A THESIS

THE EFFECT OF BRAINSTORMING TECHNIQUE TO STUDENTS' SKILL IN WRITING DESCRIPTIVE TEXT AT MTS DDI TAPANDULLU KABUPATEN MAMUJU

BY

FAHIRA
REG NUM. 2020203888203003

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

2024

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Submitted to the English Program of Tarbiyah Faculty of state Islamic
Institute of Parepare in Partial Fulfillmentof the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)

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2024

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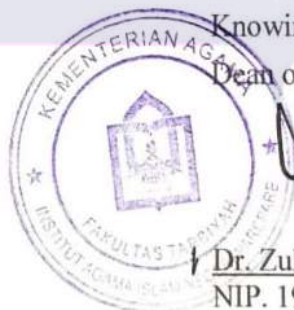Basis for Assigning Examiners : B.364/In.39/FTAR.01/PP.00.9/01/2024

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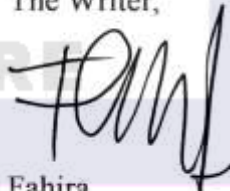
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Stated this thesis was her writing and if it can be proved that it was copied, duplicated, or complied by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

Fahira. *The Effect of Brainstorming Technique to Students' Skill in Writing Descripive Text at MTs DDI Tapandullu Kabupaten Mamuju.* (Supervised by Zulfah and Kalsum)

The inability of students to write English descriptive text at school is very worrying. They cannot even write an idea or a complete paragraph, even though they are already at MTs level. This problem should not be allowed to drag on, it must be resolved immediately by offering several ways for students to do, so that they tend to like writing as a necessity. In this study, the reascher offers the use of brainstorming technique to evercome this problem. The objective of this research was to examine the effect of brainstorming technique to improve students' skill in writing descriptive text.

This research used a quasi experimental design. The population consisted of 40 students from three classes at MTS DDI Tapandullu in Mamuju district. The sample was selected using random sampling, with 14 students from class VIII as the experimental group and another 14 from class IX as the control group. Data were collected by a descriptive text writing skills test and analyzed using t-test analysis.
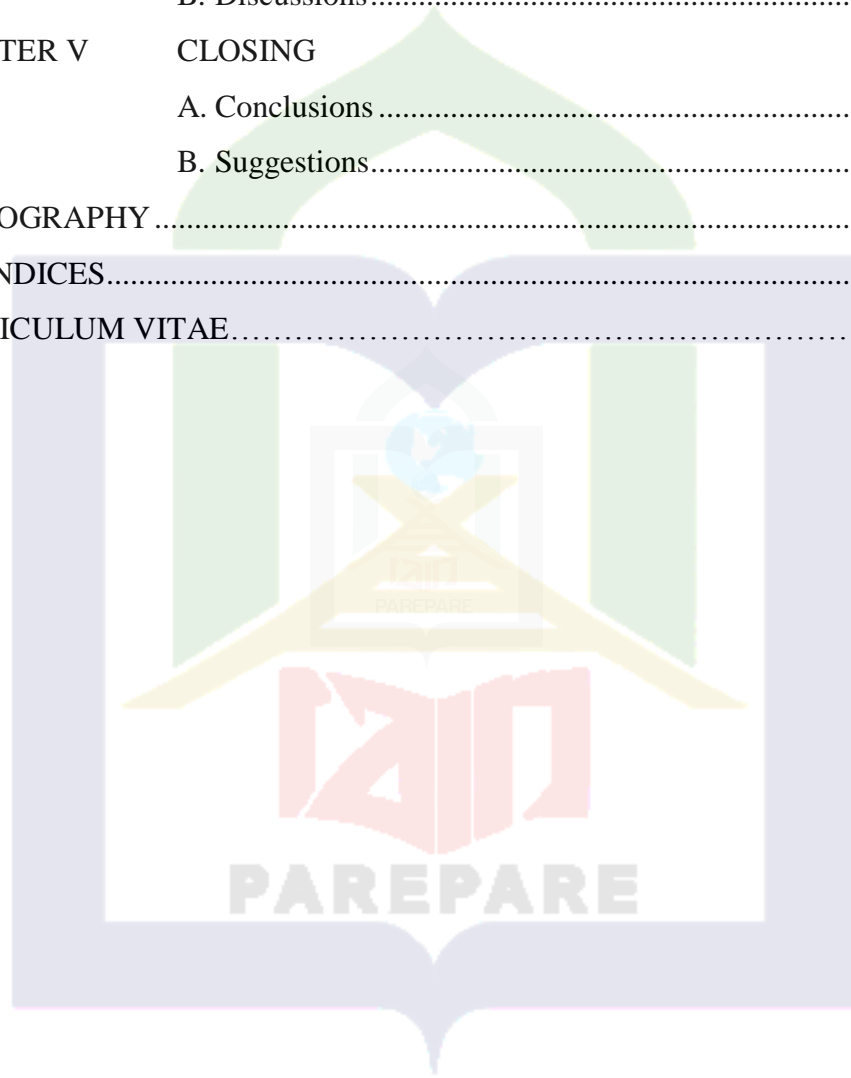
The data analysis results indicated that the brainstorming technique can improve students' skill in writing decriptive text. Specifically, the mean post-test score of students in the experimental class (82.28) exceeded that of the control class (73.14), with a t-value of 3.973 > 2.055. These outcomes demonstrate the effectiveness of the Brainstorming technique in improving the descriptive text writing skills of 8th Grade students at MTS DDI Tapandullu, Mamuju Regency.

Keywords: Writing, Descriptive Text, Brainstorming Technique

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CHAPTER I

INTRODUCTION

A. Background

Writing is one of the most important skills among the others skills of language. The purpose of writing is to communicate, in which people can express their feelings, ideas, experiences, and desires in the written form.[1] Writing is also powerful tool that can be used to covey the context of knowledge and information. Through written language, readers can easily document ideas. The 2013 curriculum highlights the importance of teaching writing in order to equip students with the ability to create both oral and written texts that are contextually appropriate, structured and linguistically coherent. Since there are multiple types of texts, including descriptive, narrative, procedural, story, and report text, this discussion will focus solely on writing a descriptive paragraph.

Descriptive text is a form of composition that presents information about a person or place. Through the careful construction of descriptive paragraphs, students gain insight into the intricate details of their subject, including its sounds, smells, sights, and emotions.[2] In addition, descriptive writing allows students to paint a vivid picture and employ their sensory experiences when recounting their observations. By engaging in this form of writing, students can improve their skills and better articulate their ideas about the world around them.

Based on the experience of the researcher who interviewed the students in MTS DDI Tapandullu, they still have a low level of ability in writing descriptive

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[1]Ida Sri Widiastuti, *et al., eds.,* "Brainstorming as an Effective Strategy to Improve

[2]Ade Dwi Jayanti, "Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang," *e-Jurnal STAIN Curup*, 3. no 1 (2020) P 72.

texts. The low ability is because they have difficulty in capturing ideas when writing. This is also due to their lack of vocabulary. Ideas are crucial for writing, and an insufficient number of them make producing quality descriptive information impossible. Organizing and crystallizing thoughts is challenging, and writers require ideas to commence their work. Writing entails organizing ideas into sentences and paragraphs after careful consideration. The process involves converting thoughts into words and refining them to sharpen essential concepts and establish coherent structure and organization. The process involves converting thoughts into words and refin ing them to sharpen essential concepts and establish coherent structure and organization. Consequently, ideas are a critical aspect of writing. To address the aforementioned challenges, the writer uses brainstorming techniques to help students generate ideas.

Brainstorming is a technique that aids in idea generation and sharing. It allows individuals to initiate a thinking process to identify valuable ideas.[3] Accordingly, students should engage in critical thinking to discover novel ideas and share them with others without the fear of being incorrect. Once a good idea is identified, it can be elaborated upon in written form, starting with a brief thought and developing into a more extensive concept. In addition, brainstorming can also enhances students' ability to develop ideas prior to writing, which can ultimately improve their writing quality. Brainstorming allows students to share their ideas with group members and enjoy the collaborative process, while avoiding writer's block by pooling all of their ideas together.

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[3]Febri Anggraini, "Brainstorming Technique In Teaching Writing Descriptive Text," *Channing: Journal of English Language Education and Literature* 5, no. 2 (2020) P 72.

Brainstorming as a technique for creative thinking, can be a fun and rewarding way to initiate problem solving. It is versatile and can be conducted in groups or individually in any learning setting. Brainstorming provides access to ideas that are in the mind, both individually and in groups. The primary principle of brainstorming is to facilitate free-flowing student ideas without judgment, while consistently encouraging expression of their thoughts.

Some previous research on brainstorming techniques focused on the clustering style conducted by researchers. Brainstorming techniques with a listing style have not received attention among researchers. In fact, the listing style works faster than the prewriting style and is very useful for finding examples or specific information about the topic[4]. Listing activities are also an easy way to develop ideas, especially when the writer has limited time. The previous research relate to clustering style were: The use of clustering technique in teaching descriptive writing. The second is the implementation of clustering type brainstorming in writing learning. The two problems related to the clustering style show that the use of the listing type has not received maximum attention.

This study complements previous research that tends to only pay attention to aspects of the use of clustering styles by researchers or designers. The success of students' writing learning depends on teachers' creativity in teaching, which affects the need to use strategies. Therefore, the questions to be answered in this study: is brainstorming technique effective to improve student's skill in writing descriptive text at MTS DDI Tapandullu? The answers to the research provide an overview that can be useful input for students to improve their English skills in

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[4]Eliwarti, "Brainstorming Technique, Listing, Writing Essay," *Jurnal Pendidikan* 8, no. 1 (2017) P 12.

writing descriptive text and become a reference for teachers that can improve techniques in teaching writing. n

This study is based on the contention that writing is a process by which individuals communicate their ideas and knowledge through the written word. Without ideas, a piece of writing would just be a collection of sentences or statements without direction. The brainstorming technique is a popular tool for generating many ideas. There is study that identified a positive correlation between the efficacy of brainstorming techniques and students' mastery of vocabulary. This method facilitates active thinking and development among students. This suitability will affect students' writing ability in achieving learning objectives. Thus, teachers' ability to use writing teaching strategies is necessary to improve student's skills.

B. Research of question

Based on the research situation above, the author plans the following research question: "Is brainstorming technique effective to improve students' skill in writing descriptive text at MTS DDI Tapandullu?"

C. Objective of the Research

The purpose of this study is to examine the effect of brainstorming technique to improve students' skill in writing descriptive text at MTS DDI Tapandullu.

D. Significance of the Result

By conducting this research, we hope that the result of this study will be useful in terms of:

1. This research can be useful as a reference for choosing to write teaching techniques, especially descriptive texts.

2. Teachers can use the result of this study as reference to improve their writing teaching techniques and to find the most suitable technique to improve students' ability to write descriptive text.

3. The result of this study can be useful for students to improve their ability in learning English, especially writing ability.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Risky Mulya conducted a study to determine whether the use of brainstorming techniques can enhance the writing of descriptive text. The type of brainstorming she used was clustering. This research employed a quasi-experimental research design. The findings demonstrated that the hypothesis of this research was accepted and indicated that the use of brainstorming techniques can improve the writing of descriptive text.[5]

Lutviani conducted a study to investigate the effectiveness of free writing techniques in enhancing descriptive text writing skills among junior high school students. The research she conducted focused more on the free writing style brainstorming technique. The research employed an experimental design approach, and the results indicate that implementing free writing techniques is more effective in enhancing the students' ability to write descriptive texts.[6]

Ahmad Tohari conducted study to find out the use of clustering in improving the ability to write descriptive text for high school students. This research used a classroom action method conducted in two cycles. The finding showed that the application of the clustering technique can improve students' skill in writing descriptive text.[7]

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[5]Rizkyy Mulya, "The Use of Brainstorming Technique To Improve Writing Descriptive Text of the Eighth Grade Students At Smp Negeri 01 Sindue," 2021.

[6]L Lutviani, "The Use Of Free Writing Technique To Improve Students Writing Ability Of Descriptive Text," (Skripsi Sarjana; Jurusan Pedidikan Bahasa Inggris: Bandung, 2017).

[7]Ahmad Tohari, "Improving Students' Writing Skill In Descriptive Text Through The Implementation of Clustering Technique at The Tenth Grade of SMA N 1 Punggur Central Lampung," (Undergraduate thesis: *IAIN Metro*, 2020)

Fatma Kaufua conducted study to aims at improving the skill of writing descriptive texts through brainstorming technique for the seventh-grade students. This research used classroom action research which consisted of two cycles. The finding showed that implementing the brainstorming technique in the writing instruction positively affects students activate their prior thought before practicing their writing.[8]

Elfrida conducted a study that aimed to improve descriptive writing skills through the use of mind mapp ing technique and brainstorming technique. The brainstorming technique that she used was the clustering type. This study used the classroom action method in two cycles. The results showed that the use of mind mapping technique and brainstorming technique significantly improved the students' ability to write descriptive text.[9]

Based on the exploration of relevant previous studies, this research has some differences with previous studies. The above research focuses on the use of brainstorming techniques for clustering and free writing, while this research will focus on the researcher's listing style. The above research and this research also have differences in using methods. Some of the above researchers used class action method, while this study will use quantitative methods with a quasi-experimental design. Because the method is different in this study from previous research, so the sample is also different. Although the method is the same, the brainstorming style will be the difference in this study.

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[8]Fatma Kaufua et al., 'Implementing the Brainstorming Technique to Improve Students ' Ability in Writing Descriptive Text,' *EDU Journal* 1, no. 2 (2021) P 28.

