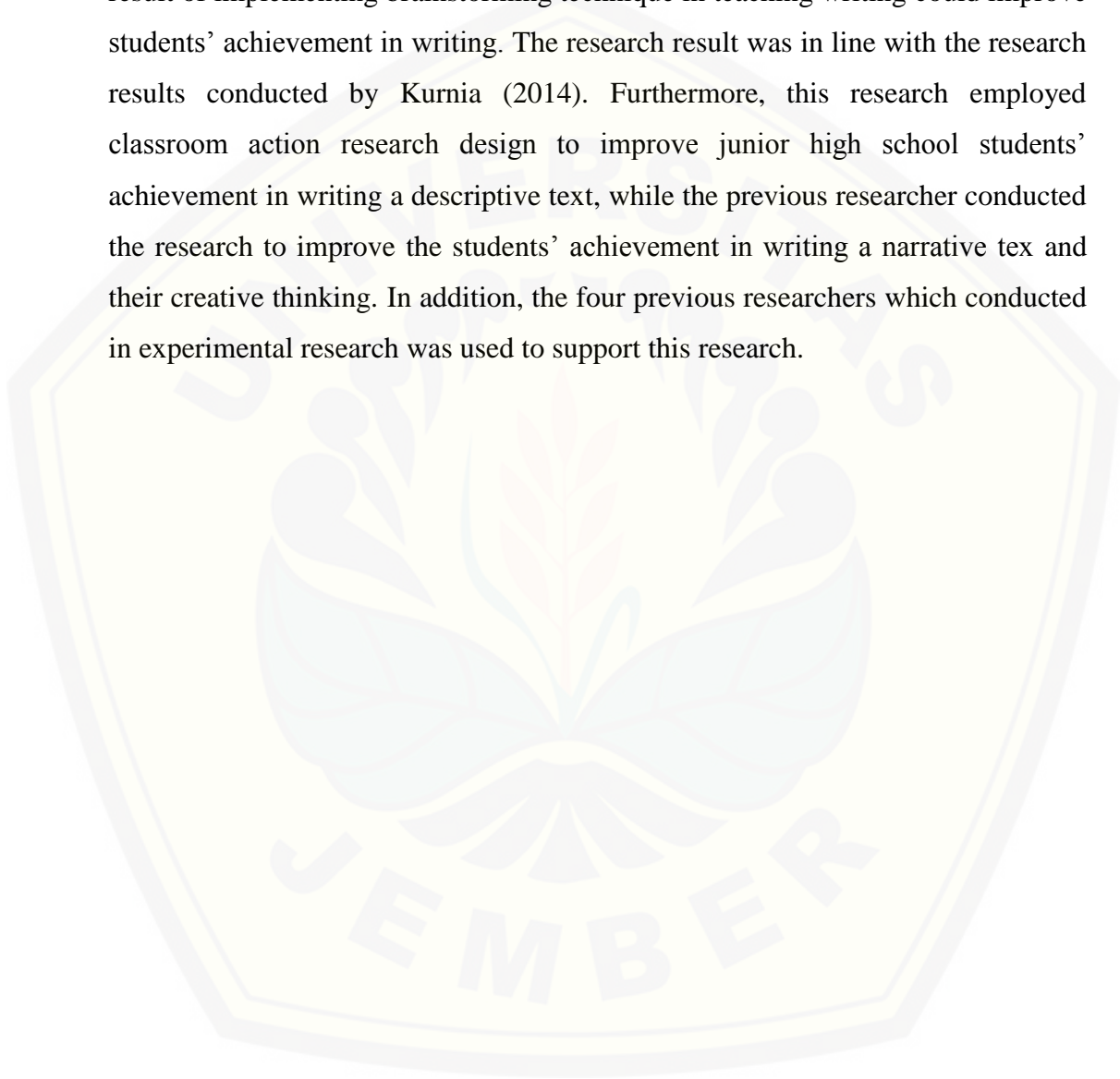
CHAPTER III. THE STUDY

This chapter presents the research method applied in this research. It included research context, research design, research participants, data collection method, and data analysis.

3.1 Research Design

This research was designed as classroom action research because it was intended to assist the students to conceptualize their plan before writing, and assist them to draft their descriptive text, the most important was to improve the seventh grade students' achievement in writing descriptive text at SMPN 1 Bangorejo. Fraenkel, *et, al* (2012) state that action research is conducted by one or more individuals for the purpose of solving a problem or obtaining information in order to inform local practice. According to Arikunto (2010:130), a classroom action research is the process of analyzing the actions that happens in the class. It means that the classroom action research is an activity in carrying out some actions to gather and analyze data that can improve the quality of teaching.

The researcher conducted the classroom action research in cycle model. Each cycle consisted of four stages such as planning the action, implementing the action, class observation and evaluation, and reflection of the action. The design of this classroom action research was illustrating in the following cycle:
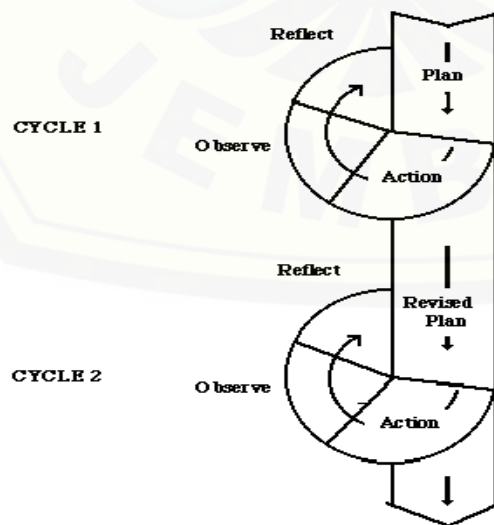
(Kemmis and Mc Taggart in Hopkins (2008:51)

3.2 Research context

This research was conducted at the junior high school; SMPN 1 Bangorejo, Banyuwangi, East Java, Indonesia. In this case, English was used in the context of education as foreign language. English was not used in the daily life or daily conversation, so that the teacher taught English based on the curriculum. In this junior high school, Kurikulum 2013 (K13) curriculum was used for the seventh and eighth grade students. There were two times a week for teaching and learning English subject at this school. The researcher chose this school because the researcher wanted to improve seventh grade students' achievement in writing skill because the researcher knew that the English teacher never applied brainstorming technique especially for writing descriptive text in the teaching and learning pocess. Moreover, the headmaster of this school had gave permission to the researcher to conduct the research.

3.3 Research Participants

The research participants were the VII C grade students of SMPN 1 Bangorejo which has the lowest mean score in writing skill, the mean score is for about 62. In VII C class there were 28 students which consisted of 16 female students and 12 male students. The students at SMPN 1 Bangorejo usually used *Bahasa Indonesia* and their mother tongue that was the Javanese language for communication. During the teaching and learning process, students usually used *Bahasa Indonesia* and mixed with English. Students had difficulty in finding ideas for their writing, they need an effective technique that can help them wrote easier. Students never used brainstorming as a technique in the classroom before. Thus, the researcher and the teacher collaboratively taught the students by using brainstorming technique for writing descriptive text to improve their writing achievement. Hence, they were selected as the research participants in teaching and learning writing by using brainstorming technique.

3.4 Data Collection Methods

In this research, there were two kinds of data collection methods, they were primary data and supporting data to collect the data needed. In this case, writing test had been done to collect the primary data and observation was used to collect the information about English language teaching, students' writing problems, and the curriculum used at SMPN 1 Bangorejo.

3.4.1 Writing Test

A test is an instrument that presents to each subject, a set of questions that requires the the completion of a cognitive task (McMillan, 1992:114). In this research, writing test was used to get the main data about the class VII C students' ability in writing descriptive text. It was given to the students in each cycle after giving the action. The test was done collaboratively by the English teacher and researcher to know whether the students had achieved the standard requirement score or not. The writing test was evaluated from the five aspects of writing such as grammar, vocabulary, mechanics, organization, and content.

In this research, achievement test was apllied as it was intended to measure the class VII C students' ability in writing a descriptive text after being taught writing by using brainstorming technique especially by using clustering. The achievement test was given to the students in the form of essay writing test because they had to think of what to say and then express their ideas into writing descriptive text.

In conducting the writing test, the teacher asked the students to write a descriptive text about the topic given based on the syllabus which was about person. Before the students did the test, the teacher had taught them through brainstorming technique to accomplish certain learning objectives dealing with the topic given. In the test, the students should write at least seven sentences. In this research, analythical rubric was used to analyze the result of students' test with five aspects. To achieve the reliable test, the researcher used intra-rater reliability. Dealing with the writing test, there was the scoring rubric for scoring the students' writing test.

Tabel 3.4.1 The Scoring Rubric of Students' Descriptive Text writing

No.	Criteria	Score
1.	Grammar	
	• Few (if any) errors of grammar or word order.	5
	• Some errors of grammar or word order but do not interfere comprehension.	4
	• Errors of grammar or word order frequent; re-reading is necessary for full comprehension.	3
	• Errors of grammar or word order very frequent; readers own interpretation is needed.	2
	• Errors of grammar or word order so severe as to make comprehension.	1
2.	Vocabulary	
	• Use few (if any) inappropriate words.	5
	• Use some inappropriate words but do not interfere comprehension.	4
	• Use wrong or inappropriate words frequent; expressing of ideas limited.	3
	• Use wrong or inappropriate words very frequent; readers own interpretation is needed.	2
	• Vocabulary so limited as to make comprehension impossible.	1
3.	Mechanics	
	• Few (if any) misspelling, wrong punctuation, and capitalization.	5
	• Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension.	4
	• Misspelling, wrong punctuation, and capitalization frequent, re-reading is necessary for full comprehension.	3
	• Misspelling, wrong punctuation, and capitalization, very frequent; reader own interpretation is needed.	2
	• Misspelling, wrong punctuation, and capitalization to serve as to make comprehension impossible.	1
4.	Content	
	• Main idea stated clearly and accurately, change of opinion very clear.	5
	• Main ideas stated fairly clearly and accurately, change of opinion relatively clear.	4
	• Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak.	3
	• Main ideas not clear and accurate, change of opinion statement weak.	2
	• Main ideas not all clear and accurate, change of opinion statement very weak.	1
5.	Organization	
	• Few (if any) lack of organization and link to ideas.	5
	• Some lack of organization and link of ideas but do not impair communication.	4
	• Lack of organization and link of ideas frequent; re-reading is required for clarification ideas.	3
	• Lack of organization and link of ideas very frequent; readers own interpretation is needed.	2
	• Lack of organization and link of ideas so serve as to make communication impaired	1

Total score : (the score of grammar) + (the score of vocabulary) + (the score of mechanic) + (the score of content) + (the score of organization)

Writing score : $\frac{Total\ Score}{25} \times 100 = \ldots\ldots\ldots$

(Adopted from: Hughes,2003:101-102)

3.4.2 Classroom Observation

The observation was used to get the primary data about: (1) how brainstorming technique assisted junior high school students to conceptualize their plan before writing, (2) how the brainstorming assisted the students to draft their descriptive text. The observation was done by the English teacher. The teacher made notes (fieldnotes) that ilustrated how the students conceptualize their plan before writing and how the brainstorming that students made assisted them to draft their descriptive text.

3.5 Research Procedures

The procedures of this classroom action research were as follows:

1. The planning of the action

Planning of the action referred to the activities done before implementation. The steps were; 1) Undertaking preliminary study to identify the problems of the students. 2) Preparing the material for teaching descriptive paragraph writing. 3) Constructing the lesson plans. 4) Preparing the students' tasks. 5) Preparing the observation guide. 6) Constructing the writing achievement test. 7) Setting the criteria of success of the action.

2. The implementation of the action

The implementation of the action was done by following the schedule of English teaching learning in SMPN 1 Bangorejo. The time allocation was about 2 x 40 minutes. There were two meetings in Cycle 1. The researcher did the teaching activity and the English teacher observed.