[9]Elfrida Br Silalahi, "Improving Writing Descriptive Paragraph by Using Mind Mapping Technique and Brainstorming Technique at SMK Methodist 8 Medan," *The Explora JournaJournal of English Language Teaching (ELT) and Linguistics* 2, no. 1 (2016): P 1.

B. Some Pertinent Ideas

1. The Concept of Writing

a. The Nature of Writing

Writing involves creating language that follows sentence and discourse patterns. While based on the cognitive approach is focused on what the writer does during the writing process. Writing is a creative act that is underpinned by process and is instrumental to true self-discovery. Thus, the ability to write can be interpreted as an attempt to express oneself freely. Different theories of writing can be tailored to the needs of English teachers.[10]

Writing is an activity that leads us to understand how we express our thoughts, experience and information. Through writing, the writer collaborates with the reader to create new knowledge and information. Writing enables conversations and introduces readers to a new way of living. Writing is a way of participating in conversations that are expressed in writing based on ideas, knowledge, and experiences.[11]

Writing is essentially transferring language into a written form using graphene symbols. Writing activities are often also associated with art. So when a piece of writing has become a written work, what is read will be more accurate, concise, and clear. Readers will also be able to quickly understand the content, purpose, and intent of the writing they are reading. But to achieve this success, we need a lot of practice and experience. Because practicing will lead us to become successful and professional people in writing.

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[10]Iftanti Erna, "Improving Students' Writing Skills through Writing Journal Articles," *Lingua Scientia, IAIN Tulungagung* 8 (2016): P 1.

[11]Robert P. Yagelski, "*The Essentials of Writing: Ten Core Concepts"* (Canada: Cengage Learning, 2014). P xiii.

b. Writing as a Language Skill

Mastering language competence is the measure of success for English learners. English language learning requires knowledge, skills, attitudes, and behaviors.[12] Language skills include listening, speaking, reading and writing. These four skills will not be learned effectively if they do not fit into the language structure. Language users must have strong language skills, including grammar, vocabulary, and pronunciation. So in language learning, writing skills are needed to be used as a means of communication as writing.

Writing skills are a person's ability to express ideas, opinions, and feelings to other parties through written language. Accuracy in expressing ideas must be supported by language, vocabulary, grammatical and spelling usage. Because the purpose of the writer is to be a means of communication that turns into writing. The writing we make will also become new information or knowledge for a reader. A good reader is those who can understand the content of the text being read. Therefore, when writing, we must pay attention to the use of ineffective sentences so as not to complicate the reader's understanding. Writing is one of the language skills that requires a lot of practice. Writing is an activity to produce coherent, fluent, and long writing. Writing is not only combining words but also organizing some words by paying attention to some aspects, such as grammar, punctuation, and word choice. These aspects make writing clear and meaningful.

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[12]Made Ratminingsih Ni, *Metode Dan Strategi Pembelajaran Bahasa Inggris*, 1st ed. (Depok: Rajawali Pers, 2017). P 13.

c. The Writing Process

Writing instruction has shifted from a concentration on writing products to an emphasis on the writing process. Linguists have developed what is now known as the process approach to the teaching of writing. This approach uses the code of the written word to encourage students to think critically during the process of writing. The writing process can be divided into three stages: prewriting, writing, and revision. Each stage is equally important for producing high-quality written work. The writing process is the stages that a writer goes through to produce something as final writing. The writing process comprises four steps. They are: planning, drafting, editing, and final draft.

1) Planning

At this stage, before writing or typing, writers attempt to identify the topic they wish to address through objective evaluation. In some instances, this may entail detailed note-taking.

2) Drafting

After drafting the text, we should carefully review it, identifying unclear messaging and correcting errors. Additional revisions may be necessary to optimize clarity and precision.

3) Editing (Reflecting and Revising)

After drafting, the entire text should be thoroughly checked for unclear messaging or inaccurate word usage. Additional issues may also require correction.

4) Final Version

After they have edited the draft, they will create the final version, make any changes that they feel are necessary, and they will create the final version. Because many things have changed during the editing process, it may look very different from the second or original plan of the first draft.

d. Writing Components

1) Vocabulary

Vocabulary is one requirement for developing writing skills. Adequate knowledge of verbs, nouns, adjectives, and adverbs is imperative because with a robust vocabulary, students can eloquently express their thoughts through writing. This determines whether the paragraph is good. Vocabulary can carry meaning. If incorrect language is selected, the writer's intended message may not be effectively communicated. Vocabulary is a core component of language proficiency and provides much of the basis for how students can listen, speak, read, and write well. Students must use the right words to convey the true meaning of their writing.

2) Organization

Organization is important in paragraph writing as a process to guide students in organizing the introduction, body, and conclusion of the text. The way students organize ideas provides an opportunity to pour their viewpoints and thought into their writing. The organization includes a logical, cohesive sequence of ideas, appropriate length, and a good conclusion. Organization consists of unity and coherence. Both are explained in the following subsections. The first is unity. Unity means that a paragraph has one main idea from beginning to end. For instance, if we compose a paragraph

highlighting the benefits of utilizing a computer, we solely examine the advantages. All sentences should be focused on the main idea and relate to each other to produce a good paragraph. The second is coherence. The Latin verb coherence means "to bring together".

3) Grammar

Demonstrate the correct use of grammatical and syntactical patterns to separate, combine, and group ideas in phrases, clauses, and sentences to make logical connections in paragraphs. Knowledge of grammar is essential for users of language components. Students must be capable of recognizing the disparities in American English vocabulary and spelling. This will consequently enable them to utilize the fitting terminologies in the exact contexts.

4) Mechanics

The first is punctuation. Using punctuation is crucial in writing. Writers must be knowledgeable about punctuation rules to ensure that readers can comprehend the message clearly. Punctuation also has a function as a cue in written language that helps readers to clarify the meaning of sentences and interpret the correct meaning and separate groups of words in a sentence. Punctuation is the body language of written communication. Like body language, punctuation gives signals. These signs help readers to interpret written communication correctly because punctuation clarifies meaning and separates groups of words in a sentence. Based on the above statement, punctuation is very important in writing. So, punctuation marks must be placed correctly so that readers can understand the message of the

message of the writing. The second is capitalization. Capitalization is one of the important writing techniques because it helps writers to distinguish the names of people, places, and other things in the sentence.

e. Micro and Macro Skills of Writing

To facilitate the writing process, individuals must obtain both the micro and macro skills of writing. Micro and macro writing skills are also known as writing sub-constructs. They are the emphasis of writing rubrics used in standards-based and classroom assessments[13]. In writing, the student must keep between micro and macro aspects. At a minimum, students should practice writing, spelling, and punctuation at the word or sentence level. On the large side, students are encourage to focus more on content and structure. Here, they will express themselves in their own words. Show the purpose of writing and identify the audience. Classify micro-skills as imitative and intensive writing tasks, while macro skills are responsive and extensive writing. The description is as follows.

1) Macro-skills

a) Be able to create diagrams and charts in English;

b) Be able to produce text at a pace that is efficient and appropriate for the purpose;

c) Be able to produce acceptable word nuclei and be able to use patterned word order:

d) Use accepted grammar (eg, tense contract, plural), patterns, and rules;

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[13]Ha Thi Thanh Nguyen, "Macro and Micro Skills in Second Language Academic Writing: A Study of Vietnamese Learners of English," ProQuest Dissertations and Theses, 2016, 92,

e) Be able to express specific meanings in different grammatical forms;

f) Use flexible tools in text.

2) Macro-skills

    a) Use bold and consistent forms of text.

    b) Complete written communication tasks according to their style and purpose;

    c) Show connections between activities and show main ideas, supporting ideas, new information, given information and examples.

    d) Find out what it means literally and figuratively when we write;

    e) Submit some cultural references in the text; and

    f) Use a range of strategies when writing, such as grading accurately, paraphrasing, using synonyms, getting feedback from peers and instructors, and revising and editing based on that feedback.

2. The concept of teaching Writing

a. Teaching

Teach and learn are distinct activities which may not coincide with each other. In this relationship, teaching can influence learning and vice versa. When explained by the Latin proverb, "By learning you will teach, by teaching you will learn". The teacher is also a learner because what is learned from a person and their students will be fed back into the teaching and learning cycle. To teach and learn, it can help teachers to determine whether the practices chosen based on strategy and time can activate learning. So teaching and learning are not the same, but they exist in an interdependent and dynamic relationship.

Teaching as providing assistance, direction, knowledge, and comprehension. Teaching is not just about conveying knowledge, but teaching is how to organize or organize the environment so that students learn[14]. Teaching will emphasize a person's learning process and results in a balanced manner. Therefore, the purpose of learning is not only to expect someone to can master the subject but also to see how mastering the material. It can be concluded that teaching is a work that we cannot separate from learning. Teaching occurs exclusively through learning. Through the process of learning, individuals are able to acquire new information and skills.

b. Teaching Writing

1) Some Teacher Rules in Teaching Writing

The teacher plays an important role in the process of learning and teaching writing to students. As the classroom expert, the teacher provides regular guidance and careful support to students through various activities so that they gain control over the genre of writing[15]. Although the teacher uses some or all of the usual roles when a student is asked to write, the particularly important roles are: First, motivator. Motivating students is one of the main roles of teachers or instructors play in writing assignments. The teacher should convince students of the value of writing activities and help them get the most out of them. Second, resource. Especially for long-term writing assignments, the teacher has to be able to provide the necessary information and language variations. Teachers should make students aware

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[14]Wina Sanjaya and Andi Budimanjaya, "*Paradigma Baru Mengajar*", 1st ed. (Jakarta: Kencana, 2017). P 158.

[15]Dina Ramadhanti and Diyan Permata Yanda, "*Pembelajaran Menulis Teks: Suatu Pendekatan Kognitif*", 1st ed. (Yogyakarta: Deepublish, 2022). P 14.

that they are available and ready to check and check work as they write. Teachers should be tactful in providing guidance or recommendations to students during the writing process, as it tends to take longer than the speaking process. Third, who gives feedback, providing feedback to students on written assignments requires special attention. The teacher should provide constructive feedback to all student writing, considering the individual needs of those at the same level of proficiency.

2) The Principles for Teaching Writing

Teachers should use principles when planning a course. There are several principles that teachers can adapt to various teaching conditions as follows[16]. First, understand your students' reasons for writing. Matching the school's and students' goals is essential for teachers to avoid dissatisfaction with writing instruction. A teacher or instructor also needs to convey the purpose of writing to students reasonably. This is important to support a student's oral language development. Second, give the student ample opportunity to write. Writing abilities typically improve with practice. The instructor should evaluate the lesson plan to ensure adequate time is provided to students for writing. Third, make feedback useful and meaningful to students. Students expect teachers' feedback on their writing, but this does not have any intended effect on them. So a teacher should ensure that students understand the symbols or vocabulary used to comment on their writing. Fourthly, to ensure fair evaluation, teachers should avoid bias, use objective language, and employ a passive tone with consistent

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[16]Nunan David, "*Teaching English to Speakers of Other Languages: An Introction*", 1st ed. (New York: Routledge, 2015). P 84-85.

technical terms. Furthermore, a clear, logical structure with causal connections between statements is vital to enhance comprehensibility. Teachers must provide clear criteria for evaluating student writing to dispel the belief that assessments are subjective. It is essential to discuss what is valued in the classroom and the office, including adherence to conventional structures, precision in language, and grammatical correctness.

3) Types of Writing Performance in Class

There are numerous methods to develop writing abilities, both within and outside the classroom, to instruct writing. The approach is divided into six parts. First, there are two key components to writing: the process and the product. When focusing on the product, the primary interest lies in achieving the product's functional goals and results. Conversely, when concentrating on the process, attention is given to the various stages that a piece of writing undergoes. This process includes spending time with students during the pre-writing, editing, rewriting, and publishing stages.[17] Second essay and style, in the style section, students will study some of the text they will write before they begin their writing. The third creative essay, this approach encompasses diverse writing activities, such as composing poems, narratives, and dramas. Fourth Writing as a cooperative activity can present challenges for students.

Meanwhile, writing is divided into five types [18] First Imitative or transcribing, students can gain basic skills in the writing process through

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[17]Eliwarti and Nooreiny Maarof, 'The Effects of Types of Writing Approaches on EFL Students' Writing Performance,' *Selt*, 3.1 (2014): P 14.

[18]Mohammad Rudiyanto, 'English Writing Anxiety Toward Indonesian Efl Learners: A Descriptive Study,' *Interaksi*, 12. 2 (2017) P 100.

simple writing tasks. Writing process through simple writing tasks. Letters, word, punctuation marks and short sentences can be written when creating text. One possible activity in the form of written performance is to have students write their written products. The second, dynamic or controlled performance requires students to produce words in specific situations while incorporating collective and idiomatic and grammatical features of sentences. The third is self-writing. These kinds of writing activities encourage students to write from what they think they should write. Activities that fit into this category are note-taking and reporting. Fourth, written presentations, presentations include writing activities for the benefit of the teacher's role in completing class activities. Expository essays serve as a valuable tool for academic pursuits, including written exercises and short answer essays given in test situations. The last one is real text, real text is a written performance in which the reader does not know the answer and needs information from the writer. Examples of authentic writing are writing letters, filling out forms, and writing simple messages.

c. Feedback

Feedback is seen as a critical factor in improving students' control of their writing skills in genre approaches, which emphasize social-cultural theories of scaffolded instruction and learning as a social practice.[19] There are several techniques used in providing feedback on students writing. The first is responding. Responding to student writing can be considered as an attempt to provide feedback on student writing. Responses to students' work can motivate

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[19]Ken Hyland and Fiona Hyland, "*Feedback in Second Language Writing: Contexts and Issues*", 1 st ed. (New York: Cambridge University Press, 2006). P 2.

students, not to assess or evaluate. The second is correction. Some educators prefer to use codes that are inserted within the main text or adjacent to a symbol instead of labels or annotations for providing sharper, less disruptive, and more practical corrections. The use of marks as indirect feedback on student writing commonly pertains to errors made by students, including grammar, spelling, and verbs. The third one involves students. The teacher can also encourage students to give each other feedback.

d. Assessing Writing

Assessment is a systematic process of gathering evidence, then comparing that evidence, to the Competency Standards and deciding whether someone has achieved competency. Formative assessment is a continuous evaluation method employed to monitor student writing progress or performance, irrespective of the essay grade. Objective evaluations without personal opinions are preferred, while complex terminology and descriptive language should be avoided. Technical term abbreviations must be explained, and logic and causal connections must inform the structure. Writing must remain formal and impartial, with consistent technical terminology. Citations and formatting should adhere to the appropriate style guides.

3. The Concept of Descriptive Text

a. Types of Writing Text

There are three types of written text. The first is the informative text type. An informative writing style is a story that tells a story, events are presented in chronological order. Second is the expository text type, this texts identify and characterize phenomena. They include text forms such as

definitions, explanations, summaries, and many types of essays[20]. This type of text aims to explain, cognitively analyze and synthesize complex facts. Thirdly argumentative text types, this type of writing is based on personal observations and judgments and responses to problems. It refers to the materials that are given for or against the proble m, such as essays, articles, and so on.

Another type is based on the general structure and dominant language features used. Texts are divided into several types. These texts types are narrative, storytelling, descriptive, report, explanation, analytical exposition, procedure, discussion, review, anecdote, joke, and news. These variation are known as genres.

b. Descriptive Text

1) Descriptive Text Definition

The definition writers about the characteristics of a thing. Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, testes, and/or sounds. Also, a good definition is like "dialogue", the reader can imagine something, place or person in his mind. A good commentator is like an artist, painting pictures that are clearly "visible" in the minds of the readers.

Descriptive texts are texts in the English language that clearly describe the inherent qualities of people, animals, plants, and inanimate things.[21] In order to persuade others to think or act in a certain way, people often use explanations. For example, advertising people describe products to convince

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[20]Stephan Gramley and Kurt-Michael Patzold, "*A Survey of Modern English"*, 2nd ed. (New York: Routledge, 2004). P 154.

[21]Agus Nurjaman, "*Joyful Learning Bahasa Inggris"*, 1st ed. (Jakarta: GUEPEDIA, 2020). P 63.

us to buy them. The general structure of descriptive text is the first identification, which introduces the subject being described. The second structure is the Characteristics structure that describes the characteristics of the object.

The linguistic characteristics of descriptive text are: (1) Using specific nouns, for example, my cat, Mt. Bromo. Jakarta and others. (2) Using simple present tense. (3) Using adjectives, for example: beautiful, tall, nice, far, and so on. (4) Using thinking and feeling verbs to express something. Example: The ice cream is so nice, I think Borobudur temple is the best place in the world. (5) Using action verbs. Example: write, go, cook, and so on.[22]

2) Purpose of The Descriptive Text

As humans, we have a natural inclination to share our experiences with others, prompting us to document details of excursions, residences from our earlier years, and individuals we encounter. Advertisers use descriptions of products to make us want to buy, travel agencies use descriptions of tourist attractions to make us want to visit, and real estate salespeople use descriptions of real estate to make us want to visit. Descriptions serve multiple purposes, including entertainment, emotional expression, personal narrative, information dissemination, and persuasion. However, despite their diverse functions, descriptions are most commonly expressive and used to convey personal perspectives. However, despite their diverse functions, descriptions are most commonly expressive and used to convey personal perspectives. As human beings, we have an innate desire to connect with

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[22]Joko Prayuda, "*Jenis-Jenis Teks Dalam Bahasa Inggris*", 1st ed. (Jakarta: GUEPEDIA, 2022). P 9-10.

others through the sharing of our experiences through the use of vivid language.

3) Types of Descriptive Text

As we know, descriptive writing pertains to textual content that provides an objective portrayal of objects, places, or individuals. It generally assumes three forms, namely:

a) Description of people

Everyone is unique, and objectively describing individuals can be complex. It is common to receive inquiries about someone's well-being with phrases like "How is so-and-so?" In responding to a situation, various methods might be utilized, including identification, impressions, or character sketches, based on the context. Let's look at each.

Here's the order in which we describe people: First write Identity, which includes writing about *Who he is, Name, What he is* and *Age*. Second, write about appearance, starting with *height, skin, eyes, nose, hair, face* and *Body*. Third, write about personalities, here we can start by writing about the personality of the character we are describing. Then next we will write about the hobbies of the person and continue by writing the habits of the person we will describe.

b) Description of place

When describing a place, such as a room, what should you describe first? The walls? The floor? When composing descriptive sentences, avoid arranging them randomly. Instead, follow a structured order when describing a place. Begin by identifying the place, including its name,

type, and location. Then, provide historical context such as the date it was built and who constructed it. After that, list the place's characteristics, including its shape, facilities, and unique features. In the final paragraph, it is customary to provide supplementary details such as available activities and directions to the location.

c) Description of things

To create an engaging depiction, the author needs a powerful imagination of the topic. Utilizing proper nouns and impactful verbs is key to engaging the reader and making the subject interesting. First, use proper nouns. In addition to filling our descriptive writing with concrete and pictorial information, we might want to add a few proper names, the names of specific people, places, and things. For example; Arizona, University of Tennessee. Including nouns that are easily recognizable to readers can make what we are describing more familiar to them. Using Effective Verbs. The second Effective verb use is a valuable strategy for enhancing descriptive writing. Effective verb can further increase the specificity, accuracy, and interest of descriptive language.

4) Structure of Descriptive Text

The general structure of a description is: (1) Identification, identifying the phenomenon to be describe (person, thing, object or place). Mention the name, occupation, profession, career, and specialty. (2) Feature description, describing the features in order of importance. Such as Parts/objects (physical appearance), quality (level of beauty, excellence, or value/price), and other characteristics (salient and unique aspects). While the common

features of descriptions are: (1) Verbs in the present tense. (2) Adjectives to describe the features of the subject. (3) Topic sentences to start the paragraph and organize the various aspects of the description.

Descriptive text example:

My Idol, Joen Jungkook

Identification: (P1) Joen Jungkook is the youngest member of BTS. He was born in Busan, 1st September 1997. Jungkook is very talented boy. He is great in every Thing. So, he is called the Golden Maknae".

Description: (P2) JK has tall body. His height is about 1,78 meters. He has white and clear skin. Accordingly. JK ranked 1 as the Celebrity with the clearest skin. He has beautiful dark brown eyes. Pointed nose and straight black hair. His face is too cute and pretty for a man. He looks beautiful and handsome. In the same time He has muscular body. No wonder. He is crowned as the sexiest man in the world. **(P3)** JK is friendly to his fans. He is so kind and helpful. He always works hard for the best possible result. He likes competition. He is confident about his skill and talent." **(P4)** JK loves playing game, drawing, and sport. His hobbies include video editing (GCF). Photography, discovering new music and making covers.

4. The Concept of Brainstorming Technique

a. Brainstorming Technique Definition

The instruction of writing has shifted recently from concentrating on the final written work to prioritizing the process of writing. Linguists are developing what is now called a method of teaching writing. Methodology is an attempt to use the nature of written code to allow students to think like written

words. The writing process is organized into three writing systems. The three stages are prewriting, writing and revision. For each course, students should receive suggestions for school activities that support learning writing skills. The planning stage (prewriting), teachers can help students to generate ideas through activities such as brainstorming, clustering, and rapid free writing[23]

There are several definitions of brainstorming. Brainstorming is an individual or group method to generate ideas, increase creative efficacy, or find solutions to problems.[24] Brainstorming is a method for rapidly generating a multitude of ideas related to a given topic. The objective is to compile as many ideas as possible without undue concern for their practicality. So, brainstorming is a pre-writing process that focused on a topic and jots down all the ideas that come to mind freely. Brainstorming is like pre writing where you write everything you can think of without considering whether it is valid or usable. The difference between free writing and brainstorming is that free writing has a paragraph like format, whereas brainstorming usually result in a list of words and phrases.

b. The Application of Brainstorming Technique in Teaching Writing

The brainstorming method is a classroom exercise that aids in the formation of the writing process's organizational structure. Its purpose is to assist students in generating ideas in organizing their thoughts on the topic to be written about by listing ideas that come to mind without the pressure to be "brilliant". The steps of brainstorming. (1) Start with a broad topic. (2) Write as

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[23]Group Grid et al., "Group Grid and Roundtable for Teaching Writing of Descriptive Text," *ELT Forum* 6, no. 2 (2017) P 83.

[24]Chauncey Wilson, "*Brainstorming and Beyond: A User-Centered Design Method"*, 1st ed. (Waltham: Elsevier, 2013). P 2.

many ideas as possible about the topic within five minutes. (3) Add more ideas to the list by answering what, how, when, where, why, and who questions. (4) Group similar items on the list together. (5) Cross out items that do not belong.

Brainstorming can be performed in either an individual or group setting. There are several brainstorming techniques that can be used in their writing instruction:

1) Listing

The most common way to write ideas is to make a list. In fact, the listing style works faster than the prewriting style and is very useful for finding examples or specific information about the topic[25]. Listing assist a writer in discovering and gathering ideas, while activating mental frameworks and organizing thoughts. For writers who need to restart their writing when they run out of ideas during the drafting process, it can also be beneficial. Listing activities are also an easy way to develop ideas, especially when the writer has limited time. Making a list means writing each idea on a separate line. You don't need to write a complete sentence: a word or phrase will do. You can write all the ideas that come to your mind. For instance, the instructor assigns a topic to the students and requests that they engage in a five-minute brainstorming session about said topic. At the end of five minutes, students look back at their lists and think about their ideas so far. If there are any ideas that don't fit the topic, cross them out. Are there any ideas that on second thought you disagree with or don't really

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[25]Eliwarti, "Brainstorming Technique, Listing, Writing Essay," *Jurnal Pendidikan* 8, no. 1 (2017) P 12.

know much about? Cross them out. If there are ideas that are very similar, group them together and make arrows to connect them.

2) Free-Writing

Free writing is one of the brainstorming techniques. In free writing, you write in sentences, and the sentences follow one after another. In free writing, writers let their thoughts flow as they wish, putting pen to paper and jotting down whatever ideas come to mind. However, free writing is just like making a list, you don't have to worry about correct grammar. Just write every idea, every sentence, and every phrase that comes to your mind.

3) Clustering

Because clusters are small groups that are close to similar things. When using the clustering method, you show the relationship between your ideas by using circles and lines. Clustering is a brainstorming activity that can generate ideas. It can be groups of people, groups of animals, or groups of places, groups of interrelated ideas. The first and largest circle is the topic idea. Then the ideas that come up about the topic idea will be written in successive circles and connected by lines. When you have finished grouping your ideas, you can re-read your ideas in the circles. If you find an idea that doesn't fit the topic, cross it out. Then, if you find several ideas that are the same, cross them out. Choose the one that you think better supports your topic idea.

So there are three main method brainstorming are listing, clustering, and free-writing.[26] The first type of brainstorming is listing. If we choose

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[26]Brenda Rollins, "*How to Write an Essay"* (San Diego: Classroom Complete Press, 2009).P 6.

this type of brainstorming, we need to determine a specific topic and write is down as words or phrases. For example, if we plan to write about fiction writing, we need to classify the list based on the genre of the type of writing. For example, we need to write about characters related to the topic.[27] Free writing is a brainstorming activity where students are free to write what they think. When you write, one idea leads to another. Develop the idea until it is finished.[28] A more concentrated form of brainstorming is called clustering or mapping. It is a technique designed to stimulate the development of many related ideas that relate to one main idea.[29]

c. The Advantages of Brainstorming in Writing

The human brain functions as a device to recognize patterns. Human beings often engage with their environment predictably, which can be a hindrance to the development of innovative solutions to problems. Writing is an activity that involves cognition. Authors must draw from their knowledge to articulate their ideas in written form. Brainstorming stimulates divergent thinking, which can help generate creative solutions. We can access our natural thinking process by harnessing the energy of our brains in a "brainstorming" session, and this energy can be transformed into written words or diagrams, resulting in dynamic and engaging writing.

The Writing Center magazine suggests that writers can leverage brainstorming to select a topic, establish a method of approaching their topic, or

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[27]Samad Iskandar Abdul, "*Academic Writing For University Students*", 1st ed. (Surabaya: Jakad Media Publishing, 2020). P 9.

[28]Grade Students, O F Smp, and Negeri Kragan, "English Education Study Program, Universitas PGRI Semarang" 3, no. 1 (2023) P 21.

[29]Richard Velt, Christopher Gould, and Kathleen Gould, *Writing, Reading, and Research*, 9th ed. (Canada: Cengage Learning, 2013). P 305.

increase their comprehension of their topic's possibilities. This technique proves beneficial for writers with incomplete or restricted knowledge. When they don't have anything, they may need to arrive when they feel "empty" on the topic, lack motivation, are full of anxiety about the topic, or are too tired to create a structured plan. Here, brainstorming will stir up the dust, breathe air into the pool of calm thoughts, and cause the calm breeze of inspiration to emerge. Meanwhile, when they have a lot of chaos in their brains and it is important for them to bring order properly. Brainstorming encourages the emergence of disorganized and unstructured thoughts. Provide specific terminology or patterns that can be arranged into logical relationships.