3. Observation and evaluation

a. Observation

The observation had been done by both the English teacher and the researcher. The English teacher was only as the observer, while the researcher was as the teacher. It was done to record the contribution of brainstorming technique in assisting the students writing a descriptive text.

b. Evaluation

The evaluation was to evaluate the students' achievement test whether or not it achieve the criteria of success. This research was set the criteria of success if the score of achievement test was ≥70, while at least 70% of the students achieved the score.

4. Data Analysis and Reflection

a. Data Analysis

Data analysis was used to analyze the collected data. In this research, the data had been collected from the students' writing test and observation. The students' writing test in the form of scores in each cycle was analyzed quantitatively by using the formula below:

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

Notes:
M = the average score of the students' writing achievement.
$\sum x$ = the total score of students' writing achievement.
N = the total number of the students (subject)

(Adopted from Ali 1993: 186)

After that to find the percentage of the students who achieve the target score (70), the data was analyzed by the following formula :

$$E = \frac{n}{N} \text{ x } 100\%$$

Notes:
E = the percentage of the students who are active in teaching and learning process.
n = the number of students who are categorized as active students.
N = the number of students (subjects)

(Adopted from Ali 1993: 186)

b. Reflection

It was done to reflect the result of writing achievement and observation in each Cycle. It reviewed the strengths and weaknesses of the implementation of the action. However the criteria of success were achieved in Cycle 1, Cycle 2 was still conducted to reinforce the result of success.
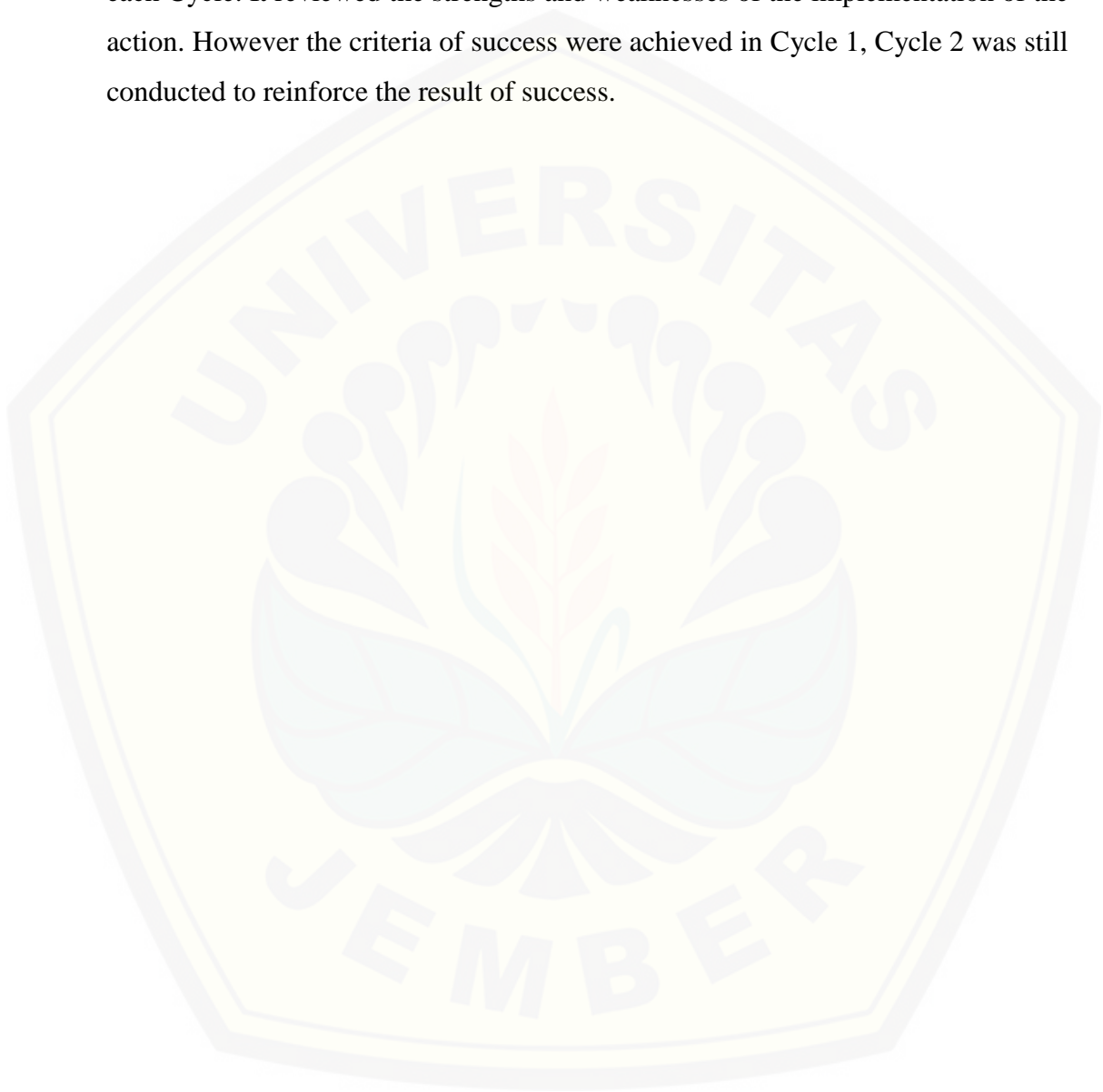
CHAPTER V. CONCLUSION AND SUGGESTION

This chapter presents the research conclusion and suggestions. The suggestions are proposed to the English teacher, the students and the future researcher.

5.1 Conclusion

Based on the result of the data analysis and discussion, it can be summarized that:

1. The use of brainstorming technique could assist the students in making a concept before they wrote a text. The result of the observation showed that the students conceptualize their plan before writing well.

2. The use of brainstorming technique could assist the students in drafting and revising their writing well by eliminating irrelevant ideas or adding some infomation needed. From the observation it showed that all of the students were active in giving comments or suggestion during the discussion

3. The use of brainstorming technique could improve the students writing achievement. From the data obtained, it showed that 70% students achieve the standard writing score that was 70, and the mean score was 73.71 in Cycle 1, and 74.14 in Cycle 2.

5.2 Suggestions

The result showed that "brainstorming" technique could improve students writing achievement on descriptive text. Considering the result, some suggestions are proposed to the English teacher, the students, and other researcher.

5.2.1. The English Teacher

Based on the result of the research, it is suggested that teaching writing using brainstorming technique is applied in the teaching learning English especially teaching writing dealing with this, the teacher could follow the

procedure of brainstorming technique in teaching writing or modify it when necessary.

5.2.2. The Students

The students are suggested to be involved actively during teaching learning of writing by using brainstorming technique. This technique tends to become more effective to help the students in generating ideas into writing. As a result, it can improve their writing achievement.

5.2.3. The Future Researcher

This research is expected to be valuable information for future researchers in conducting further research dealing with the use of brainstorming technique in improving writing, for instance in improving the students' descriptive text writing achievement or the students' ability in organizing ideas for writing. This technique can also be used in teaching writing with different genre of texts and different grade level of the students.

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APPENDIX 1

RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
Improving The Seventh Grade Students' Achievement in Writing Descriptive Text By Using Brainstorming Technique	a) How does brainstorming technique assist junior high school students to conceptualize their plan before writing ? b) How does the brainstorming that students make assist them to draft and revise their descriptive text ? c) How is the achievement of students' writing a descriptive text ?	1. Independent Variable : The use of Brainstorming technique in teaching writing descriptive text. 2. Dependent variable : a. The students' plan before writing a descriptive text. b. The students' brainstorming to draft and revise their descriptive text. c. The students' achievement in writing descriptive paragraph by using Brainstorming technique.	1. The use of Brainstorming technique. a. Assist the students to conceptualize their plan before writing. b. Assist the students to draft their text. c. Improve the students' achievement in writing descriptive text. 2. The scores of the students' writing in each cycle. The aspects of the writing to be evaluated are : - Grammar - Mechanics - Vocabulary - Content - Organization	1. Participants : The seventh grade students of SMPN 1 Bangorejo. 2. Informant : The seventh grade English teacher of SMPN 1 Bangorejo. 3. Documents : - The names of the research subjects. - The previous writing scores of the seventh grade students of SMPN 1 Bangorejo	1. Research Design Classroom Action Research with the cycle mode. The stages of each cycle : a. The planning of the action b. The implementation of the action c. Class observation and evaluation d. Data analysis and reflection of the action 2. Area Determination Method Purposive method 3. Subject Determination Method Purposive method 4. Data Collection Methods : a) Primary data : - Writing test b) Supporting data : - Interview - Documentation 5. Data Analysis Method a. The students' writing test in the form of scores in each cycle will be analyzed quantitatively by using the formula below: $$M = \frac{\sum x}{N}$$ Notes: M = the average score of the students' writing achievement. $\sum x$ = the total score of students' writing achievement. N = the total number of the students (subject) *(Adopted from Ali 1993: 186)* b. The primary data obtained from writing test in each cycle are analyzed quantitatively to find the precentage of the students who achieve ≥75 as standard score by the formula below : $$E = \frac{n}{N} \text{ x } 100 \text{ %}$$	1. Brainstorming technique assist the seventh grade students to conceptualize their plan before writing. 2. Brainstorming assist the students to draft and revise their descriptive text. 3. Brainstorming technique can improve the seventh grade students' achievement in writing descriptive paragraph at SMPN 1 Bangorejo.

					E = the precentage of the students who achieve ≥75 in the writing test n = the number of the students who achieve ≥75 in the writing test N = the number of the students (subject) (Adopted from Ali, 1993 : 186)	

APPENDIX 2

The Guide of Supporting Data Instrument

1. **The Interview Guide**

No.	Questions	Respondent (The English Teacher)
1.	What curriculum is used in this school ?	The curriculum 2013.
2.	What is the minimum score for English at this school ?	The minimum score for English is 70.
3.	How many classes of VII grade are there in this school ?	There are 6 classes.
4.	Which class has the lowest writing score ?	The VII C class.
5.	How do you teach writing skill in the classroom ?	Usually I explain materials orally and give some examples of how to write a good sentence by writing it on the whiteboard.
6.	What difficulties do the students have in writing ?	Most of students still get difficulties in finding the ideas, so they usually just write as they can.
7.	Have you ever used any technique in teaching writing ?	I just told the students how to make a sentence with the correct structure, and then I asked them to complete the passage.
8.	What do you usually do to overcome the students' difficulties in writing ?	I ask them to study outdoor and write anything around them, then asked them to makes some sentences from their writing list.
9.	What do you think about students' participation during the teaching and learning process ?	The students are less of motivation. They often feel bored and sometimes their concentration not really good.
10.	What English book do you use in teaching English ?	I use the English textbook curriculum 2013 of Ministry of Education and Culture of Republic Indonesia.