There are Addams' four requirements for generating ideas collaborative brainstorming. According to him, there are four important criteria in a brainstorming session.[30] First, there is no criticism, evaluation, judgment, or defense of the idea. Criticism delivered negatively can create uncomfortable situation in the brainstorming session, and this can cause members to be reluctant to be active in group brainstorming activities. The second is freedom of thought and free association. The wilder the ideas, the better the solutions. The third criterion is that quantity is more desirable that quality. This is because every member can give input to the group discussion, and the number of ideas gives the group option to choose the best idea to be selected for the group project. Finally, idea-building is encouraged. Criticism and negative comments

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[30]Listyani - Listyani, "Students' Perceptions Toward the Effectiveness of Collaborative Brainstorming in Academic Writing Classes," *SAGA: Journal of English Language Teaching and Applied Linguistics* 1, no. 2 (2020): P 11.

are not allowed in the discussion, but positive comments and suggestions members' ideas are helpful and part of the creative process to find the best idea.

Brainstorming sessions can be conducted either individually or in a group setting. Incorporating group brainstorming activities in a writing course presents numerous advantages for students. The subsequent section outlines these advantages. (1) This activity provides a diverse instructional approach that incites eagerness to participate through its welcoming invitation to join in and quick, costless method. (2) It is encouraging for all students to take part in question-and-answer sessions rather than letting their more vocal classmates dominate. Participants who hold a dominant position in a traditional classroom setting are also encouraged to express and document their thoughts. (3) Improving Task Focus: The brainstorming group remains focused on the goal due to the structure and ground rules with minimal pressure from the group leader. This process eliminates editing, personal comments, flattery, eloquent speeches, and other destructive committee activities. (4) The process fosters spontaneity and creativity. Group members exchange ideas and offer feedback in a sounding-board procedure that gains momentum throughout the session. Mental power is fully unleashed in this supportive setting. (5) It is efficient. Several ideas and suggestions or problems and obstacles can be listed in a few minutes. (6) Encouraging participants to take ownership of their ideas enhances their sense of connection to the product. When assuming group ownership of concepts and suggestions, problem-solving becomes more efficient as a shared commitment is established. (7) Facilitating a permanent record and contributing to problem-solving are the primary benefits of this activity. The outcomes of

the session may be conveniently replicated or repurposed to establish alternative protocols and programs to address issues or achieve goals.

C. Conceptual Framework

The process of thinking in planning can be explain as follows:

```
INPUT  ⇒  PROCESS  ⇒  OUTPUT

                    Brainstorming
                    Technique

Tourism Place                    The brainstorming technique is
                                 effective to improve the students'
Descriptive                      skill in writing descriptive text.
Text
```
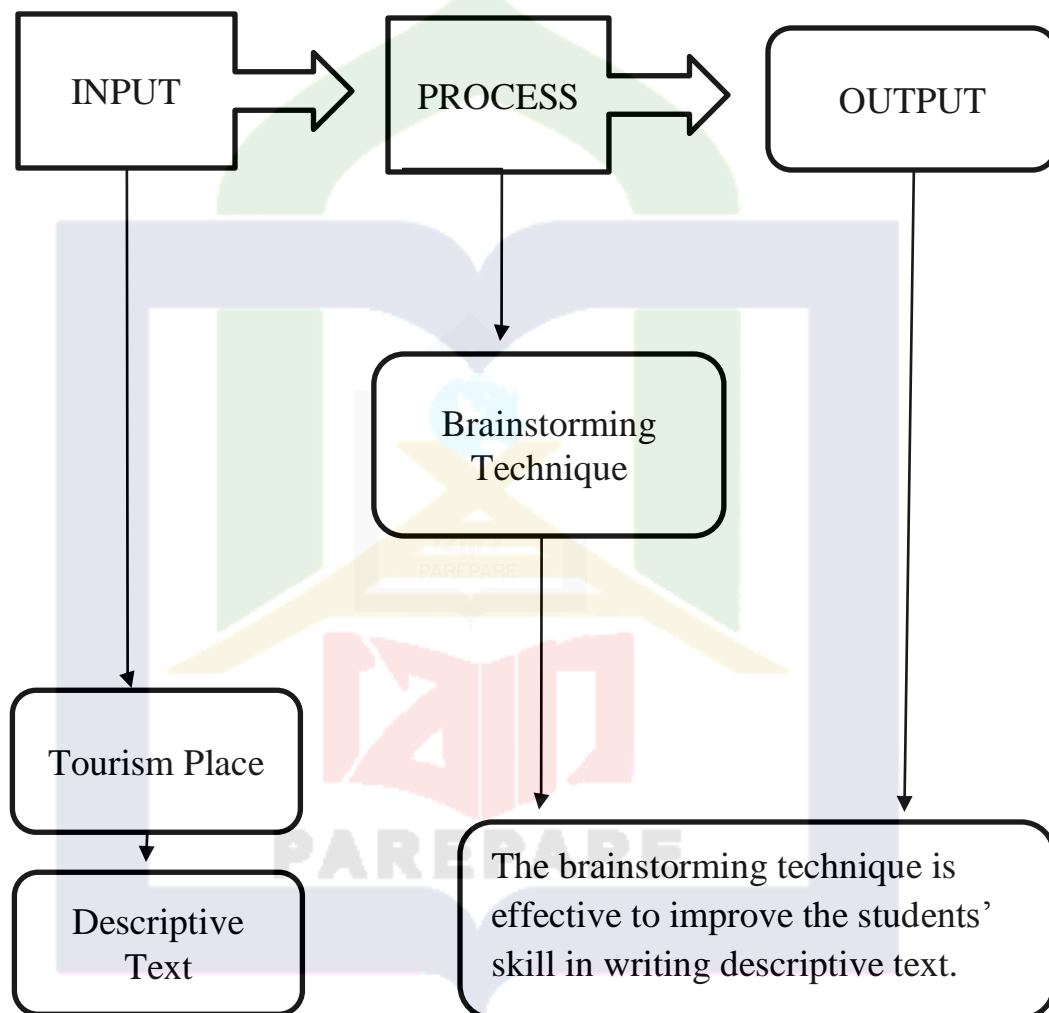
Based on the above conceptual framework, there are three elements which are explained where:

1. Input

    This part refers to the writing ability of the students that will be improved through the teaching of descriptive texts and the provision of materials on descriptive texts, where the students of the VIII and IX classes of MTS DDI Tapandullu are the subjects of this study.

2. Process

    The process referred to in this study is the students of class VIII (experimental class) of MTS DDI Tapandullu who have learned to write using the brainstorming technique. During the process, the author taught the students with four sessions.

3. Output

    The brainstorming technique is effective to improve the students' skill in writing descriptive text.

D. Hypothesis

    Based on the literature related to the review and the problem statement, the researcher proposes the following:

1. The Null Hypothesis (H_0): using brainstorming technique is not effective to improve students' skill in writing descriptive text at MTs DDI Tapandullu

2. The Alternative Hypothesis (H_a): using brainstorming technique is effective to improve students' skill in writing descriptive text at MTs DDI Tapandullu.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used quantitative research design. The researcher starts the research by collecting, processing, analyzing data to make conclusions. Quantitative data is taken from the pre-test and post-test results. This research is a quasi-experimental with a nonequivalent control group design. Quasi experiment means experimental research that uses an experimental group accompanied by a control group (comparison), and the subject sample is randomly selected. And the design describe as follows:

Table 3.1: research design[31]

Class	Pretest	Treatment	Posttest
Experiment	O_1	X	O_2
Control	O_3	_	O_4

Where: O_1 = Pre-Test in experimental class

O_2 = Posttest in experimental class

O_3 = Pre-test in control class

O_4 = Posttest in control class

X   : Treatment using the brainstorming technique

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[31]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Dan R & D* (Bandung: Alfbeta, 2008). P 116.

B. Location and Time of the Research

The research location used as a place to conduct research at MTS DDI Tapandullu, jln. Pendidikan No. 8, Desa Tapandullu, Kec Simboro, Kab Mamuju, Sulawesi Barat, and researcher took 1 month.

C. Population and Sample

1. Population

The students of MTS DDI Tapandullu in the school year 2022/2023 were the population of this study. The total number of the population is 40 people, with the details of 22 man and 18 women.

2. Sample

In this study, there were two groups that become research participants. They were students in grades VIII and IX at MTs DDI Tapandullu. The students were selected by random sampling.

Table 3.2: The total of the VIII & IX students of MTs DDI Tapandullu.

No	Group	Class	Sample
1	Experiment	VIII	14
2	Control	IX	14
		Total	28

Data Source: Attendance list of MTs DDI Tapandullu students

D. The Technique of Collecting Data

Data was collected using written tests and documentation. Students' improvement was assessed by their ability to write descriptive text well and precisely. Written tests as pre-test and post-test collected data on students' initial and final abilities in the experimental and control groups. Documentation collected data from students. The written test as a pre-test will collect data on

students' writing ability before being given treatment for four sessions, and the post-test collected data on the improvement of descriptive text writing ability by using a brainstorming technique. Documentation collected data by recording data from two groups. Indicators of data recording by attaching photographs of the research results.

E. Research Variables and Operational Definition

1. Research Variables

   In this study, we identified two variables: the Independent Variable (X) and the Dependent Variable (Y). The Independent Variable is the implementation of brainstorming techniques to enhance the writing skills of students. The Dependent Variable is the effectiveness of these skills in writing descriptive texts among class VIII MTS DDI Tapandullu students.

2. Operational Definitions

   In this section, the researcher explains the operational definitions of the variables mentioned above in the research variables.

   a. Brainstorming is when we deliberately try to think of new idea or solution to problem. So brainstorming is a technique for gathering ideas. In writing, this is a useful early stage that helps writers know exactly what to include in our writing.

   b. The skill to write descriptive texts is the skill to express, arrange, and organize thoughts and ideas in the form of things by means of good and accurate writing. Writing that describes the object clearly, as if the object were really in front of the eyes. As if the object were really in front of the reader's eyes.

F. Instrument of the Research

1. Pre-test

     Before beginning the treatment, the researcher visited MTS DDI Tapandullu School to gather information on the eighth-grade students and introduce the research's purpose. Subsequently, the researcher administered a pre-test to the students to assess their initial descriptive writing abilities.

2. Treatment

     After giving the pre-test, the researcher gave different treatments in teaching the two classes. The experimental group was treated using brainstorming technique (type listing) in learning descriptive text, while the control class was taught using the method commonly used by teachers (explanation method) in teaching descriptive text writing. Both were taught the same material in the same month. The type of descriptive text chosen focused on describing tourism place. The researcher taught the students of the experimental and control group about descriptive text writing for four sessions. The following is the data collection procedure for the experimental class:

a. Learning objective

   Students are able to write descriptive paragraphs of tourism places well and correctly.

b. Learning material / Time

   Tourism place / 2x45 minutes

c. Technique

   Brainstorming technique

d. Media

   Picture media, dictionary and marker.

e. Learning activities steps

Treatment 1

1) Opening

    a) The teacher greets the students and asks them to pray.

    b) Checks the students' attendance

    c) Introduces herself to the students

    d) The teacher motivates the students

2) Main activities

    a) Introducing the students to the technique used in the teaching process (brainstorming technique)

    b) The teacher introduces the title of the material to be taught, which is descriptive writing.

    c) The teacher presents the material on writing descriptive texts about the definition structure and good writing criteria.

    d) The teacher asks the students to form groups of 3 or 4 people.

    e) The teacher asks the students to choose the title of the topic being presented

    f) After that, the teacher displays a picture according to the topic title that the students have chosen.

    g) Then ask the students to make a list of ideas from the title they have chosen. The list of ideas they use is compiled using the listing style brainstorming technique.

    h) Then give them about 15 minutes to brainstorm their list of ideas with each other.

i) First students speak whatever they think based on the topic and subtopic without worrying about making mistakes and each student writes down to his/her list of ideas about what the other students said for each subtopic.

j) After they have finished writing their ideas, the teacher asks the students to write a descriptive text based on the ideas they gathered or got during the brainstorming

3) Closing

    a) The teacher helps students find and translate each new word

    b) The teacher summarizes the learning material

    c) The teacher asks the students about the difficulties they had when applying the braintorming technique.

    d) The teacher closes the class and reminds all students to study at home

Treatment 2 and 3

1) Opening

    a) The teacher greeted the students and asked them to pray.

    b) Checking students' attendance

    c) The teacher asks questions to the students, this is so that the students' knowledge is provoked to the topic to be discussed.

2) Main activities

    a) Review some of the previous material.

    b) Explain the brainstorming technique in more detail.

    c) The teacher asks the students to form groups of 3 or 4.

    d) The teacher then gives each group a picture of the topic title.

e) The teacher asks the students to brainstorm by making a list of ideas from the given title. The list of ideas they use will be organized using the list-style brainstorming technique.

f) The teacher gives them 15 minutes to discuss.

g) First, students speak whatever they think based on the topic and subtopic without worrying about making mistakes, and each student writes down in his or her list of ideas what the other students said for each subtopic.

h) After that, the teacher asks each student to write down his/her subtopic on a new piece of paper and edit his/her own writing into a descriptive text before submitting it to the teacher.

i) The teacher asks some students to read or present their writing to the class.

j) The teacher asks the students to collect their papers.

k) Then the teacher corrects and explains the students' mistakes in each writing.

l) Teacher asks students to identify their friends' descriptive texts.

m) Teacher and students ask questions

3) Closing

a) Helps students find and translate new words

b) The teacher summarizes the material

c) The teacher asks the students about any difficulties they had using the brainstorming technique.

d) Teacher closes the class and reminds students to study at home

Treatment 4

1) Opening

    a) The teacher greeted the students and asked them to pray.

    b) Checks students' attendance

    c) The teacher asks questions to the students, this is so that the students' knowledge is provoked to the topic to be discussed.