2. **The Documentation Guide**

No.	The Supporting Data Required	Resources
1.	The names of the research participants	The English Teacher
2.	The scores of the students' writing test from the teacher	The English Teacher

APPENDIX 3

A. The Seventh Grade Previous Mean Scores of Writing Test

No.	Class	Average Score
1.	VII A	69
2.	VII B	67
3.	VII C	62
4.	VII D	70
5.	VII E	71
6.	VII F	67
7.	VII G	64

B. The Previous Score of VII C Writing Test

No.	Students' Initial Names	KKM	Score	Achieved	Not Achieved
1.	ANA	70	64		√
2.	AYS	70	48		√
3.	AM	70	60		√
4.	AS	70	52		√
5.	AW	70	80	√	
6.	AEP	70	40		√
7.	CZA	70	60		√
8.	CSC	70	68		√
9.	DS	70	40		√
10.	DZY	70	56		√
11.	DWIS	70	56		√
12.	DP	70	40		√
13.	DC	70	64		√
14.	EN	70	60		√
15.	FF	70	76	√	
16.	GPP	70	40		√

17.	GEP	70	72	√	
18.	HNS	70	44		√
19.	HOF	70	84	√	
20.	JAP	70	72	√	
21.	LIUR	70	64		√
22.	MDDP	70	80	√	
23.	NGPF	70	72	√	
24.	NPL	70	80	√	
25.	PA	70	64		√
26.	S	70	68		√
27.	VGO	70	70	√	
28.	WRF	70	68		√
The Average Score		$M = \frac{\sum x}{N}$	62		
Total				9	19
Percentage		$E = \frac{n}{N} \times 100\%$		30%	70%

APPENDIX 4

LESSON PLAN
(Cycle 1 meeting 1)

School	: SMP Negeri 1 Bangorejo
Subject	: English
Class/Semester	: VII/2
Lesson	: Descriptive text
Skill	: Writing
Time Allocation	: 2 x 40 minutes

A. CORE COMPETENCE

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung,menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

A. BASIC COMPETENCE AND ACHIEVEMENT INDICATORS

BASIC COMPETENCE	INDICATORS
3.7. Menyebutkanfungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi **orang**, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1. Mentioning the generic structure of the descriptive text
	3.7.2. Mentioning the social function of descriptive text
	3.7.3. Mentioning main ideas and specific information
4.7. Menyusunteksdeskriptiflisandan tulis sangatpendekdansederhana, terkait orang, binatang, dan benda, dengan memperhatikanfungsi sosial, struktur teks, dan unsurkebahasaan, secara benar dan sesuaikonteks.	4.7.1. Constructing a brainstorming containing ideas of a descriptive text related to the topic.
	4.7.2.. Darfting a descriptive text based on the topic given.
	4.7.3 Revising the draft of descriptive text

C. LEARNING OBJECTIVES

Students are expected to be able to:

3.7.1. Mentioning the generic structure of the descriptive text
3.7.2. Mentioning the social function of descriptive text
3.7.3. Mentioning main ideas and specific information
4.7.1. Constructing a brainstorming containing ideas of descriptive text related to the topic.
4.7.2. Constructing descriptive text based on the topic given.
4.7.3 Revising descriptive text.

D. TEACHING AND LEARNING MATERIALS
- Appendix 1 : Learning materials
- Appendix 2 : Exercise

E. TEACHING APPROACH/ MODEL
TECHNIQUE : Scientific approach

F. MEDIA, TOOLS, AND TEACHING SOURCES
1. Media : Picture, students' worksheet
2. Tools : Boardmarkers, a white board or an overhead projector
3. Learning sources :http://britishcourse.com/descriptive-text-definition-purposes-generic-structures-language-features.php

G. TEACHING AND LEARNING ACTIVITIES
F. Teaching Activities

Phase	Description		Time Allocation
	Teacher	**Students**	
1. **Set Induction**	1. Greeting the students. 2. Asking the students to pray together. 3. Checking students' attendance list. 4. Asking some leading questions. 5. Stating the learning objectives.	Greeting to the teacher. Praying together. Paying attention Responding to the teacher. Paying attention.	7'
2. **Main Activities**	1. **Observing**: a. Giving an example of a descriptive paragraph and asking the students to read the text silently. 2. **Questioning**: a. Inviting several students to ask about the social function, and the generic structure of descriptive paragraph. 3. **Experimenting**: a. Constructing brainstorming by inviting the students to give their ideas about Agnes Monica. (Step 1) b. Guiding the students in eliminating irrelevant ideas and categorize the similar ideas, then combine them in	Receiving the example of a descriptive paragraph and read it silently. Asking questions about the definition, the social function, and the generic structure of descriptive paragraph. Saying their ideas related to the topic given. Eliminating the irrelevant ideas and categorizing the similar ideas, then combining	5' 10' 15'

| | a simple descriptive paragraph.(Step 1)

 c. Guiding the students to mention the identification and description from their work.

 d.

 4. **Asociating:**
 a. Asking the students to work in small groups of 4 students, and do the brainstorming about favorite teacher. (Step 2; prewriting)
 b. Asking the students to revise their brainstorming by eliminating the irrelevant ideas and categorizing the similar ideas.(prewriting)
 c. Asking the students to organizing the ideas from the brainstorming they make into a draft of descriptive text. (Step 3; organizing ideas, drafting))

 5. **Communicating:**
 a. Asking each group to present their paragraph and discuss it together. (Step 4)
 b. Guiding the students to revise their writing to makes a good text. (revising) | the ideas in a simple descriptive paragraph.

 Mentioning the identification and description of their work.

 Sitting with their group and constructing brainstorming about favorite teacher.

 Revising their brainstorming by eleminating the irrelevant ideas and categorizing the similar ideas.

 Constructing a dscriptive paragraph based on the brainstorming.

 Discussing their work in front of the class.

 Revising descriptive text to makes a good text. | **20'**

 20' |
| **3. Closure** | 1. Asking the students to make a conclusion about the material that they have learned to check their understanding to the lesson.
 2. Giving feedback to the students orally. (Step 5)
 3. Parting . | Making conclusion about the materials that they have learned.

 Paying attention.

 Responding the teacher | **3'** |

H. LEARNING ASSESSMENT

1. Assessment
   An Exercise
2. Instrument Form
   Essay

Appendix 1

Learning materials
    a. *Leading questions*
        1. Who is one of the best football players in the world?
        3. Who is the best player in Barcelona's team?

4. Who is it? (showing the picture of an Lionel Messi)

b. *The definition of descriptive text*
   Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, animal, or thing.

c. *The social function of descriptive text*
   The social function of decriptive text is to describe a particular person, place, or thing.

d. *The generic structure of a descriptive text*
   The generic structure of descriptive text is divided into two parts. They are:

   1. Identification.
   This part focuses on introducing the object being described.
   2. Description.
   This part focuses on giving the details of the object being described. It may describe parts, qualities, physical appearance, and characteristics.

The example of descriptive text

Lionel Messi

Identification   : Messi is a football player.

Description   :His full name is Lionel Messi. He was born on 24 June 1987 in Rosario, Argentina. He has white skin, an oval face, short, straight, and blond hair. He has a sharp nose, black eyes, and a good personality. He plays for FC BARCELONA and ARGENTINA national team. He is very skillful in playing football, he can dribble the ball well like dancing and he can run very fast altoungh his body is too short for a football player. He often makes goals in

every football match and help his team win a game. He has ever won the best football player in the world 3 times in 2010, 2011, and 2012.

*(*adaptedfrom*: http://lionel-messi-deskripsi-bahasa-inggris.blogspot.com/l)*

e. The example of modelling brainstorming
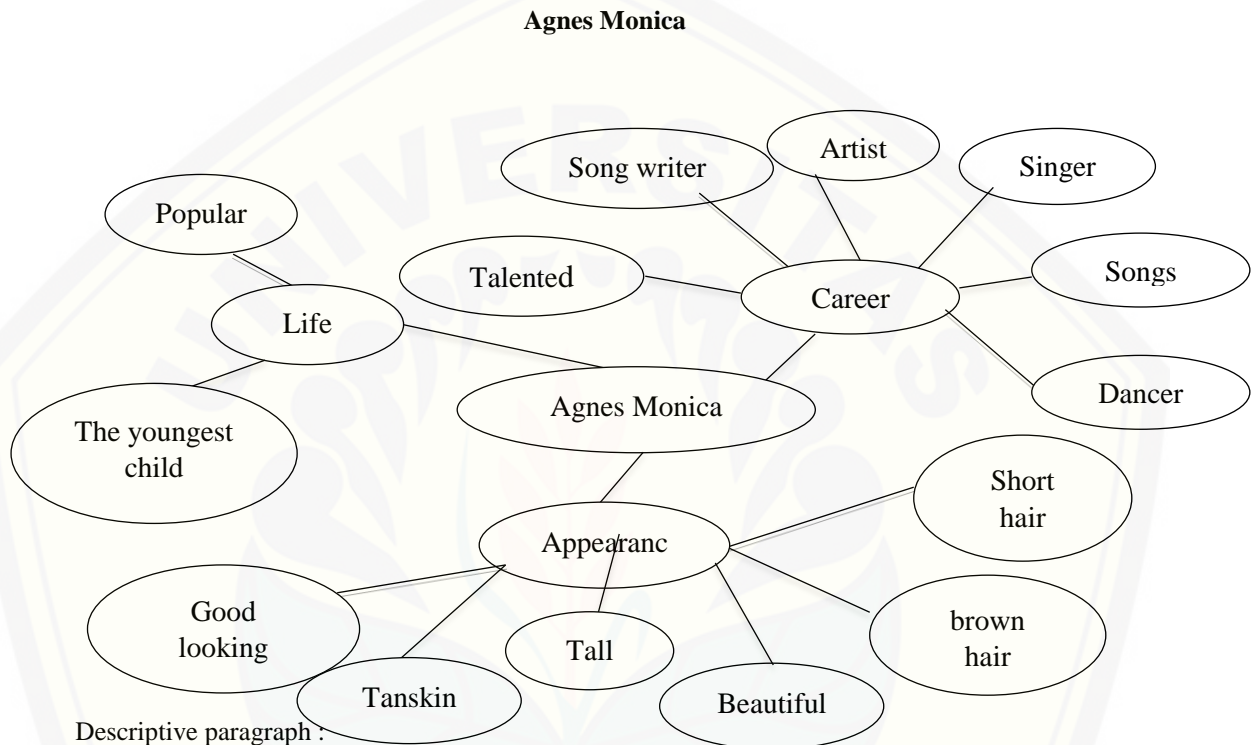
Agnes Monica

Descriptive paragraph :

Agnes Mo is a popular actress in Indonesia. Her full name is Agnes Monica Muljoto. She was born in July 1st 1986 in Jakarta. She is a singer, a songwriter and a dancer. She is good both at singing and dancing. Agnes Monica is the youngest child in her family. Her father's name is Ricky Suprapto and her mother is Jenny Siswono. She has the only older brother named Steve Muljoto. She is tall and has tan skin, she has brown and shiny short hair. Agnes Monica is a very talented artist. Besides singing, she can also play music instruments such as guitar and piano. Agnes Monica has several famous songs. Her everlasting songs are "Pernikahan Dini, Tak Ada Logika, Jera", for instance. She also has a well-known song entitled "Cinta Mati" duet with Ahmad Dhani.In addition, she has been trusted to be anti-drug ambassador in Asia as well as the ambassador of MTV EXIT in combating human trafficking.