2) Main activities

    a) Reviewing a little of the previous material.

    b) Explained in more detail about the brainstorming technique.

    c) The teacher asks the students to write descriptive texts about tourist attractions they have recently visited.

    d) The teacher asks the students to brainstorm by first making a list of ideas from the title that has been determined. The list of ideas they use will be organized using the listing style brainstorming technique.

    e) Once finished, the teacher asks each student to transfer his/her subtopic to a new piece of paper and edit his/her own writing into a description text before submitting it to the teacher.

    f) The teacher asks some students to read or present their writing in front of the class.

    g) The teacher asks the students to collect their papers.

    h) Then the teacher corrects and explains the students' mistakes in each writing.

    i) The teacher asks the students to identify their friends' descriptive texts.

j) Teacher and students ask questions

3) Closing Activity

a) Search and translate new words

b) The teacher summarizes the learning material

The application of explanation method in learning descriptive text in the control class is as follows:

a. Learning objective

Students are able to write descriptive paragraphs of tourism places well and correctly.

b. Learning material / Time

Tourism place / 2x45 minutes

c. Technique

Explanation method

d. Media

Picture media, dictionary and marker.

e. Learning activities steps

1. Opening

2. Main activities

e) The teacher explain the general structure and language features of descriptive texts.

f) The teacher asks the students to sit in groups of three or four.

g) The teacher gives each group a picture according to the title of the topic.

h) The teacher gives the students time to discuss and describe the picture.

i) The teacher calls time and collects the papers from each student.

3. Closing

3. Post-test

After the treatment, the researcher continued with a posttest. During the post-test, the experimenter showed the students pictures related to the chosen topic to stimulate their ideas when starting to write.

G. Technique of Data Analysis

Data on the accuracy of improvement in writing the descriptive is analyzed by assessing the test. The test is analyzed using the descriptive text assessment rubric, which included developing idea, organizing idea, grammar, vocabulary and mechanics. Data on students' improvement in using brainstorming techniques was analyzed by summarizing the data of pre-test and post-test results.

To analyze the data that collected from the text and find out the students' scores, the researcher used the following formulas.

1. To calculate student scores, researchers used the following formula:

$$S = \frac{R}{N} \times 100\%$$

Where: S   = Score of the test

                      R   = Number of the collect answer

                      N   = Number of the test item[32]

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[32]Arikunto, Suharsimi, "Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi)" (Jakarta: Bumi Aksara, 2005). P 236.

Table 3.3: Assessment Rubric for Descriptive Writing[33]

Writing Component	Score	Description
	5	The descriptive text gives the paragraph unity (topic sentence, statement of good topic sentence, supporting sentence, concluding sentence) and coherence (relationship between ideas, comprehensible). It meets all criteria well
	4	The descriptive text has paragraph unity (topic, state a good topic sentence), but it is weak in one of the criteria.
Developing Ideas	3	The describing texts give paragraph unit, but some of the above criteria are poor
	2	The descriptive text has paragraph unity (topic, state topic sentence), but most of the criteria listed above are weak.
	1	The descriptive text still has topic unity, but all criteria above are weak.
	5	The descriptive text is coherence and the coherences are correct. The text is using chronological order The descriptive text repeat key words.
	4	The descriptive text is coherence and the coherences are correct. The text is using chronological order
Organizing Ideas	3	The descriptive text is coherent and meets some of the stated criteria sufficiently.
	2	Descriptive text is coherent, but connections between sentences are weak.
	1	The descriptive text is not coherence

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[33]Marhaeni, *et al., Asesmen Autentik Dalam Pembelajaran Bahasa Inggris*, 1st ed. (Depok: Rajawali Pers, 2017). P 161-164

	5	Correct use of the present tense, correct use of relational verbs and adjective words.
	4	Present tense, relational verbs, but incorrect use of adjectives.
Grammar	3	Errors in tense, incorrect use of relational verbs, and excessive use of adjectives are present throughout the text.
	2	
	1	Errors were made in verb tense usage and relational verb choice, and excessive
		Make errors of tenses, relational verbs and adjective words
	5	Use all or nearly all descriptive text words efficiently
	4	Use a lot of descriptive text words effectively.
Vocabulary	3	Uses some of the descriptive text words
	2	There are some errors in the usage of descriptive language.
	1	Do not use the descriptive words correctly
	5	Punctuation, spelling, and capitalization are all present and correct.
	4	The descriptive text is correctly punctuated, spelled, and capitalized, but one of the following criteria appears weak
Mechanics	3	The descriptive text punctuation uses fairly punctuation but loosely correct spelling and capitalization Some criteria are weak
	2	The descriptive text uses punctuation fairly well, but spelling and capitalization are inadequate. Most criteria are weak.
	1	The descriptive texts do not use correct punctuation, spelling and capitalization

2. Classify student scores into ten classifications:

Table 3.4: The Classification Students Level

Score 1-100	Predicate	Categories
80-100	A	Very good
66-79	B	Good
56-65	C	Fair
40-55	D	Poor
30-39	E	Very poor

To determine the effect of this technique on descriptive writing, the mean scores of the control class and the experimental class are compared using a t-test, as follows:

$$\text{T} - \text{test} = \frac{\overline{x}_1 - \overline{x}_2}{\sqrt{\dfrac{s_1^2}{n_1} + \dfrac{s_2^2}{n_2}}}$$

Where:

	T-test	=	The effect
	$\overline{X}_1$	=	Mean of posttest-pretest in experimental group
	$\overline{X}_2$	=	Mean of posttest-pretest in control group
	S_1^2	=	Variant of pretest-posttest in experimental group
	S_2^2	=	Variant of pretest-posttest in control group
	n_1	=	Sample in experimental group
	n_2	=	Sample in control group

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussions of the study. The findings include the results of data analysis and hypothesis testing, while the discussions describe the interpretation of the findings using logic and theories.

A. Findings

In the data analysis, the author presents students' scores on the pre- and posttest to determine the overall picture of students' achievement in writing descriptive text before and after treatment. The author aims to assess whether students' skills in writing descriptive text are low or high. The author classifies students' scores.

1. The students score of writing descriptive text in experimental and control class.

In this study, researchers did a pre-test in the experimental and control class. The results of the data analysis can be seen as follows:

Table 4.1: The pre-test score of experimental and control class

No	Description	Pre-test			
		Experiment		Control	
		Score	Classification	Score	Classification
1	Maximum score	68	Good	68	Good
2	Minimum score	32	Very poor	32	Very poor
3	Mean	54.28	Poor	54.57	Poor
4	Modus	64	Fair	64	Fair
5	Median	60	Fair	60	Fair

The table above shows the results of the pre-test scores in the experimental and control class. The pre-test results showed that the average score in the experimental class of 14 students was 54.28. The analysis showed that two students achieved a good classification score of 68, while the other 12 students got lower classifications of fair, poor and very poor. Meanwhile, the control group showed an average score of 54.57 among its 14 students. Further analysis showed that three students achieved a good classification score of 68, while the remaining 11 received fair, poor and very poor classifications. These low scores were due to students' difficulties in collecting and expressing their thoughts, as well as their inability to organize words into coherent sentences, which resulted in unorganized and illogical writing. In addition, a contributing factor to this problem is teachers who rarely provide vocabulary to students. As a result, students have difficulty in writing descriptive texts.

In addition, researchers did a post-test in the experimental and control class. The results of the data analysis can be seen as follows:

Table 4.2: Students' post-test score

No	Description	Post-test			
		Experiment		Control	
		Score	Classification	Score	Classification
1	Maximum score	88	Very good	84	Very good
2	Minimum score	76	Good	64	Fair
3	Mean	82.28	Very good	73.14	Good
4	Modus	80	Very good	72	Good
5	Median	82	Very good	72	Good

The table above shows that the experimental class had a higher average score than the control class, with a difference of 9.14 points. The experimental class had a mean score of 82.28, while the control class had a mean score of 73.14. The low scores of the students in control group were a result of challenges faced in generating ideas. Despite devoting significant time to planning their writing, they remained perplexed about how to commence. Consequently, students composing descriptive text tend to produce haphazard sequences as they neglect organization. Therefore, it can be inferred that implementing the brainstorming technique is efficient in enhancing the descriptive writing proficiency of eighth-grade students.

2. The mean score of the assessment rubric for descriptive writing

This section describes the mean scores obtained by experimental and control class students in five aspects of assessment. Based on the results of research, the mean scores of pre-tests and post-tests in the classes are shown in the table as follows.

Table 4.3: Mean score of students' writing in the five aspects

The aspect	Mean score					
	Experimental group			Control group		
	Pretest	Posttes	Increase	Pretest	Posttest	Increase
Developing	9.71	15.42	5.71	9.42	12.85	3.42
Organization	9.42	16.00	6.57	9.14	12.57	3.14
Grammar	11.71	17.14	5.14	12.28	16.00	3.71
Vocabulary	11.14	16.57	5.42	10.28	14.57	4.28
Mechanics	12.28	17.14	4.85	13.14	17.14	4.00
Total	**54.28**	**82.28**	**27.71**	**54.57**	**73.14**	**18.57**

The table shows the results of the mean scores on five aspects of the descriptive test writing assessment rubric. In general, the table above was seen in post-test of **experimental class**. The highest increase in this aspect was seen at 6.57 in organization ideas followed by the developing idea aspect as the second highest score of 5.71. Switching to the idea vacabulary aspect also experienced an increase of 5.42 which is not much different from the developing idea aspect. Likewise, with the grammar aspect, it can be seen that the mean score is 5.14, which shows that the score is not much different from the vocabulary aspect. Then the lowest improvement in this aspect was seen in the mechanics aspect with an average score of 4.85. Overall, it is proven that the use of brainstorming techniques has a positive effect on the five aspects of assessment, especially on the organizational idea aspect.

The increase in students' scores in the experimental class was characterized by the use of brainstorming techniques. In the developing idea aspect, students are required to actively think about the given topic. Especially with the provision of 15 minutes, students are more challenged to be able to generate ideas related to the topic. Students were initially reluctant to express their ideas for fear of making mistakes. However, during the implementation of brainstorming, they were no longer shy and even confidently competed to generate as many ideas as possible. While in the control class, they experienced only a slight improvement because they did not know how to express their ideas. They were also afraid to express their ideas, so they could only look at each other without finding solutions. This caused many of her writings to have only three sentences in a paragraph and not fully describe the topic.

In the aspect of organizing ideas, the experimental class experienced a significant increase in scores because students had a list of ideas from the

brainstorming results. This list can be used as a guide for writing descriptive text so that students can write quickly and purposefully. Students can also easily organize similar ideas and discard ideas that do not fit the theme. Where at the beginning of the test, students' writing was very random or haphazard. However, after the application of the technique, students' writing became structured and interesting to read. While the minimal improvement occurred in the control class because the students were confused when they started to write descriptive texts. Although they had spent a lot of time planning their writing, they were still confused when they started writing. Thus, many of them had random sentences even though they wrote many sentences.

There was also a significant improvement in grammar in the experimental class. Students experienced high scores due to the list of ideas from the brainstorming results. Where the list of ideas is just, students arrange them into a sentence structure using simple present tense. Thus, students were highly motivated by showing feelings of pleasure and actively participating in the learning process, especially when the researcher asked students to analyze their friends' descriptive texts. They were very active in asking about grammatical errors in the descriptive text. Meanwhile, in the control class, there was only a slight improvement in the grammar aspect. This was due to the lack of motivation in learning, especially in English grammar. It was characterized by the lack of students asking about correct or incorrect grammar, so the writing they did had many errors in the use of tense. Students in the control class also had little awareness when they made a mistake in grammar, so many of them wrote in the past tense.

In addition, the brainstorming technique was effective in improving students' vocabulary in the experimental class. When using this technique, students were asked

to actively think about the topic they were discussing. To get a lot of new words from their classmates, students write the vocabulary in the brainstorming list and ask them to memorize the vocabulary to expand their vocabulary. Thus, when the students wrote descriptive texts, they no longer struggled with vocabulary and were able to make the reader feel as if they were in the place. Meanwhile, in the control class, the students were getting very little vocabulary. This was because the students were unable to write vocabulary related to the topic. After all, there was no encouragement to find out or think about the topic they were discussing. As a result, many students' descriptive writing was found to repeat vocabulary, especially adjectives in a paragraph.

Then, in the mechanical aspect of the students, the experimental class experienced an increase after applying the brainstorming technique. This technique had a positive effect on the students' curiosity about mechanical problems. This was indicated by the students' much better behavior in class, and they looked for mistakes by asking a lot of questions about punctuation, capitalization, and especially spelling to improve their writing. While in the control class, the students experienced only a slight improvement. This was because they assumed that "the important thing is that I have written descriptive text". They never thought that the spelling, capitalization, and punctuation they used were wrong. They ignored mechanics just because they wanted to finish quickly, even though mechanics is one of the aspects of assessment that is very influential in writing.

3. The students' score classification in experimental and control class.

The table below presents an assessment of students' descriptive text writing skills using a classification of very good, good, fair, poor and very poor.