(Adapted from : http://sman1learningenglish.blogspot.com/2011/12/descriptive-text-agnes-monica.html)

Appendix 2

Exercise

1. Write a descriptive text about your favorite teacher. First, you should make a concept in the forms of brainstorming by using clustering about your favorite techer.
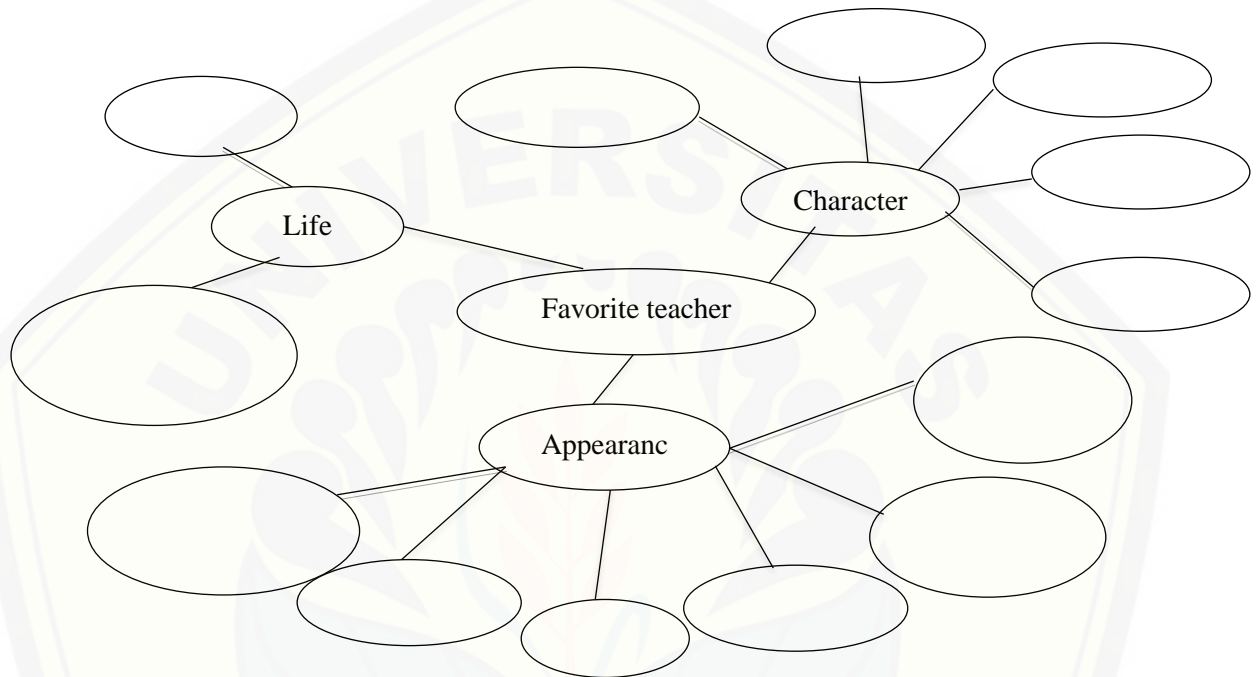
2. Write your ideas in the form of brainstorming by clustering that you have made into a descriptive paragraph at least 7 sentences in your answer sheet.

Sample of the answer

1. Brainstorming about my favorit teacher.
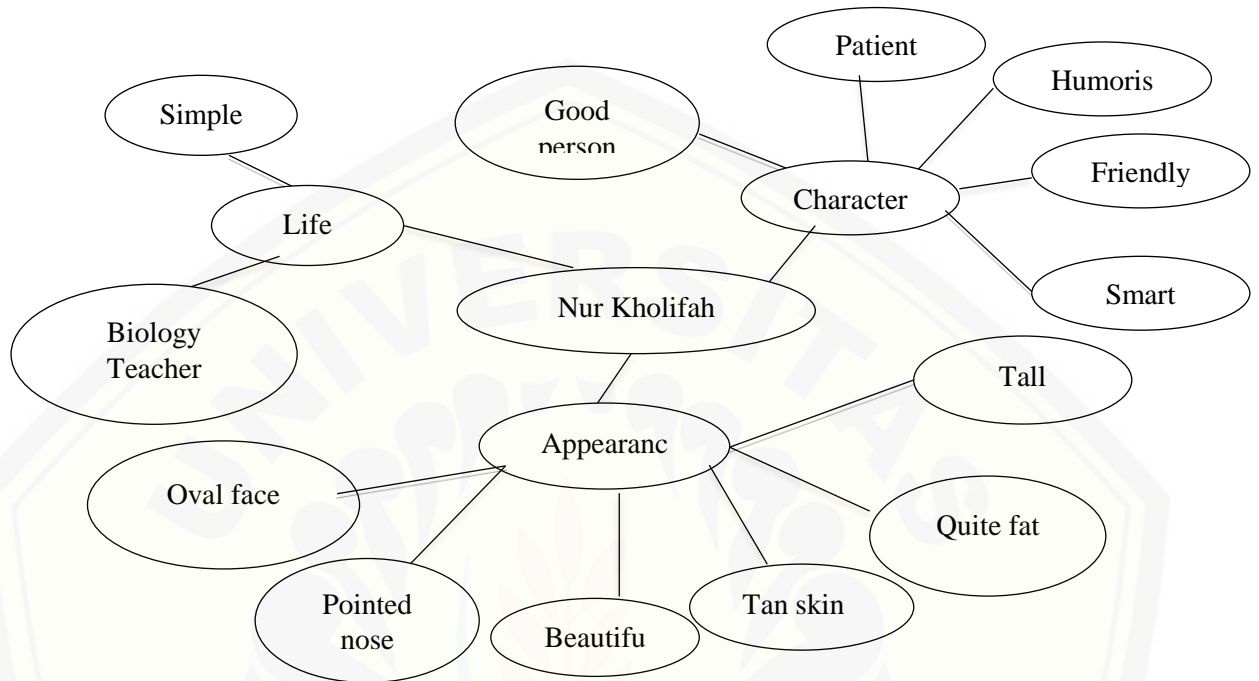
2. Descriptive text about my favorit teacher

My Favorite Teacher

I have a favorite teacher, her name is Nur Kholifah. I always call her Bu Nur. She is my Biology teacher. She is tall and quite fat. She has tan skin, an oval face, a pointed nose, and chubby cheeks. She alway wears elegant clothes that makes her look very good and beautiful. She is very kind and funny person. When she taught in the class, she can make their students really understand about the materials. She can explain all of materials clearly. Sometimes she makes a joke in the teaching and learning process, so that the students do not feel bored. One thing that I always admire from her is, she is very patient and cares with her students. She usually gives her students motivation and helps with her students' problem. So that, I learn many good things from her. And that is the reason why I like her so much.

APPENDIX 5

LESSON PLAN
(Cycle 1 meeting 2)

School	: SMP Negeri 1 Bangorejo
Subject	: English
Class/Semester	: VII/2
Lesson	: Descriptive text
Skill	: Writing
Time Allocation	: 2 x 40 minutes

B. CORE COMPETENCE

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

C. BASIC COMPETENCE AND ACHIEVEMENT INDICATORS

BASIC COMPETENCE	INDICATORS
3.7. Menyebutkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi **orang**, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1. Mentioning the generic structure of the descriptive text
	3.7.2. Mentioning the social function of descriptive text
	3.7.3. Mentioning main ideas and specific information
4.7. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuaikonteks.	4.7.1. Constructing a brainstorming containing ideas of a descriptive paragraph related to the topic.
	4.7.2. Drafting a descriptive text based on the topic given.
	4.7.3. Revising the draft of descriptive text.

C. LEARNING OBJECTIVES

Students are expected to be able to:

3.7.1. Mentioning the generic structure of the descriptive text
3.7.2. Mentioning the social function of descriptive text
3.7.3. Mentioning main ideas and specific information
4.7.1. Constructing a brainstorming containing ideas of descriptive paragraph related to the topic.
4.7.2. Constructing descriptive paragraph based on the topic given.
4.7.3. Revising descriptive text.

D. TEACHING AND LEARNING MATERIALS
- Appendix 1 : Learning materials
- Appendix 2   : Exercise

E. TEACHING APPROACH/ MODEL
TECHNIQUE   : Scientific approach

H. MEDIA, TOOLS, AND TEACHING SOURCES
4. Media   : Picture, students' worksheet
5. Tools   : Boardmarkers, a white board or an overhead   projector
6. Learning sources   :http://britishcourse.com/descriptive-text-definition-purposes-generic-structures-language-features.php

I.   TEACHING AND LEARNING ACTIVITIES
G.   Teaching Activities

Phase	Description		Time Allocation
	Teacher	**Students**	
1. Set Induction	1. Greeting the students. 2. Asking the students to pray together. 3. Checking students' attendance list. 4. Asking some leading questions. 5. Stating the learning objectives.	Greeting the teacher. Praying together. Paying attention Responding the teacher. Paying attention.	**7'**
2. Main Activities	1. **Observing**: a. Giving an example of a descriptive paragraph and asking the students to read the text silently.	Receiving the example of a descriptive paragraph and read it slowly.	**5'**
	2. **Questioning**: a. Reviewing the materials about a descriptive paragraph by giving oral questions. b. Inviting several students to ask about the definition, the social function, and the generic structure of descriptive paragraph.	Paying attention and answering the teacher's questions. Asking questions about the definition, the social function, and the generic structure of descriptive paragraph.	**15'**
	3. **Experimenting**: a. Asking the students to construct brainstorming about their classmate in group. (Step 2; prewriting)	Constructing brainstorming technique about their classmate.	**15'**

	b. Guiding the students in eliminating irrelevant ideas and categorize the similar ideas.	Eliminating the irrelevant ideas and categorize the similar ideas.	
	c. Asking the students to combine the ideas from the brainstorming in a simple descriptive paragraph. (Step 3; organizing ideas)	Combining the ideas from the brainstorming in a simple descriptive paragraph.	
	d. Asking the students to mention the identification and description from their work.	Mentioning the identification and description of their work.	
	4. **Asociating:** a. Explaining how to check their writing whether there are any mistakes or not.	Paying attention.	**20'**
	b. Guiding the students to check and revise their writing. (Step 4; revising)	Reviewing and revising their writing (individually)	
	5. **Communicating:** a. Asking the students to submit their work	Submiting their work.	**5'**
	b. Giving feedback to the students orally.(Step 5)	Paying attention.	
3. Closure	4. Asking the students to make a conclusion about the material that they have learned to check their understanding to the lesson.	Making conclusion about the materials that they have learned.	**3'**
	5. Parting .	Responding the teacher	

H. LEARNING ASSESSMENT

3. Assessment
   An Exercise
4. Instrument Form
   Essay

Appendix 1

Learning materials

  f. *Leading questions*
    1. Who is Rizky Febian's father ?
    3. Who is the host of Ini Talkshow program in Net TV ?
    4. Who is it? (showing the picture of Sule)

  g. *The definition of descriptive text*
    Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, animal, or thing.

  h. *The social function of descriptive text*
    The social function of decriptive text is to describe a particular person, place, or thing.

  i. *The generic structure of a descriptive text*
    The generic structure of descriptive text is divided into two parts. They are:
    1. Identification.
    This part focuses on introducing the object being described.
    2. Description.
    This part focuses on giving the details of the object being described. It may describe parts, qualities, physical appearance, and characteristics.

Title   **: Sule (Entis Sutisna)**

Identification **:** Sule is one of the famous comedian in Indonesia.

Description : His full name is Entis Sutisna. People call him Sule. Sule was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learns Javanese. Sule is <u>very unique</u>. His hair is long with brown and yellow colors. He has an oval face, a flat nose and slanting eyes. People know Sule as a ridiculous man and <u>full of jokes.</u> He is very funny. His joke makes everyone smile even belly laughing. Sule plays in several TV shows such as Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung Sule. He also can sing very well. He has very famous song entitled Susis (Suami Sieun Istri).

(http://www.sekolahoke.com/2011/08/descriptive-text-sule-prikitiw-famous.html)

Appendix 2

<u>Exercise</u>

3. Write a descriptive text about your classmate. First, you should make a concept in the forms of brainstorming by using clustering about your classmate.
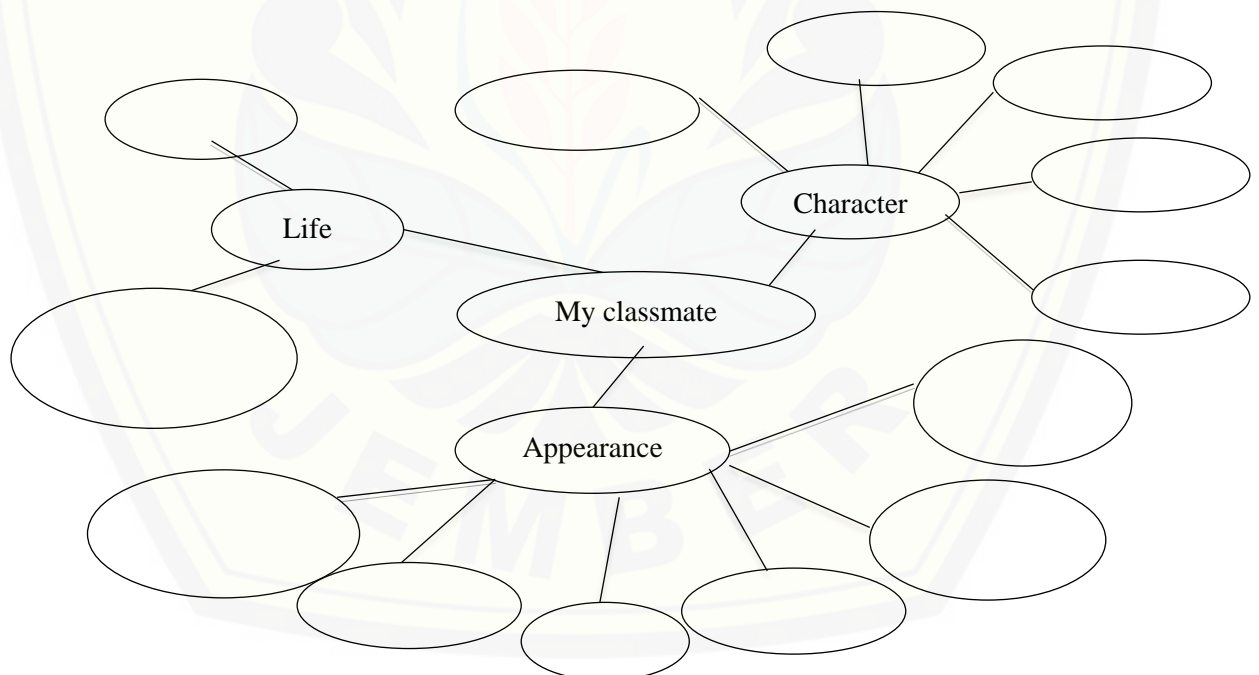
4. Write your ideas in the form of brainstorming by clustering that you have made into a descriptive paragraph at least 7 sentences in your answer sheet.

Sample of the answer

1. Brainstorming about my classmate.
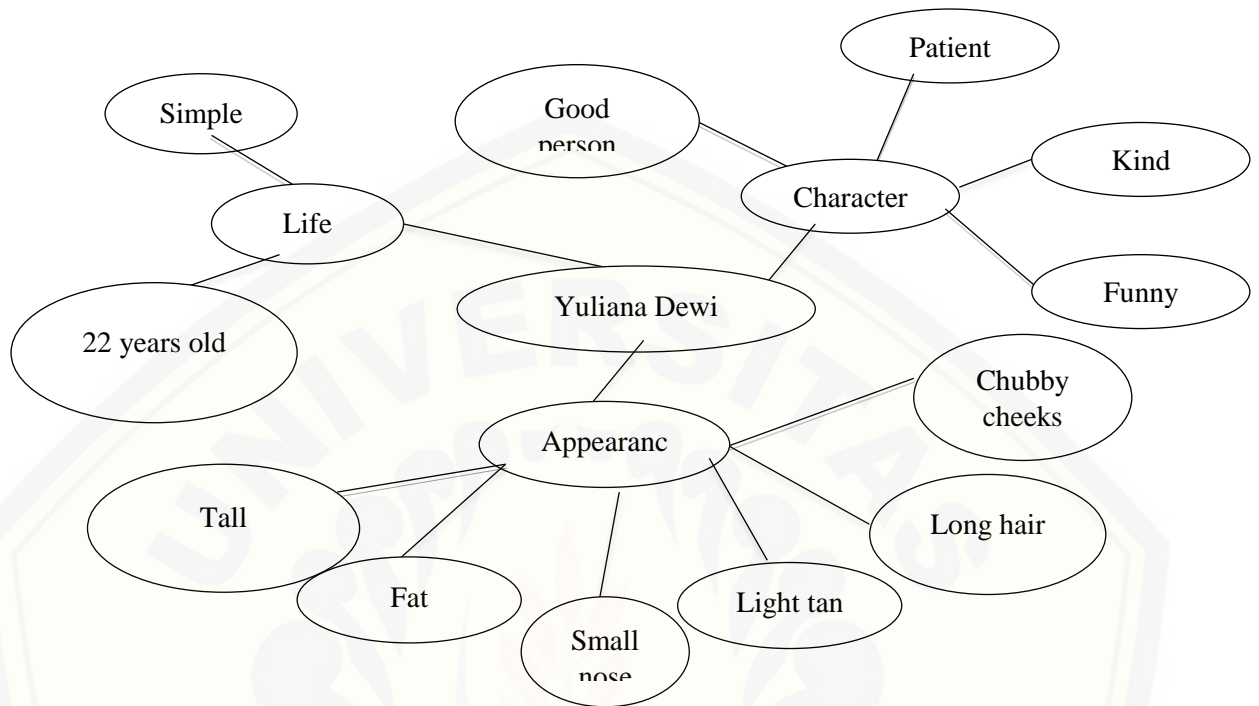
2. Descriptive text about my classmate.

My Classmate

I have a best friend, her name is Yuliana Dewi Kasandra, but you can call her Yuli, and she is my classmate. She was born on July, 7th 1996, so she is 22 years old now. She is tall, fat and very cute. She has a small nose and chubby cheeks. She has long hair and her skin is light tan. She is a smart person I think, because sometimes she has unpredictable ideas when we are on the urgent situation. She is funny and really kind. I love the way she speaks and makes a joke. Everytime she makes a joke she is very expressive, so that it makes people around her laugh loudly. Sometimes, she can act as another person well, that becomes her interesting. She likes noodle very much, or sometimes she likes to eat meatball. She is my best partner in every single situation, that's why I really love her.

.

APPENDIX 6

Writing Test

(Cycle 1)

Subject   : English

Class/Semester   : VII/2

Language Skill   : Writing

Language Focus   : Descriptive Paragraph

Time Allocation   : 2 x 40 minutes

Read the instruction carefully.

1. Write a descriptive text based on one of the topics below !
   a.   My Mother
   b.   My Father
   c.   My Sibling (it can be sister/brother)

First, you should make a concept in the forms of brainstorming about one of the topics that you have been choose.

My mom

2. Write a descriptive text about your mom consisting of at least 7 sentences based on the brainstorming that you have made.

Sample of the answer

1. Brainstorming about my mother.
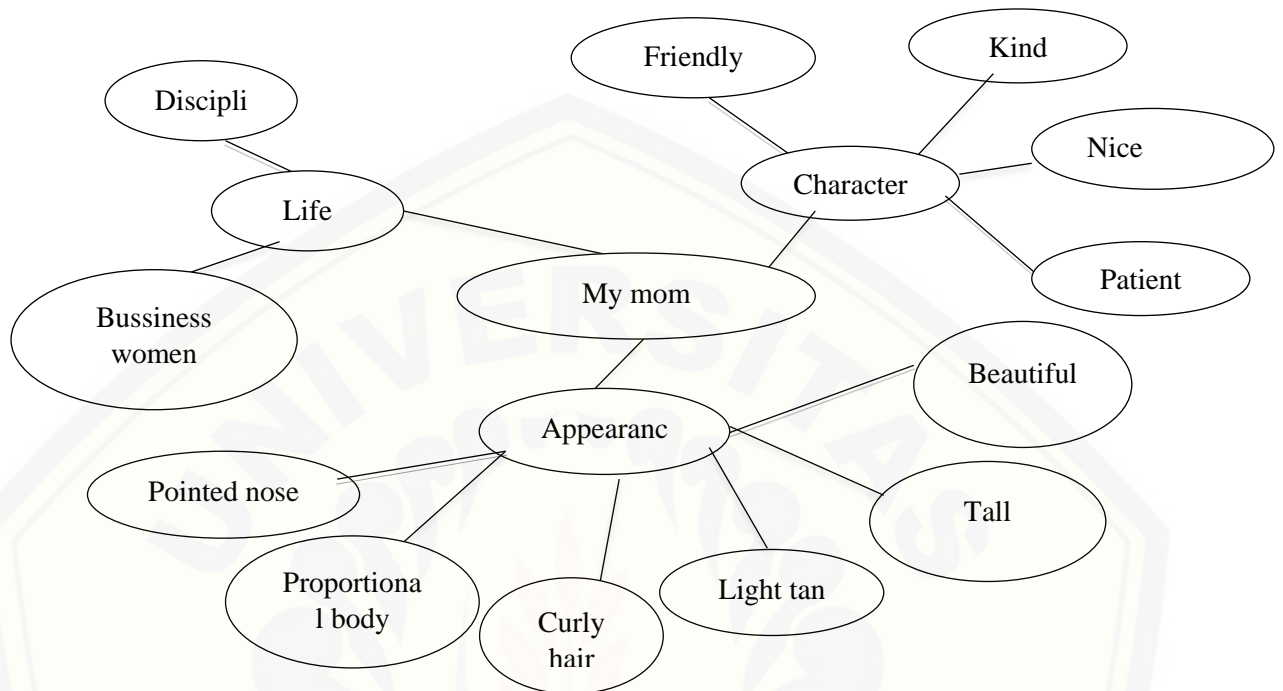
2. Descriptive text about my mother.

My Mom

My mother is a very beautiful woman. She is about 165 cm tall and her weight is about 55 kg. She has black and shiny curly hair. She also has a pointed nose and a dimple that makes her beautiful. Her eyes are brown like my eyes. My mother has light tan skin color like most common women in Indonesia. My mom is not fat and skinny too. I think her body is pretty proportional. She is a very nice, friendly, and patient woman. My mom loves her family so much. She is the best mother in the world. She plays her role as a housewife nicely. She never forgets her responsibilities as a mother. Although she is very busy at work, she never forgets her family. My mom really loves cleanliness. She always keeps her home clean and healthy. Besides being a good mom, she is the greatest chef who ever existed. She is very smart to makes a tasty food. I love food made by her especially her fried chicken.

APPENDIX 7

LESSON PLAN

(Cycle 2 meeting 1)

School	: SMP Negeri 1 Bangorejo
Subject	: English
Class/Semester	: VII/2
Lesson	: Descriptive text
Skill	: Writing
Time Allocation	: 2 x 40 minutes

D. CORE COMPETENCE

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung,menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

E. BASIC COMPETENCE AND ACHIEVEMENT INDICATORS

BASIC COMPETENCE	INDICATORS
3.7. Menyebutkanfungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi **orang**, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1. Mentioning the generic structure of the descriptive text
	3.7.2. Mentioning the social function of descriptive text
	3.7.3. Mentioning main ideas and specific information
4.7. Menyusunteksdeskriptiflisandan tulis sangatpendekdansederhana, terkait orang, binatang, dan benda, dengan memperhatikanfungsi sosial, struktur teks, dan unsurkebahasaan, secara benar dan sesuaikonteks.	4.7.1. Constructing a brainstorming containing ideas of a descriptive text related to the topic.
	4.7.2. Drafting a descriptive text based on the topic given.
	4.7.3 Revising the draft of descriptive text

C. LEARNING OBJECTIVES

Students are expected to be able to:

3.7.1. Mentioning the generic structure of the descriptive text

3.7.2. Mentioning the social function of descriptive text

3.7.3. Mentioning main ideas and specific information

4.7.1. Constructing a brainstorming containing ideas of descriptive text related to the topic.

4.7.2.   Constructing descriptive text based on the topic given.
4.7.3   Revising descriptive text.

D. TEACHING AND LEARNING MATERIALS
- Appendix 1 : Learning materials
- Appendix 2   : Exercise

E. TEACHING APPROACH/ MODEL
TECHNIQUE   : Scientific approach

J. MEDIA, TOOLS, AND TEACHING SOURCES
7. Media   : Picture, students' worksheet
8. Tools   : Boardmarkers, a white board or an overhead projector
9. Learning sources :http://britishcourse.com/descriptive-text-definition-purposes-generic-structures-language-features.php