Table 4.4: The students' classification in experimental and control class result

No	CLF	Score	Experimental class				Control class			
			Pre-test		Post-test		Pre-test		Post-test	
			F	%	F	%	F	%	F	%
1	Very good	80-100	-	-	11	80%	-	-	4	25%
2	Good	66-79	2	18%	3	20%	3	27%	6	43%
3	Fair	56-65	6	49%	-	-	5	41%	4	32%
4	Poor	40-55	4	24%	-	-	4	24%	-	-
5	Very poor	30-39	2	8%	-	-	2	8%	-	-
Total			**14**	100%	**14**	100%	**14**	100%	**14**	100%

The table above show us the students score classification both in experimental and control class. The data in the post-test show significant differences scores between the experimental and control calsses. There were 11 students who get very good classification. While in the control class just 4 students who get very good classification. The results indicate that the brainstorming technique is more effective than the explanation method in improving students' skills in writing descriptive texts. This demonstrates the importance of utilizing effective teaching methods to enhance student learning outcomes.

4. Hypothesis testing

In order to test the hypothesis in this research, two tests of average similarity have been used with the following statistics:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

$$= \frac{82.28 - 73.14}{\sqrt{\frac{21.45}{14} + \frac{52.72}{14}}}$$

$$= \frac{9.14}{2.30}$$

$$= 3.973$$

From the calculation above, it is evident that the $t_{observed} = 3.973$. The purpose of the hypothesis test is to determine whether the hypothesis should be accepted or rejected. According to the hypothesis testing procedure, H_a is accepted if the value of $t_{observed} > t_{table}$. In this study, a t-test was employed to calculate the scores, with 26 degrees of freedom (df = N + N - 2) at a significance level of 0.05, which results in a critical value of 2.055. So it is evident that the $t_{table} = 2.055$.

After calculating the scores, the study revealed that the $t_{observed}$ exceeded the t_{table}. This is illustrated below:

$T_{observed} > t_{table}$ ($\alpha = 0.05$) with df 26

$3.973 > 2.055$

In conclusion, based on the data represent above the **H_a** (alternative hypothesis) is accepted and **H_o** is rejected. It means using brainstorming technique can effective to improve students' skill in writing descriptve text at MTs DDI Tapandullu.

B. Discussions

This study examines the effect brainstorming technique to students' skill in writing descriptive text. The study found that the use brainstorming technique can effective to improve students' skill in writing descriptive text at MTS DDI Tapandullu.

The effect clearly seen in five aspects of writing; such us in developing idea, organization idea, grammar, vocabulary and mechanics. Regarding developing idea, the study shows that brainstorming techniques can assist students in generating ideas by encouraging them to generate as many ideas related to the topic as possible. These ideas can be used as a guide when composing sentences and paragraphs so that

students can quickly capture all ideas related to the main topic. Students can also improve their ability to think quickly and clearly by practicing writing descriptive texts within a given limit time. This exercise trains students to quickly generate and communicate their ideas. As a result, their ability to develop ideas improves, whereas, at the time of the first test, they could only write up to three sentences in a paragraph. After using the brainstorming technique, they were able to write more than four sentences in a paragraph. This is relevant to the findings from Leki (1996)[34] who said that the brainstorming listing style technique in learning to write descriptive text is a useful and effective way to work faster than the prewriting style. This technique is very useful for finding examples or specific information about a topic.

In terms of organizing ideas, the findings show that brainstorming techniques can help students organize their ideas. Before implementing the technique, students were uncertain about how to begin writing. However, after utilizing brainstorming, they were able to quickly and purposefully compose sentences by following the list of ideas. By making a clearly organized list of ideas, students can categorize the ideas based on their type. This can help students avoid confusion when starting to write. This is in line with the findings of Eliwarti (2017)[35] who said that brainstroming lists can improve students' ability to group ideas and discard unsupportive ideas or the same ideas. Likewise with the findings of Yayan Sutisna (2022)[36] who said that the

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[34]Leki, Ilona, *"Academic Writing. Eksploring Processes and Strategies"*. (New York: St. Martin's Press. 1996). P 54.

[35]Eliwarti, "Penerapan Teknik 'Brainstorming' Untuk Meningkatkan Kemampuan Menulis Essai Pada Program Studi Pendidikan Bahasa Inggris FKIP UNRI," *Jurnal Pendidikan* 8, no. 1 (2017): 3.

[36]Sutisna, Yayan, at al "The Effectiveness of Brainstorming in Teaching Writing", *Papanda Journal of English Education* 1, no 2 (2022). P 5.

branstorming technique plays an important role in compiling a number of sentences into a well-organized essay.

Regarding vocabulary, the results show that the brainstorming technique is effective in helping students produce high-quality vocabulary. During the app lication of brainstorming, they got a lot of new vocabulary from their groupmates. This is because students are asked to actively think about the topic they are discussing and write down the words they get during the discussion in the form of a list, which encourages them to generate more ideas and identify new words relevant to their topic, then the researcher instructed the students to memorize the new vocabulary. These findings are supported by Leandro Xhama's (2017)[37] he said that during the brainstorming session, students learned useful expressions related to their topic. The teacher then instructed them to memorize the vocabulary they had discovered.

In terms of grammar, the process of generating clear ideas helps students to mature as thinkers in descriptive writing so that students are motivated by showing feelings of pleasure and actively participating in the learning process, especially when the researcher discussed grammatical errors in descriptive test. Before applying the brainstorming technique, many students used past tense such as *was, were,* and *has*. However, a fter the application of brainstorming, they realized that the tenses they used before were not appropriate or wrong. Students are very enthusiastic about writing sentences on the board and answering questions about what they don't know based on the ideas and knowledge they have. This makes it easier for students to know and understand the use of simple present tense well. This is in line with the

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[37]Xhama Leandro, "Brainstorming Is a Way of Increasing Vocabulary and Developing Writing Skills," *Internasional Journal* 20, no. 2 (2017). P 3–4.

findings of Minawati Candra (2018)[38] who said that there was a change in the classroom situation after the Brainstorming Technique was applied. Where it can be seen from students who are more motivated in learning by showing feelings of pleasure and active in the learning process. This is supported by the finding that students with high motivation levels also have high grammar and students with low motivation also have low grammar.[39]

Then, the results showed a slight increase in mechanical aspects in each session. This improvement was due to better student behavior in class, which showed a positive impact after the delivery of brainstorming activities. Where at the time of the initial test, they had many errors in the use of capital letters and punctuation, especially in word spelling errors. However, after applying the brainstorming technique, their writing became correct and only had a few mistakes. This is because, during the study, the researcher found that many students asked about the use of punctuation marks, capital letters and spelling to improve their writing. They asked questions to make their writing better and more correct. This finding is in line with research from Rahmawati Eva (2019)[40] who said that the use of brainstorming techniques did not specifically address student mechanics. In addition, this finding is also in line with research from Kaufua Fatma (2021)[41] who said that an increase in test scores reflects a change in one's behavior from not knowing to knowing more

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[38]Minawati Candra, "Brainstorming Technique to Improve Writing Skill in Descriptive Text*", English Research Journal* 3, no 1 (2018).P 7.

[39]Syafi'atul Qamariah Siti, "The Correlation Between Students' Motivation and Learning Grammar" *Journal of English Language Teaching* 6, no 1 (2019). P 6.

[40]Rahmawati Eva, "The Effect of Brainstorming Technique as a Pre-Writing Activity on the Students' Achievement in Writing Descriptive Text", *Unila Journal of English Teaching* 8. No 1 (2019). P 9.

[41]Kaufua Fatma, "Implementing the Brainstorming Technique to Improve Students' Ability in Writing Descriptive Text", *English Department of UMMU Journal* 1, no 2 (2021). P 5.

after the teaching and learning process. This is in line with the opinion that student behavior is very important to improve. Students' behavior towards the subject should be more positive after the learning process than before.[42]

[42]Hamalik, Oemar, *"Perencanaan Pengajaran Berdasarkan Pendekatan Sistem"* (Jakarta: Bumi Aksara 2008). P 97.

CHAPTER V

CLOSING

This chapter consists of conclusions and suggestions. The conclusions consists of the results obtained from the analysis and implementation the brainstorming technique. The suggestions provide recommendations for improving the learning technique.

A. Conclusions

In conclusion that the brainstorming technique is effective to improve the students' skill in writing descriptive text. Specifically, the mean post-test score of students in the experimental class (82.28) exceeded that of the control class (73.14), with a t-value of $3.973 > 2.055$. The improvement was in five aspects, they are developing idea, organizing idea, grammar, vocabulary, and mechanics.

B. Suggestions

Based on the conclusions and implications of the study above, some suggestions will be directed toward the students, the English teacher, and the researcher.

1. To the Students

   The researcher suggests that students use brainstorming technique in writing, especially descriptive texts. Because this technique is effective to improve writing performance.

2. To the English teacher:

   Effective teaching strategies are essential for improving students' writing skills. For this reason, the use of brainstorming technique is

recommended to teachers as one of the alternative strategies in teaching writing. Consider using brainstorming technique as one of the alternative strategies in teaching writing.

3. To other researchers:

In this study, researchers found that the use of brainstorming technique was lowest in mechanics aspect. For this reason, the researcher suggested that for further researchers to more focus on examining the use of brainstorming techniques on student mechanics aspect.
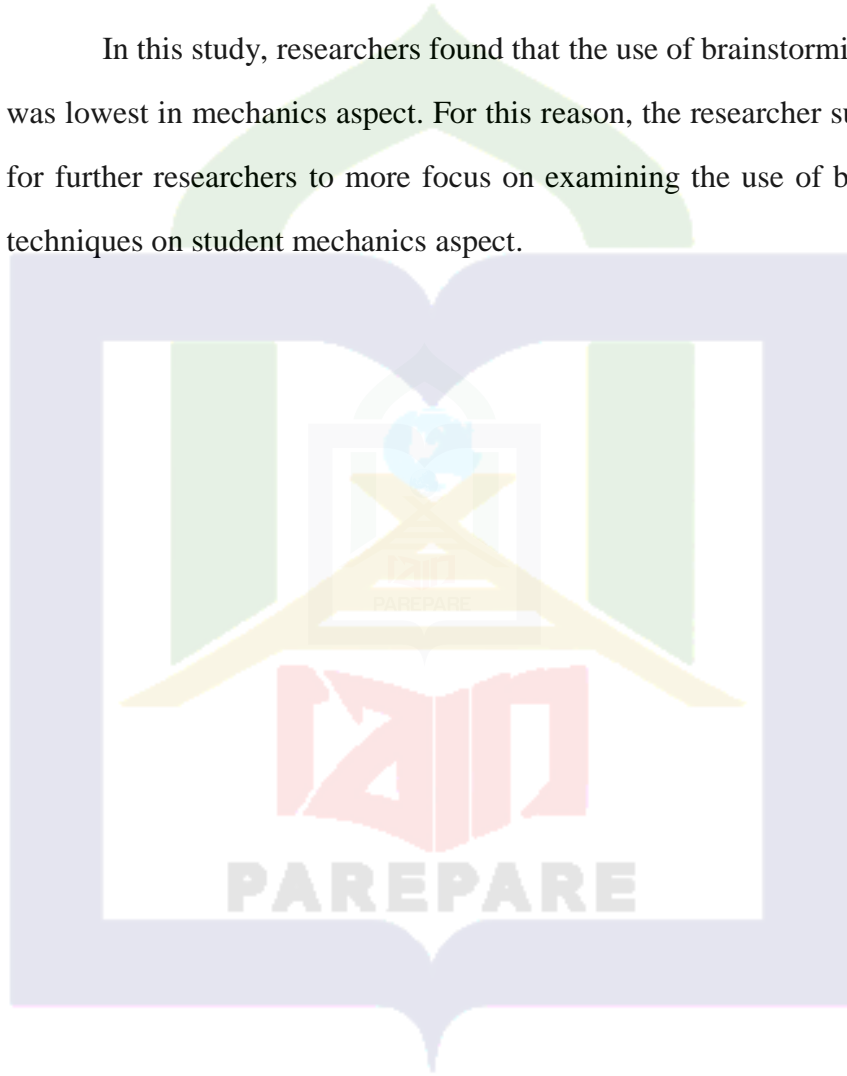
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APPENDICES

Appendix 1

Score pre-test and post-test in experimental group

No	DI	OI	G	V	M	Pre test	CLF	DI	OI	G	V	M	Post Test	CLF
1	2	1	3	1	1	32	Very poor	4	4	5	3	3	76	Good
2	2	2	2	2	2	40	Poor	4	4	5	3	4	80	Very good
3	3	2	3	3	2	52	Poor	4	5	4	5	3	84	Very good
4	2	3	4	3	3	60	Fair	4	5	4	4	5	88	Very good
5	2	2	4	3	4	60	Fair	4	4	4	4	4	80	Very good
6	3	2	3	3	5	64	Fair	4	4	4	5	5	88	Very good
7	3	3	4	4	3	68	Good	5	4	5	4	4	88	Very good
8	2	3	2	4	5	64	Fair	3	4	4	4	5	80	Very good
9	1	2	2	2	3	40	Poor	3	3	5	5	5	84	Very good
10	2	1	3	3	4	52	Poor	4	4	4	4	5	84	Very good
11	3	4	2	3	4	64	Fair	3	4	4	4	4	76	Good
12	2	2	1	2	1	32	Very poor	4	3	3	4	5	76	Good
13	3	3	5	2	3	64	Fair	4	3	4	4	5	80	Very good
14	4	3	3	4	3	68	Good	4	5	5	4	4	88	Very good
∑						760		∑					1.152	
Average						54.28		Average					82.28	

Score pre-test and post-test in control group

No	DI	OI	G	V	M	Pre Test	CLF	DI	OI	G	V	M	Post Test	CLF
1	2	3	2	1	2	40	Poor	3	3	4	3	5	72	Good
2	3	2	4	3	4	64	Fair	3	3	4	5	5	80	Very good
3	3	3	4	4	3	68	Good	4	4	5	4	4	84	Very good
4	2	3	3	3	4	60	Fair	3	3	4	4	5	76	Good
5	4	3	4	2	3	64	Fair	4	4	4	3	4	76	Good
6	2	2	4	2	3	52	Poor	3	4	5	3	3	72	Good
7	2	1	2	2	3	40	Poor	3	2	4	4	3	64	Fair
8	2	3	3	4	4	64	Fair	2	4	3	4	5	72	Good
9	1	1	2	1	3	32	very poor	2	2	4	3	5	64	Fair
10	1	2	3	3	4	52	Poor	3	2	4	4	5	72	Good
11	3	3	3	3	3	60	Fair	4	3	3	3	3	64	Fair
12	4	3	4	3	3	68	Good	5	4	4	4	4	84	Very good
13	1	1	2	2	2	32	very poor	2	2	4	4	4	64	Fair
14	3	3	3	3	5	68	Good	4	4	4	3	5	80	Very good
∑						764		∑					1024	
Average						54.57		Average					73.14	

v

Appendix 2

Pre-Test Instrument

Pre test

Name :……………………..