K. TEACHING AND LEARNING ACTIVITIES
H.   Teaching Activities

Phase	Description		Time Allocation
	Teacher	**Students**	
1. Set Induction	1. Greeting the students. 2. Asking the students to pray together. 3. Checking students' attendance list. 4. Asking some leading questions. 5. Stating the learning objectives.	Greeting to the teacher. Praying together. Paying attention Responding to the teacher. Paying attention.	**7'**
2. Main Activities	1. **Observing**: a. Giving an example of a descriptive paragraph and asking the students to read the text silently. 2. **Questioning**: a. Reviewing the materials about a descriptive paragraph. b. Inviting several students to ask about the social function, and the generic structure of descriptive paragraph.	Receiving the example of a descriptive paragraph and read it silently. Paying attention. Asking questions about the definition, the social function, and the generic structure of descriptive paragraph.	**5'** **10'**

	3. **Experimenting**: a. Asking the students to work in small groups of 4 students, and do the brainstorming about favorite teacher. (Step 2; prewriting) b. Asking the students to revise their brainstorming by eliminating the irrelevant ideas and categorizing the similar ideas.(prewriting) c. Asking the students to organizing the ideas from the brainstorming they make into a draft of descriptive text. (Step 3; organizing ideas, drafting)	Sitting with their group and constructing brainstorming about favorite teacher. Revising their brainstorming by eliminating the irrelevant ideas and categorizing the similar ideas Organizing the ideas from the brainstorming they make into a draft of descriptive text.	**20'**
	4. **Associating :** a. Guiding the students to revise their writing to makes a good text. (revising)	Revising descriptive text to makes a good text.	**15'**
	5. **Communicating:** a. Asking each group to present their paragraph and discuss it together. (Step 4)	Discussing their work in front of the class.	**20'**
3. Closure	1. Asking the students to make a conclusion about the material that they have learned to check their understanding to the lesson. 2. Giving feedback to the students orally. (Step 5) 3. Parting .	Making conclusion about the materials that they have learned. Paying attention. Responding the teacher	**3'**

H. LEARNING ASSESSMENT

5. Assessment
   An Exercise
6. Instrument Form
   Essay

Appendix 1

<u>Learning materials</u>

    j.   *Leading questions*
        1. Who is one of the Warkop DKI cast still alive ?
        2.Who is the partner of Dono and Kasino in Warkop DKI ?
        3. Who is it? (showing the picture of an Indro Warkop)

    k.   *The definition of descriptive text*
       Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, animal, or thing.

    l.   *The social function of descriptive text*
       The social function of decriptive text is to describe a particular person, place, or thing.

    m.   *The generic structure of a descriptive text*
       The generic structure of descriptive text is divided into two parts. They are:

       1. Identification.
       This part focuses on introducing the object being described.
       2. Description.
       This part focuses on giving the details of the object being described. It may describe parts, qualities, physical appearance, and characteristics.

The example of descriptive text

Indro Warkop

Identification : Indro is an actor and popular comedian in Indonesia.

Description :His full name is Drs. H. Indrodjojo Kusumonegoro, well known as Indro Warkop DKI . He is tall, fat and bald. He has dark tan, a sharp nose, black eyes, and mustache. He has a good personality. He is very funny and always success in makes a joke. He becomes famous with his comedy film entitle Warkop DKI with his friends, Dono and Kasino. But now he is the only one who still alive because Dono and Kasino had been passed away. Indro is known as the legend of comedian in Indonesia.

Appendix 2
Exercise

1. Write a descriptive text about your favorite comedian. First, you should make a concept in the forms of brainstorming by using clustering about your favorite comedian.
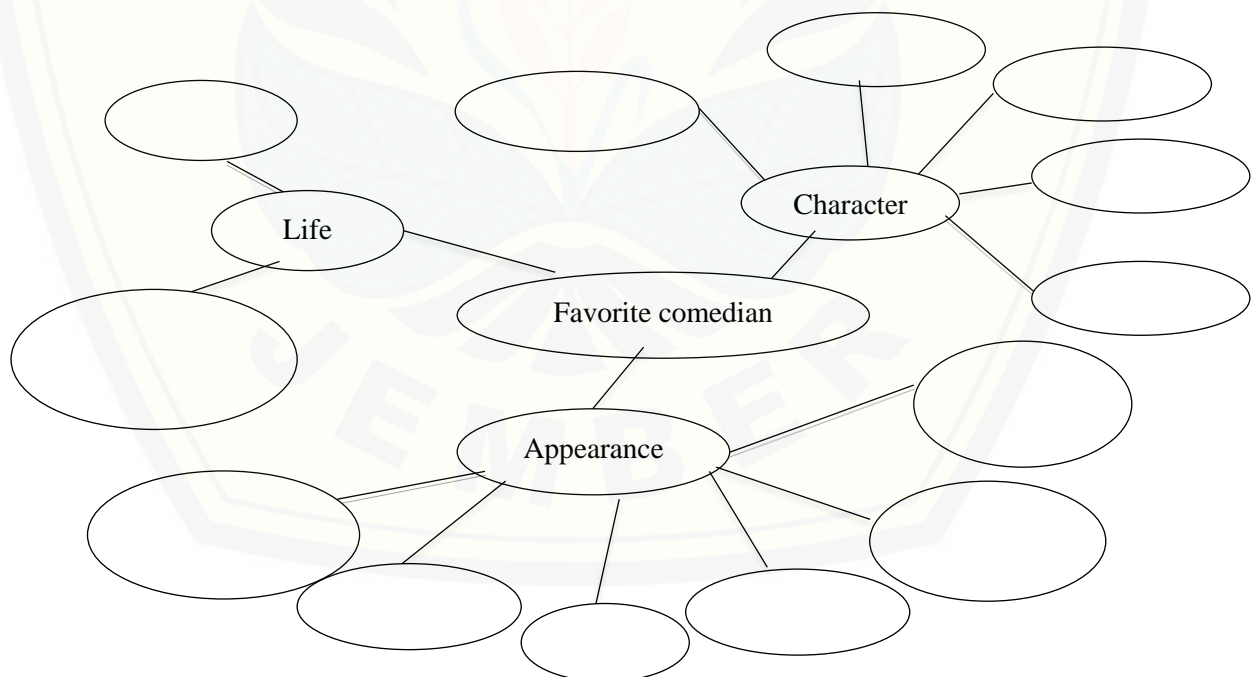
2. Write your ideas in the form of brainstorming by clustering that you have made into a descriptive paragraph at least 7 sentences in your answer sheet.

Sample of the answer

1. Brainstorming about my favorite comedian.
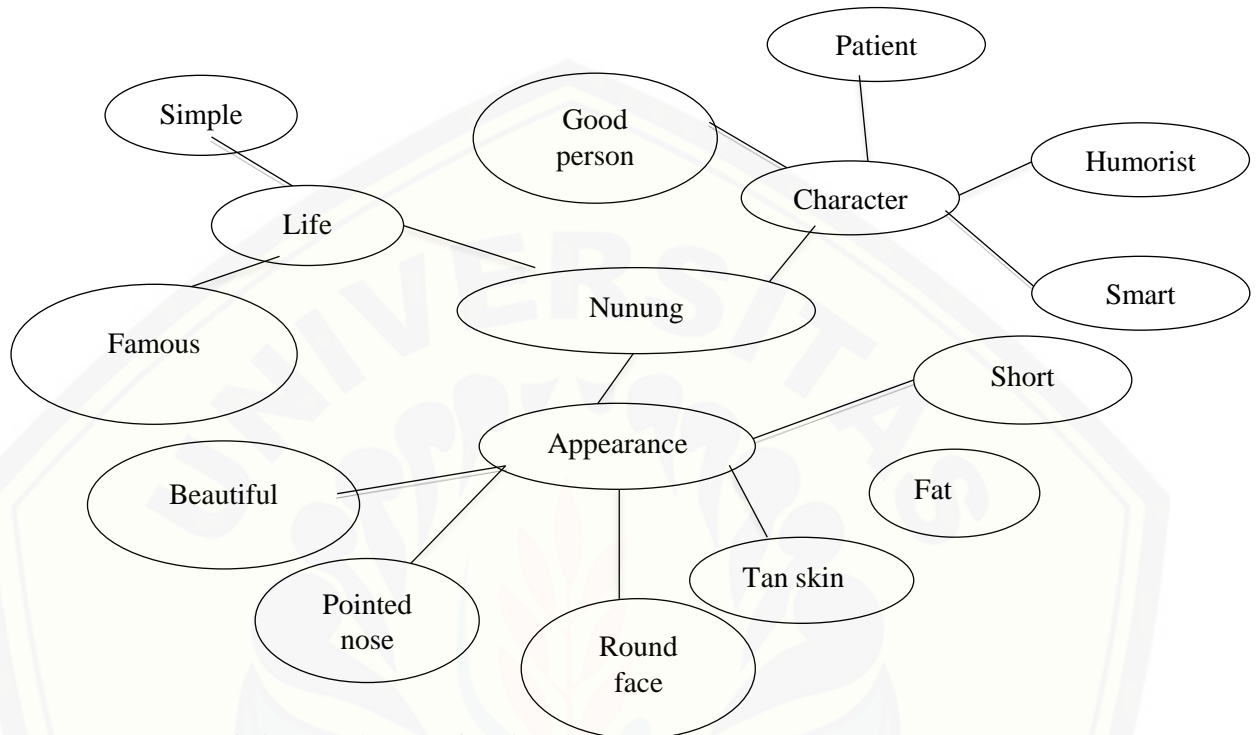
2. Descriptive text about my favorit comedian.

My Favorite Comedian

I have a favorite comedian, her name is Nunung. I usually watch her on the television. She is become a famous comedian together with her friends, Sule and Andre in Ini Talkshow programm. She is short and fat but she still beautiful. She has tan skin, round face, a pointed nose, and chubby cheeks. She alway wears elegant clothes that makes her look very good. She is very kind and funny person. When she and her friends make jokes, it always amuse the audience sho the audience will never bored to watch them. She usually speak and make jokes using Javanese language. She is not a cocky person although she is popular, and that is become the reason why I like her so much.

APPENDIX 8

LESSON PLAN
(Cycle 2 meeting 2)

School	: SMP Negeri 1 Bangorejo
Subject	: English
Class/Semester	: VII/2
Lesson	: Descriptive text
Skill	: Writing
Time Allocation	: 2 x 40 minutes

F. CORE COMPETENCE

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

G. BASIC COMPETENCE AND ACHIEVEMENT INDICATORS

BASIC COMPETENCE	INDICATORS
3.7. Menyebutkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi **orang**, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1. Mentioning the generic structure of the descriptive text
	3.7.2. Mentioning the social function of descriptive text
	3.7.3. Mentioning main ideas and specific information
4.7. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuaikonteks.	4.7.1. Constructing a brainstorming containing ideas of a descriptive paragraph related to the topic.
	4.7.2. Drafting a descriptive text based on the topic given.
	4.7.3. Revising the draft of descriptive text.

C. LEARNING OBJECTIVES

Students are expected to be able to:

3.7.1. Mentioning the generic structure of the descriptive text
3.7.2. Mentioning the social function of descriptive text
3.7.3. Mentioning main ideas and specific information
4.7.1. Constructing a brainstorming containing ideas of descriptive paragraph related to the topic.
4.7.2. Constructing descriptive paragraph based on the topic given.
4.7.3. Revising descriptive text.

D. TEACHING AND LEARNING MATERIALS
- Appendix 1 : Learning materials
- Appendix 2   : Exercise

E. TEACHING APPROACH/ MODEL
TECHNIQUE   : Scientific approach

L. MEDIA, TOOLS, AND TEACHING SOURCES
4. Media   : Picture, students' worksheet
5. Tools   : Boardmarkers, a white board or an overhead   projector
6. Learning sources   :http://britishcourse.com/descriptive-text-definition-purposes-generic-structures-language-features.php

M. TEACHING AND LEARNING ACTIVITIES
I.   Teaching Activities

Phase	Description		Time Allocation
	Teacher	Students	
1. Set Induction	1. Greeting the students. 2. Asking the students to pray together. 3. Checking students' attendance list. 4. Asking some leading questions. 5. Stating the learning objectives.	Greeting the teacher. Praying together. Paying attention Responding the teacher. Paying attention.	**7'**
2. Main Activities	1. **Observing**: a. Giving an example of a descriptive paragraph and asking the students to read the text silently. 2. **Questioning**: a. Reviewing the materials about a descriptive paragraph by giving oral questions. b. Inviting several students to ask about the definition, the social function, and the generic structure of descriptive paragraph. 3. **Experimenting**: a. Asking the students to construct brainstorming about their best friend in group. (Step 2; prewriting) b. Guiding the students in eliminating irrelevant ideas and categorize the	Receiving the example of a descriptive paragraph and read it slowly. Paying attention and answering the teacher's questions. Asking questions about the definition, the social function, and the generic structure of descriptive paragraph. Constructing brainstorming technique about their best friend. Eliminating the irrelevant ideas and categorize the similar ideas.	**5'** **15'** **15'**

	similar ideas. (Step 2; prewriting) c. Asking the students to combine the ideas from the brainstorming in a simple descriptive paragraph. (Step 3; organizing ideas) d. Asking the students to mention the identification and description from their work.	Combining the ideas from the brainstorming in a simple descriptive paragraph. Mentioning the identification and description of their work.	
	4. **Asociating:** a. Guiding the students to check their writing whether there are any mistakes or not. b. Guiding the students to check and revise their writing. (Step 4; revising)	Checking their writing whether there are any mistakes or not. Reviewing and revising their writing (individually)	20'
	5. **Communicating:** a. Asking the students to submit their work b. Giving feedback to the students orally.(Step 5)	Submiting their work. Paying attention.	5'
3. Closure	7. Asking the students to make a conclusion about the material that they have learned to check their understanding to the lesson. 8. Parting .	Making conclusion about the materials that they have learned. Responding the teacher	3'

H. LEARNING ASSESSMENT

7. Assessment
   An Exercise
8. Instrument Form
   Essay

Appendix 1

Learning materials
    A. *Leading questions*
        1. Who is singer who known as Sibad ?
        2. Who sing "Lagi Syantik" song ?
        3. Who is it? (showing the picture of Siti Badriah)

    B. *The definition of descriptive text*
        Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, animal, or thing.

    C. *The social function of descriptive text*
        The social function of decriptive text is to describe a particular person, place, or thing.

    D. *The generic structure of a descriptive text*
        The generic structure of descriptive text is divided into two parts. They are:
        1. Identification.
        This part focuses on introducing the object being described.
        2. Description.
        This part focuses on giving the details of the object being described. It may describe parts, qualities, physical appearance, and characteristics.

Title : **Siti Badriah**

Identification : Siti Badriah is Indonesian singer who also known as Sibad.

Description : Siti Badriah is tall and slim. She has long hair, black eyes, pointed nose and light tan. She is very beautiful and cute, it makes her very good looking. She is a simple person although she is very popular and actually she is a rich person, but she always keep low profile. She becomes famous after released her album Lagi Syantik. Her song becomes booming because it's music is really good.

Appendix 2

Exercise

1. Write a descriptive text about your favorite singer. First, you should make a concept in the forms of brainstorming by using clustering about your favorite singer.
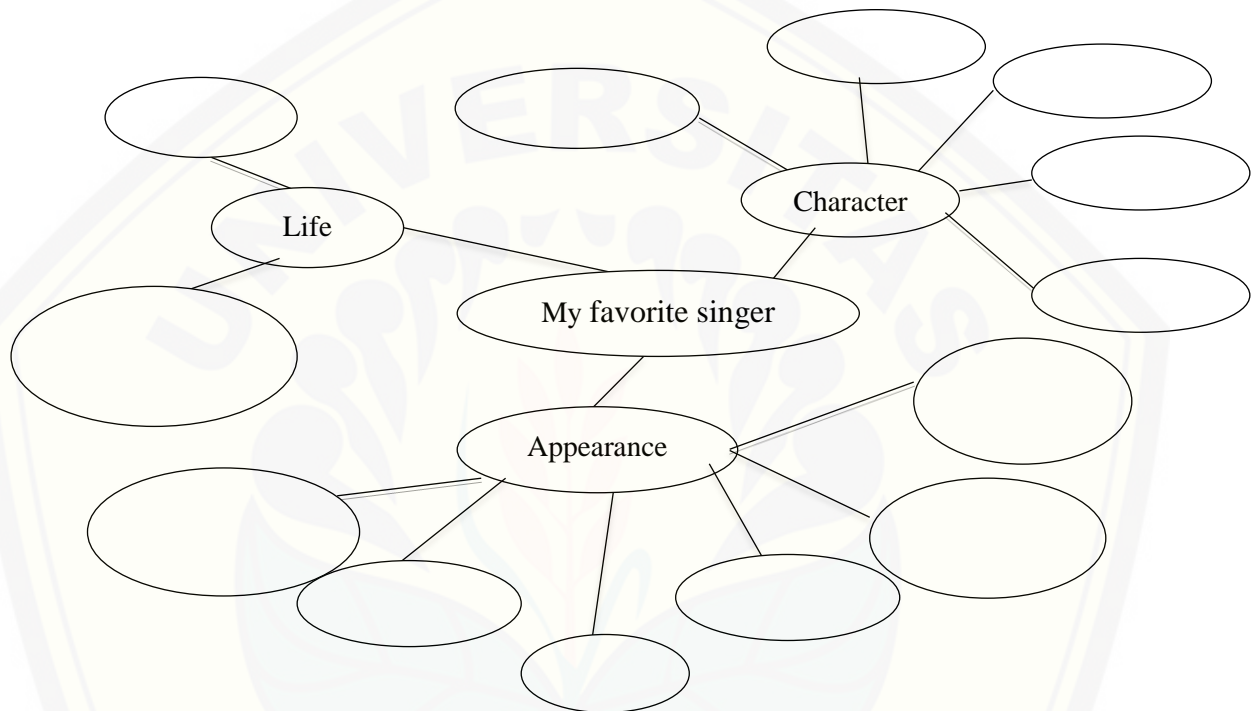
2. Write your ideas in the form of brainstorming by clustering that you have made into a descriptive paragraph at least 7 sentences in your answer sheet.

Sample of the answer

1. Brainstorming about my best friend.
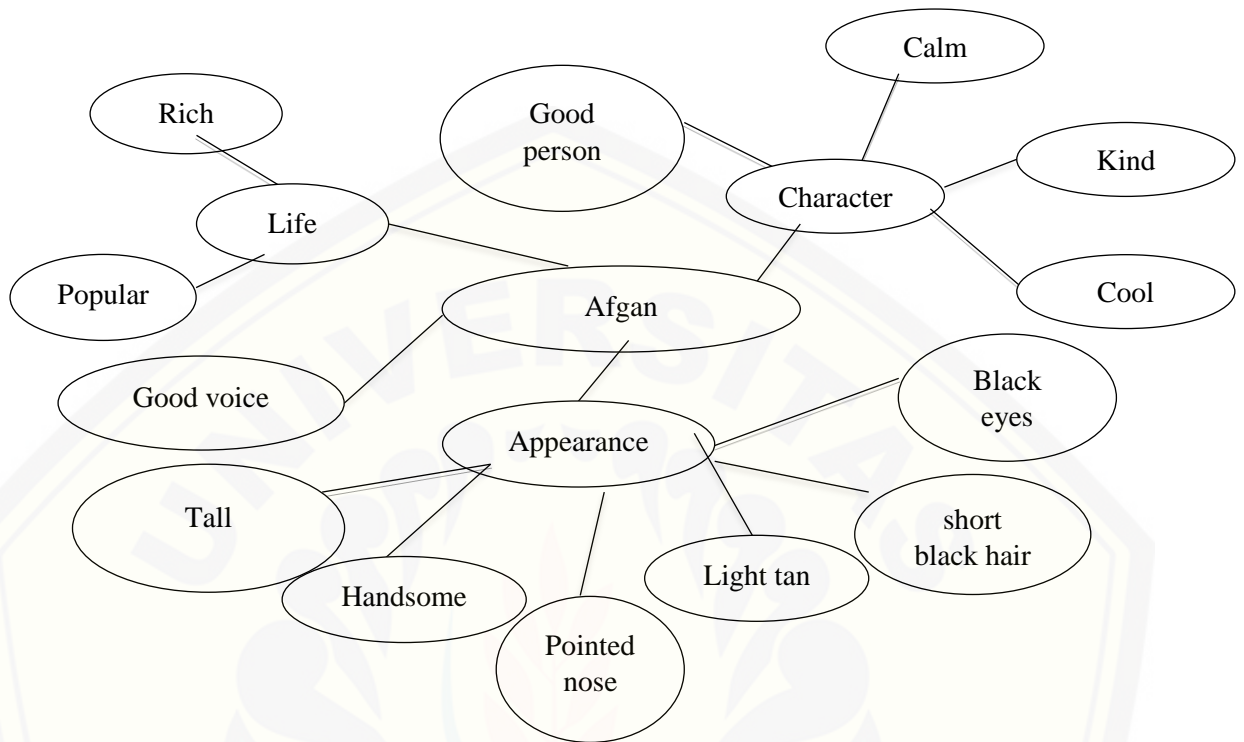
2. Descriptive text about my favorite singer.

Afgan

Afgan Syahreza is my favorite solo singer in Indonesia. He is tall and very handsome. He has a pointed nose, black eyes, short black hair and his skin is light tan. He is looks so cool and calm. He is easily known because there are dimples on his cheek when he is smiling, and he always wears glasses. I love the way he sing a song because his voice is really good. He is very famous in Indonesia. Afgan's favorite music is pop, R & B, Soul and Jazz. Those musics influence his way to sing. I love him because he is very cute and perfect person.

APPENDIX 9

Writing Test

(Cycle 2)

Subject	: English
Class/Semester	: VII/2
Language Skill	: Writing
Language Focus	: Descriptive Paragraph
Time Allocation	: 2 x 40 minutes

Read the instruction carefully.

Write a short descriptive text about your idol (it can be an artist, hero, athlete, etc.) consisting of 10 sentences.

Make a concept in the forms of brainstorming about one of the topics that you have been choose.