Date   :……………………..

Class :……………………..

Please make a simple descriptive text based on the picture that consists of 3

paragraphs and each paragraph consists of 3 or more sentences.

....

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....

....

....

Post-test Instrument

<div style="border:1px solid black">

Post test

Name :……………………..

Date :……………………..

Class :……………………..

Please make a simple descriptive text based on the picture that consists of 3

paragraphs and each paragraph consists of 3 or more sentences.

....

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</div>

Approved by

Consultant Commissions

Consultant   Co-Consultant

Dr. Zulfah, M.Pd…………   Kalsum. M.Pd
NIP. 198304202008012010   NIP. 198609262023212030

Appendix 3

RENCANA PELAKSANAAN PEMBELAJARAN

(Experimental group)

Sekolah   : MTS DDI Tapandullu

Kelas   : VIII

Mata Pelajaran : Bahasa Inggris

Keahlian/Genre : Menulis/Teks Deskripsi

Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi

  Menyimak dan menyampaikan deskripsi tentang tempat

B. Kompetensi Dasar

  Menulis menyimak dan menyampaikan deskripsi tempat secara sederhana dan tepat.

C. Indicator

  Memahami dan menuliskan tentang (tourism place) dalam Bahasa inggris

D. Tujuan Pembelajaran

  Siswa mampu menuliskan deskripsi tempat dengan baik dan benar

E. Materi pembelajaran

  Mendeskripsikan Tempat

F. Teknik

  Menggunakan Brainstorming

G. Media

  1. Kamus

2. Media gambar

3. Marker

H. Langkah-Langkah Kegiatan Pembelajaran

Treatment 1

No.	Kegiatan	Alokasi waktu
1	**Pembukaan** • Guru memberikan salam kepada siswa lalu menyuru untuk berdoa • Mengecek kehadiran siswa • Memperkenalkan diri kepada siswa • Guru memberikan motivasi kepada siswa	10'
2	**Kegiatan Inti** • Mengenalkan kepada siswa mengenai teknik yang digunakan dalam proses mengajar (teknik brainstorming) • Guru mengenalkan judul materi yang akan diajarkan dalam menulis teks deskripsi • Guru menyajikan materi menulis teks deskripsi tentang srtuktur defenisi dan kriteria penulisan yang baik • Guru meminta siswa untuk membentuk kelompok yang terdiri dari 3 atau 4 orang dalam satu kelompok • Setelah itu guru memberikan gambar sesuai dengan judul topik kepada masing masing kelompok • Guru meminta siswa melakukan brainstorming dengan diawali membuat daftar ide dari judul yang telah ditentukan. Daftar ide yang mereka gunakan akan disusun menggunakan teknik brainstorming gaya listing • Guru beri mereka waktu 15 menit untuk berdiskusi • Pertama siswa berbicara apa saja yang mereka pikirkan berdasarkan topik dan subtopic tanpa khawatir membuat kesalahan dan masing-masing siswa menuliskan ke daftar idenya tentang apa yang dikatakan oleh siswa lainnya untuk setiap subtopic • Setelah selesai, guru meminta setiap siswa untuk memindahkan subtopiknya ke selembar kertas baru dan mengedit tulisannya sendiri kedalan teks deskripsi sebelum dikumpulkan kepada guru. • Guru meminta siswa untuk mengumpulkan kertasnya.	70'

No.	Kegiatan	Alokasi waktu
	• Kemudian guru mengoreksi dan menjelaskan mengenai kesalahan-kesalahan siswa dalam setiap tulisannya dan meminta mereka untuk memperbaikinya • Guru meminta siswa mengidentifikasi teks deskriptive teman-temannya • Guru dan siswa Tanya jawab	
3	**Kegiatan Penutup** • Guru membantu siswa mencari dan menerjemahkan setiap kata baru • Guru meyimpulkan materi pembelajaran • Guru menanyakan kepada siswa tentang kesulitan yang mereka dapatkan ketika menerapkan teknik braintorming • Guru menutup kelas dan mengingatkan kepada semua siswa untuk belajar dirumah	10'

Treatment 2 dan 3

No.	Kegiatan	Alokasi waktu
1	**Pembukaan** • Guru memberikan salam kepada siswa lalu menyuru untuk berdoa • Mengecek kehadiran siswa • Guru melakuka tanya jawab kepada siswa, hal ini agar pengetahuan siswa terpancing terhadap topik yang akan dibahas.	10'
2	**Kegiatan Inti** • Mengulas sedikit materi sebelumnya. • Menjelaskan kembali lebih rinci mengenai teknik brainstorming • Guru meminta siswa untuk membentuk kelompok yang terdiri dari 3 atau 4 orang dalam satu kelompok • Setelah itu guru memberikan gambar sesuai dengan judul topik kepada masing masing kelompok • Guru meminta siswa melakukan brainstorming dengan membuat daftar ide dari judul yang telah ditentukan. Daftar ide yang mereka gunakan akan disusun menggunakan teknik brainstorming gaya listing • Guru beri mereka waktu 15 menit untuk berdiskusi • Pertama siswa berbicara apa saja yang mereka pikirkan berdasarkan topik dan subtopic tanpa khawatir membuat	70'

x

kesalahan dan masing-masing siswa menuliskan ke daftar idenya tentang apa yang dikatakan oleh siswa lainnya untuk setiap subtopic

- Setelah selesai, guru meminta setiap siswa untuk memindahkan subtopiknya ke selembar kertas baru dan mengedit tulisannya sendiri kedalan teks deskripsi sebelum dikumpulkan kepada guru.
- Guru meminta beberapa siswa untuk membacakan atau mempresentasikan hasil tulisannya didepan
- Guru meminta siswa untuk mengumpulkan kertasnya.
- Kemudian guru mengoreksi serta menjelaskan mengenai kesalahan-kesalahan siswa dalam setiap tulisannya
- Guru meminta siswa mengidentifikasi teks deskriptive teman-temannya
- Guru dan siswa Tanya jawab

3	**Kegiatan Penutup**	10'
	- Membantu para siswa mencari dan menerjemahkan kata baru - Guru meyimpulkan materi pembelajaran - Guru menanyakan kepada siswa tentang kesulitan yang mereka dapatkan ketika menerapkan teknik braintorming - Guru menutup kelas dan mengingatkan kepada semua siswa untuk belajar dirumah	

Treatment 4

No.	Kegiatan	Alokasi waktu
1	**Pembukaan** - Guru memberikan salam kepada siswa lalu menyuru untuk berdoa - Mengecek kehadiran siswa - Guru memberikan motivasi kepada siswa - Guru melakuka tanya jawab kepada siswa, hal ini agar pengetahuan siswa terpancing terhadap topik yang akan dibahas.	10'
2	**Kegiatan Inti** - Mengulas sedikit materi sebelumnya. - Menjelaskan kembali lebih rinci mengenai teknik brainstorming - Setelah itu guru meminta kepada siswa menuliskan teks	70'

XI

	deskriptiv tentang tempat wisata yang baru-baru mereka kunjungi.	
	• Guru meminta siswa melakukan brainstorming dengan diawali membuat daftar ide dari judul yang telah ditentukan. Daftar ide yang mereka gunakan akan disusun menggunakan teknik brainstorming gaya listing	
	• Setelah selesai, guru meminta setiap siswa untuk memindahkan subtopiknya ke selembar kertas baru dan mengedit tulisannya sendiri kedalan teks deskripsi sebelum dikumpulkan kepada guru.	
	• Guru meminta beberapa siswa untuk membacakan atau mempresentasikan hasil tulisannya didepan	
	• Guru meminta siswa untuk mengumpulkan kertasnya.	
	• Kemudian guru mengoreksi serta menjelaskan mengenai kesalahan-kesalahan siswa dalam setiap tulisannya	
	• Guru meminta siswa mengidentifikasi teks deskriptive teman-temannya	
	• Guru dan siswa Tanya jawab	
3	**Kegiatan Penutup** • Mencari dan menerjemahkan kata baru • Guru meyimpulkan materi pembelajaran • Guru menutup kelas dan mengingatkan kepada semua siswa untuk belajar dirumah	10'

I. Penilaian

Penilaian yang digunakan pada penelitian ini adalah berdasarkan *assessment rubric for decriptive writing*. Adapun aspek-aspek yang dinilai adalah *develoving idea* (DI), *organizing idea* (OI), *grammar* (G), *vocabulary* (V), dan *mechanics* (M)

J. Pedoman penilaian

$$S = \frac{DI+OI+G+V+M}{25} \, x \, 100\%$$

XII

RENCANA PELAKSANAAN PEMBELAJARAN

(Kontrol Group)

Sekolah   : MTS DDI Tapandullu

Kelas   : IX

Mata Pelajaran   : Bahasa Inggris

Keahlian/Genre   : Menulis/Teks Deskripsi

Alokasi Waktu   : 2 x 45 menit

A. Standar Kompetensi

   Menyampaikan deskripsi tentang tempat wisata

B. Kompetensi dasar

   Menulis teks deskripsi tempat wisata secara sederhana dan tepat

C. Indicator

   Memahami dan menuliskan tentang (tourism place) dalam Bahasa inggris

D. Tujuan pembelajaran

   Siswa mampu menuliskan paragraph deskripsi tempat wisata dengan baik dan benar.

E. Materi Pembelajaran

   Mendeskripsikan tempat

F. Metode

   Menjelaskan

G. Media

   Kamus, Media gambar dan Marker.

H. Langkah-Langkah Kegiatan Pembelajaran

Treatment 1

No.	Kegiatan	Alokasi waktu
1	Pembukaan • Guru memberikan salam kepada siswa lalu menyuru untuk berdoa • Mengecek kehadiran siswa • Memperkenalkan diri kepada siswa • Guru memberikan motivasi kepada siswa	10'
2	Kegiatan Inti • Guru menjelaskan mengenai struktur umum dan fitur bahasa dari teks deskriptif serta kriteria penulisan yang baik • Guru menjelaskan bagaimana menulis detail teks deskriptif sesuai dengan topik yang ditentukan • Guru meminta siswa untuk dud uk dalam kelompok yang terdiri dari tidak lebih empat orang dalam satu kelompok • Setelah itu guru memberikan gambar sesuai dengan judul topik kepada masing masing kelompok • Guru memberikan waktu kepada siswa untuk berdiskusi dan mendeskripsikan gambar tersebut • Guru memanggil waktu dan mengumpulkan kertas dari masing-masing siswa siswa • Kemudian guru mengoreksi dan menjelaskan mengenai kesalahan-kesalahan siswa dalam setiap tulisannya dan meminta mereka untuk memperbaikinya • Guru meminta siswa mengidentifikasi teks deskriptive teman-temannya • Guru dan siswa tanya jawab	70'
3	Kegiatan Penutup • Guru membantu siswa mencari dan menerjemahkan setiap kata baru serta menyuruh mereka menghafalkannya • Guru meyimpulkan materi pembelajaran • Guru menutup kelas dan mengingatkan kepada semua siswa untuk belajar dirumah	10'

Treatment 2, 3 dan 4

No.	Kegiatan	Alokasi waktu
1	Pembukaan	10'

	• Guru memberikan salam kepada siswa lalu menyuru untuk berdoa • Mengecek kehadiran siswa • Guru memberikan motivasi kepada siswa	
2	Kegiatan Inti • Guru menjelaskan mengenai struktur umum dan fitur bahasa dari teks deskriptif serta kriteria penulisan yang baik • Guru menjelaskan bagaimana menulis detail teks deskriptif sesuai dengan topik yang ditentukan • Guru meminta siswa untuk duduk dalam kelompok yang terdiri dari tidak lebih empat orang dalam satu kelompok • Setelah itu guru memberikan gambar sesuai dengan judul topik kepada masing masing kelompok • Guru memberikan waktu kepada siswa untuk berdiskusi dan mendeskripsikan gambar tersebut • Guru memanggil waktu dan mengumpulkan kertas dari masing-masing siswa siswa • Kemudian guru mengoreksi dan menjelaskan mengenai kesalahan-kesalahan siswa dalam setiap tulisannya dan meminta mereka untuk memperbaikinya • Guru meminta siswa mengidentifikasi teks deskriptive teman-temannya • Guru dan siswa tanya jawab	70'
3	Kegiatan Penutup • Guru membantu siswa mencari dan menerjemahkan setiap kata baru serta menyuruh mereka menghafalkannya • Guru meyimpulkan materi pembelajaran • Guru menutup kelas dan mengingatkan kepada semua siswa untuk belajar dirumah	10'

I. Penilaian

Penilaian yang digunakan pada penelitian ini adalah berdasarkan *assessment rubric for decriptive writing*. Adapun aspek-aspek yang dinilai adalah *develoving idea* (DI), *organizing idea* (OI), *grammar* (G), *vocabulary* (V), dan *mechanics* (M)

J. Pedoman penilaian

$$S = \frac{DI+OI+G+V+M}{25} \; x \; 100\%$$

XV

Appendix 4

Material of treatment 1 (Manakarra Beach)

Material of treatment 2 (Rangas Beach)

Materials of treatment 3 (Dato Beach)

Material of treatment 4

(Describing your own holiday)

Appendix 5

Pre-test picture

Post-test picture

Appendix 6

The result of brainstorming technique and descriptive text in treatment 1

Treatment : 1

1) deskripsi umum
   - manakarra beach
   - Tourist

2) deskripsi bagian
   Keindahan
   - broad
   - Clean

   Fasilitas / unik
   - bicycles
   - games
   - Children

   Suasana Pantai
   - a little crowded
   - Sunny Weather

   aktivitas
   - take a photo
   - ~~children play~~

Treatment 1

No.:   Date:

name : Ichwal
Classes: VIII (experimental)

manakarra beach is from west
Sulawesi. Manakarra beach as a tourist
spot.
   ~~the~~ The beach is broad and clean. the
beach looks a little crowded and the
weather is sunny. There are plenty
of bicycles and children's games at
manakarra beach.
   at the ~~ant~~ front of manakarra beach
there is a place for children to play.