My idol
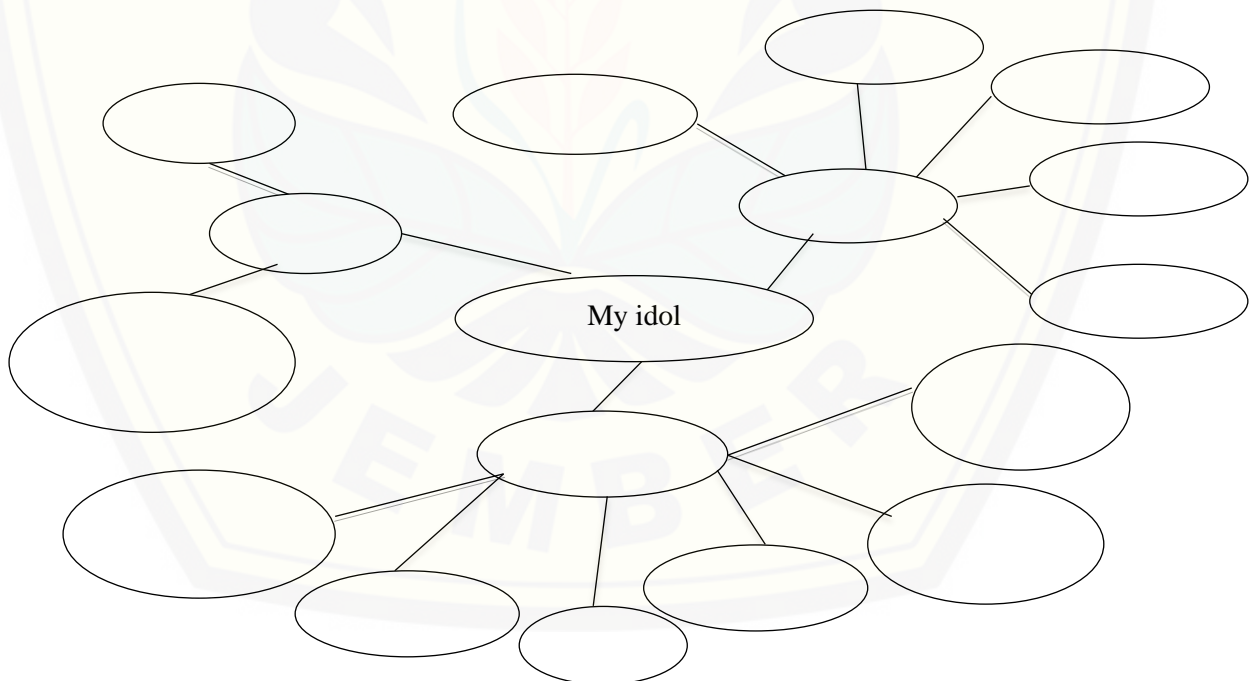
Sample of the answer

Jonathan Christie

Jonathan Christie is a young Indoneian badminton athlete from Jakarta. He also known as Jojo. He has high posture and a handsome face. He has black eyes, black hair, pointed nose and he has light tan. He is very cute young man. In his teens, he has made many achievements in the field of badminton. In Sea Games 2019, he won the badminton game and he got the gold medal. He is very popular because of his achievements. He is becomes the idol of badminton player in Indonesia or even in Asia because he is very talented and skillful.

APPENDIX 10

FIELD NOTES

Observer Name   : Catur Widi A.

Date   : 25 April 2019

Group   : 5

Write the description that ilustrate how students conceptulize their plan before writing and how brainstorming students make assist them to draft and revise their descriptive text. Write your notes in the following table

Aspect	Description
1. Brainstorming technique assists students conceptualize their plan before writing.	There are two students does not give any contribution during conceptualize their plan.
2. The brainstorming students make assist them to draft and revise their descriptive text.	These two students does not give join in discussing the work together with their group during the activity.

APPENDIX 11

Table 4.6 the Results of Writing Test in Cycle 1

No	Initial Names	Scorer 1					Σ	WS	Category	
		C	O	V	G	M			A	NA
1.	ANA	5	4	4	3	4	20	80	√	
2.	AYS	4	4	3	4	3	18	72	√	
3.	AM	4	4	3	4	4	19	76	√	
4.	AS	4	4	3	3	3	17	68		√
5.	AW	4	3	3	4	3	17	68		√
6.	AEP	4	4	4	4	3	19	76	√	
7.	CZA	4	4	4	4	3	19	76	√	
8.	CSC	4	4	4	3	3	18	72	√	
9.	DS	4	3	3	3	3	16	64		√
10.	DZY	4	4	4	4	3	19	76	√	
11.	DWIS	4	4	3	2	3	16	64		√
12.	DP	4	4	4	4	3	19	76	√	
13.	DC	4	4	3	4	3	18	72	√	
14.	DN	5	4	4	3	4	20	80	√	
15.	EN	5	4	4	4	3	20	80	√	
16.	FF	4	4	4	4	3	19	76	√	
17.	GPP	4	3	4	3	3	17	68		√
18.	GEP	5	4	4	4	3	20	80	√	
19.	HNS	5	4	4	4	3	20	80	√	
20.	HOF	4	3	4	4	3	18	72	√	
21.	JAP	5	4	4	3	2	18	72	√	
22.	MDDP	5	4	4	4	4	21	84	√	
23.	NGPF	5	4	4	4	3	20	80	√	
24.	NPL	4	3	4	3	3	17	68		√
25.	S	4	3	4	4	3	18	72	√	
26.	VGO	4	4	3	2	3	16	64		√
27.	Wrf	4	4	4	4	3	19	76	√	
28.	PA	4	3	4	4	3	18	72	√	
	Total	120	105	104	100	87		2064	21	7
	Average	4.28	3.75	3.71	3.57	3.10		73.71	75%	25%

Notes:
Scorer 1: The Researcher
Scorer 2: The English Teacher
C = Content
O = Organization
V = Vocabulary
G = Grammar
M = Mechanics
∑ = Total Score
WS = Writing Score ($\frac{\Sigma}{25}$x100)
AS = Average Score ($\frac{WS\,1+WS\,2}{2}$)
A = Achieved
NA = Not Achieved

APPENDIX 12

FIELD NOTES

Observer Name   : Catur Widi A.

Date   : 2 Mei

Group   : 7

Write the description that ilustrate how students conceptulize their plan before writing and how brainstorming students make assist them to draft and revise their descriptive text. Write your notes in the following table.

Aspect	Description
1. Brainstorming technique assists students conceptualize their plan before writing.	All students give their contribution in conceptualizing their plan before writing by giving their own ideas.
2. The brainstorming students make assist them to draft and revise their descriptive text.	There is one students does not give his comment or suggestion.

APPENDIX 13

Table 4.6 the Results of Writing Test in Cycle 2

No	Initial Names	Scorer 1					Σ	WS	Category	
		C	O	V	G	M			A	NA
1.	ANA	4	4	4	4	3	19	76	√	
2.	AYS	5	4	5	4	3	21	84	√	
3.	AM	5	4	4	4	3	20	80	√	
4.	AS	5	4	4	4	3	20	80	√	
5.	AW	4	4	4	3	3	18	72	√	
6.	AEP	4	3	4	2	3	16	64		√
7.	CZA	5	4	4	4	3	20	80	√	
8.	CSC	4	4	4	3	3	18	72	√	
9.	DS	3	3	3	2	2	13	52		√
10.	DZY	5	4	4	4	3	20	80	√	
11.	DWIS	4	4	4	4	3	19	76		√
12.	DP	4	4	4	3	4	19	76	√	
13.	DC	4	4	4	3	3	18	72	√	
14.	DN	4	4	4	3	3	18	72	√	
15.	EN	5	5	4	3	3	20	80	√	
16.	FF	5	4	4	4	3	20	80	√	
17.	GPP	4	4	4	3	3	18	72	√	
18.	GEP	5	4	4	4	3	20	80	√	
19.	HNS	5	5	4	3	3	20	80	√	
20.	HOF	4	4	3	3	3	17	68		√
21.	JAP	4	4	4	3	3	18	72	√	
22.	MDDP	5	5	4	4	4	22	88	√	
23.	NGPF	5	4	4	4	3	20	80	√	
24.	NPL	4	4	4	3	3	18	72	√	
25.	S	4	4	4	4	3	19	76	√	
26.	VGO	3	3	3	2	3	14	56		√
27.	WRF	3	4	3	3	4	17	68	√	
28.	PA	4	4	4	3	3	17	68		√
	Total	**120**	112	109	93	86		2076	**22**	**6**
	Average	**4.28**	**4**	**3.89**	**3.32**	**3.07**		**74.14**	**78.57%**	**21.42%**

Notes:
Scorer 1: The Researcher
Scorer 2: The English Teacher
C = Content
O = Organization
V = Vocabulary
G = Grammar
M = Mechanics
∑ = Total Score
WS = Writing Score ($\frac{\Sigma}{25}$x100)
AS = Average Score ($\frac{WS\ 1 + WS\ 2}{2}$)
A = Achieved
NA = Not Achieved

APPENDIX 14

The Sample of Students Writing Test Result in Cycle 1
(Highest Score)

Answer sheet

Name : Marsha Diah Dwi P.

Class : VII C

Student's number : 23

.... My Sibling .... (Title)

| Identification | Meyta Wati is my sister |
| Description | |

She is the first daughter in my family.
She is short and she has slim body. She
has white skin, flat nose, black eyes and
she has short hair. She is very talkative and
it make me anger. Because it disturbing me.
But sometimes she make a joke that make
me laugh. She is a patient person and she
love me and so do i. Now she work in
Bali, so we are separated now.

Aspects	Score
Content	5
Organization	4
Vocabulary	4
Grammar	4
Mechanics	4
Total	21

84

The Sample of Students Writing Test Result in Cycle 1

(Lowest Score)

Answer sheet

Name : Deni SETYAWAN

Class : V.II.C

Student's number : 08

...... MY Mother ...... (Title)

| Identification | Kosidah is a Mother |
| Description | she chas a Black eyes, tall body and |

she has a long hair and s

She has a White skin and Big eyes

She has a thick eyebrows

She has a Big Body, black hair

she has a Pointed noseend

She has a straight hair

Aspects	Score
Content	4
Organization	3
Vocabulary	3
Grammar	3
Mechanics	3
Total	16

64

APPENDIX 15

The Sample of Students Writing Test Result in Cycle 2
(Highest Score)

Answer sheet

Name : Marsha Diah Dwi P.

Class : VII C

Student's number : 13

.... Jenny Kim .... (Title)

| Identification | |
| Description | |

Jenny Kim is Korean actress.
She has pointed nose, white skin, and
brown eyes. She also has long hair
and she is tall. Her body is look so sexy.
She can sing and dance. She can do both
in one time when she perform in stage.
She is member of blackpink. I like the way
she dance and sing. Beczuse when she perform
it make the audience stunned. I like to sing
blackpink's song.

Aspects	Score
Content	5
Organization	5
Vocabulary	4
Grammar	4
Mechanics	4
Total	22

88

The Sample of Students Writing Test Result in Cycle 2
(Lowest Score)

Answer sheet

Name : Deni StYAWAN

Class : V.II. C

Student's number : 09

Hanipan .... (Title)

Identification	25 oktober 1997 X

| Description | Hanipan ever campion assian games jakarta |

Palembang 2019 He ever get a title campion
the is a gold; medal and he work hard to alwayes title
campion Rank and Bior First Rank Wolrd

Aspects	Score
Content	3
Organization	3
Vocabulary	3
Grammar	2
Mechanics	2
Total	13

52

APPENDIX 16

A Letter of Finished Research

PEMERINTAH KABUPATEN BANYUWANGI
DINAS PENDIDIKAN
SMP NEGERI 1 BANGOREJO
NPSN: 20525711
Jl. PB. Sudirman No. 05 Sambirejo-Bangorejo ☎(0333) 710615 Banyuwangi
Email : smpn1bangorejo@yahoo.com, web : www.smpn1bangorejo.sch.id

SURAT KETERANGAN
Nomor : 421.2 / 48 /429.245.200100/2019

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Bangorejo Kabupaten Propinsi Jawa Timur menerangkan dengan sebenarnya bahwa

N a m a	:	Ana Lupitasari
NIM	:	140210401030
Jurusan	:	Pendidikan Bahasa dan Seni
Program Studi	;	Pendidikan Bahasa Inggris
Mahasiswa	:	Universitas Jember

Mahasiswa tersebut benar – benar telah mengadakan Penelitian pada sekolah kami 6 kali tatap muka tanggal 23 April 2019 sampai 09 Mei 2019 , dengan judul penelitian " Improving the Seventh Grade Students' Achievement in Writing Descriptive Text by Using Brainstorming Technique"

Demikian Surat Keterangan ini dibuat agar dapat dipergnakan sebagaimana mestinya.

Bangorejo, 09 Mei 2019
Kepala SMP Negeri Bangorejo

MUNAWAROH, S.Pd.
NIP. 196907011998022003