                        harus dihihin dangan
                        tanda titik.

The result of brainstorming techniqu e and descriptive text in treatment 2

Treatment : 2

1) Deskripsi Umum
- Rangas beach
- sea
- beautiful
- tourism

2) deskripsi bagian

Karasteristik	Facilitas / keunikan
- grass green	- small house
- Parking direction	- visitor
- pots	- bridge lights
- bridge	aktivitas
svasana	- take a pictures
- wide	- relax
- cloudly	
- clean	

nama : Muhikra
Class : experimen (VIII)

Rangas beach is a tonnish attraction in <u>west</u> wos
Sulawesi mamyu city. Many people go there because
the scenary is beautiful and the sea water is clean.
In front of rangas beach there is green grass
and parking direction. thane are also two black pots
on the left and right. On the right there is a
bridge as access to plore the beach. there are many
tress on Rangas beach as protection.
Rangas Beach is wide and clean on the left
side thir is a small house for visitors to rest. on the
Rangas beach bridge thare are colourni lights. visitors
can take pictures and relax on the beach.

The result of brainstorming technique and descriptive text in treatment 3

class : VIII (eksperimen) Treatment 3

Listing

1) Deskripsi umum
   - Dato Beach
   - Sea
   - Blue
   - Tourism
   - Access
   - Large
   - Land

2) Deskripsi bagian

Karasteristik
   - Garden
   - Center
   - Flower
   - ~~Green trees~~
   - Small building
   - Curvy

Suasana
   - Clean
   - Neat
   - Crowded
   - Many people
   - Sky

Fasilitas/Keunikan
   - Asphal
   - Style

aktivitas
   - Walk
   - Take a Photo
   - Swim
   - Play
   - Children

Nama : Dewi
Class : VIII (experiment)

Dato beach is tourist attraction in (myene Regency. The size ~~dato~~ Dato Beach is not too Large, but many people visit it because the Sea is very ~~many~~ beatiful. Access to the beach is by Land.

In the center of the Dato Beach tour there is a straight flower garden. The building at the beach of the peach (is) curvy. The sand of the beach is white and there are many thees an the beach. There is also a small building for resting. Many people come because the beach is clean and neat and many people come because the view of the sky is very clear and beatiful during the day.

-In the roandabout building of Dato beach, The style it very unique, and interest the aspait of the beach build is beatifully patterned so in the area many childen play and people can see people swim in the area. So that more people walk lisurely on the beach building than go down to the beach sand.

The result of brainstorming technique and descriptive text in treatment 4

Treatment : 4

1) Descriptive umum
 - Karampuang Island
 - Sulbar
 - Mamuju City
 - Populer
 - Turist
 - Attractions
 - Destination
 - Beautiful
 - Clear Sea
 - Reef
 - Bottom

2) Deskriptive Bagian
 Karasteristik
 - Wooden Pier
 - Wroven
 - Bambo roof
 - Very long
 - Front
 - Small dock
 - Dive
 - Boat
 - Mangrove thees
 - white Sand
 - edge

Suasana
 - very spacious
 - clean
 - Gerbage
 - very calm
 - Visit
Fasilitas /unik
 - Banana boat
 - Touch
 - Small boat
 - Underwater world
 - community guide
 - Path

Aktivitas
 - Explore
 - Fishing
 - Enjoy
 - play
 - swim
 - Take pictures

Treatment Y.

name : Ichwai
Classes : VIII (experimental)

Karampuang is one of the most popular tourist attractions in West Sulawesi, Mamuju City. This island is a tourist destination because of its beautyful beachees and clear sea. It is so clear that we can see corat reefs at the bottom of the sea. The only occess to the island is by fishing boat.

On Karampuang Island, there is a wooden pier with a woven bamboo roof that is very long, about 500 meters. At the front of the pier, there are two small dock section with bive roofs for boats to duch on. The island is full of mangrove threes and bealiful white sand. While the edge of the island is full of gazebos as a relaxing place for tourists. The island is very spacious and clean from garbage. The sea water is also very calm, so that tourist never get bored visit the island.

For tourist who want to enjoy the beauty of the sea, there are facilities such as banana buoats to feel the touch of sea water. There is also small boat for a closer look at the underwater world on the islan. Travelers who like to explore, can try with a special community guide who knows the path of the island. In addition, This island is also suitable for for tourist who like fishing. Non wonder the island is never is never empty. Visitors play, swim and immortalize their trip by take pictures. That's the beauty of Karampuang Island.

Appendix 7

The pre-test and post-test results in experimental class

Pre test

Name : Hardiansyah

Date : 06 - 11 - 2023

Class : Experimen

Please make a simple descriptive text based on the picture that consists of 3

paragraphs and each paragraph consists of 3 or more sentences.

Gentungan Waterboom

Waterboom is a tourist attraction in Gentungan. the skenary is beautiful and there are many visitors. Most visitors are children.

This swimming pol is very spasiour. on the left side of the pool is a long yellow, blue and red slide. There is also a reating slide with red and yellow colors. Is is very beautiful and very cooling.

Visitors really enjoy their vacation. children wear pink bouys to swim. There is a very curved very iron rod in the swimming pool and it reate releases water. The children like the tour because of the beautiful swimming pool.

Post test

Name : Hardiansyah

Date : 06 - 12 - 2023

Class : Eksperimental

Please make a simple descriptive text based on the picture that consists of 3 paragraphs and each paragraph consists of 3 or more sentences.

Pasangkayu Raid about

Travel Is a destination for many people during holidays. Many interesting tours are visit, one of which is the smart roundabout tour. This is in Pasangkayu Regency, Mamuju city. To get to the place, visitors can use land vehicles such as cars and motorbikes.

The color of Pasangkayu Roundabout is white and gray with a rectangular grass decoration around the roundabout. The grass is overgroun with shoulder high tress. In the center of the rouddabout is a beautiful monument with the word "snma" write on it.

At the and of the roundabout there are spaced lampposts. The roundabout is so clean so that many visitors come. At the and of the roundabout, there is along flower pot. It can use by visitors to sit back and relax. This roundabout is in the middle of the road so there are many vehicles (Passingly) by. There are also many food vendors around the roundabout. At this roundabout, visitors can take pictures and children can play.

Pre test

Name : nurham

Date : 06 november 2023

Class : eksperimen

Please make a simple descriptive text based on the picture that consists of 3 paragraphs and each paragraph consists of 3 or more sentences.

Waterboom gentungan

This tour is located in gentungan, West Sulawesi. This tour presents a very beautiful swimming pool so that this tour is called a waterboom. Many people come and enjoy the moutain new.

This tour has a fairly long water slide and a log colorful long water slide and a long kolorful slide. There are also many tall green trees. That's why many people come because it has good air.

The water pool is quite large. So it is free for children to swim happily. On holodays we can just come to this tour because the view is very good.

Post test

Name : Nurham

Date : 06 December 2023

Class : eksperimen

Please make a simple descriptive text based on the picture that consists of 3 paragraphs and each paragraph consists of 3 or more sentences.

Roundabout smart

Smart ronddroout is one of the destinations for tourists on vacation. This place is in Pasangkayu, West Sulawesi. Access to this place is by motorcycle and car. This tour is identical to the monument.

The monument building on this tour is very beatiful. At the top of the monument the snake blossoms like a flower and there (are/a circle of the globe frame above it. The monument has not yet been 90 rounded by a waterfall leading to the monument.

The roundabout is quite large and the surroundings are quite very clean. Visitors can have snacks in this place because there are several sellers around the roundabout. That's the beauty of smart roudabout. Children can also play happily at this destination.

Pre test

$\boxed{40}$

Name : Dewi

Date : 6 - 17 - 2023

Class : experimental

Please make a simple descriptive text based on the picture that consists of 3 paragraphs and each paragraph consists of 3 or more sentences.

Waterboom (gentungan)

Waterboom is a tourist atraction located in (gentungan). This is a tour that has been papular in (west) Sulawesi. This is every good and cool for visiting.

On the right side of the pool was a (very) lougly. colorful (tog) ride. The children (were) happy playing a (lot) of children have been playing on the slides because it is so much fun.

The water in the (gentungan) swimming pool is a vast as a large field. There (were) many peopple sitting on the side of the pool watching their children swim. There (were) colorful floats for children to swim in.

Post test

Name : Dewi

Date : 6 | 12 | 2023

Class : Experimental

Please make a simple descriptive text based on the picture that consists of 3

paragraphs and each paragraph consists of 3 or more sentences.

80

Roundabout Pasangkayu

Smart Roundabout is one of the most popular tourist destination in Pasangkayu. Pasangkayu is a district in mamuju city (Akcess) to Pasangkayu Roundabout is by land Wehicle. This tour is very beautiful and always many visters come.

Pasangkayu Roundabout is charctrisez by a beautiful red and white monument. on top on the word "smart" write on it. There is some square grass around the roundabout. The place is very clean and (Fre) of gerbage.

This Roundabot is spacious for visitous to do activities. There are (Flawer) pots with cement buildings and can use as seats for visitous. the are also children's toys such as small cars and children's bicycles. The trees around the roundabout can also use as a rest place for visitoes. Tourist realy enjoy the scenary at the roundabout.

Pre test

(68)

Name : Muhammad Rezki

Date : 6 November 2023

Class : Eksprimen

Please make a simple descriptive text based on the picture that consists of 3 paragraphs and each paragraph consists of 3 or more sentences.

Waterboom Geitungan

waterboom has amazing attraoodion u genivnga
lo le close to the mountains as here are many Trees around
This attarEion is specilgally for chifdren To swim tranger
because The pool is not deep
    On The right side the pool, There are slides with
benas and Sonne are long straigh ones. Aroud the slide
There are lush Three That add to the booviy of The Proace
The Swimmi's pool is so large that chidren are can
To swim under the supervision of their Parents
    This Touris spot Provides Facilites such as Floais
with various colors For children. There also Colorful
Grides That many chidren Try.

Post test

Name: Mohammad Dezki

Date: 6 desember 2022

Class: Eksprimental

Please make a simple descriptive text based on the picture that consists of 3 paragraphs and each paragraph consists of 3 or more sentences.

Roundabout Smart

Smart roundaboot is a famous tourist direction in West sulawesi. This Roundabout is right in pasang kayu tistricd. Its offers beautiful scenery, cool monuments and mesmerizing waterfalls

In the center of the Roundabout, there is a monument with a Tall building and a blossom at the top. at the top the monument there is black iron Globe Frame and in the center of the outside there is a smart inscription. At each corner of the circle there are flower as seat for visitors

The roundabout tour is quite spacious and very clean. It provides toys for children such as bycides and small cars. There are also lighs poles in every corner of the roundbout. Visitor can enjoy this tour by taking a leisarely walk and Taking pictures. Thees the beauty of the smard roundabout

Appendix 8

The pre-test and post-test results in control class

Pre test

Name : Sarbika

Date : 6-17-2023

Class : Control

Please make a simple descriptive text based on the picture that consists of 3

paragraphs and each paragraph consists of 3 or more sentences.

waterboom

Waterboom in gke ntu ngan has a nice
swimming pool. parents sit watching their chidren
swim. happily the children swim freely

Colored toys are good for children. The children
had already swum and left the pool. ngany tall
trees were seen above the pool.

The water was very blue in the pool. many chil-
dren and adulte are swimming togeter. thats the at-
mosphe in the waterboom

Post test

Name : Sartika

Date : 6 - 12 - 2023

Class : Control .

Please make a simple descriptive text based on the picture that consists of 3 paragraphs and each paragraph consists of 3 or more sentences.

Boundaot

This is the smart roundabout tour in (pasangkayu) We can play freely in this place. There is a monument with red and white Colors. it makes this tour a lot of visitours who come .

There is a waterfall in the (inside) of the roundabout and there is a puddle underneath. we can take pictures in this place with the background of the monument there is also a flower pot at the end of the roundabout and we can sit there .

In eddition, there is a grass feeld in this place and there are some trees growing. children can play in this place because there are small bicycles available. to save memories in this place . we can take photos.

Pre test

(52)

Name : Marda

Date : 6 november 2023

Class : Control

Please make a simple descriptive text based on the picture that consists of 3 paragraphs and each paragraph consists of 3 or more sentences.

Waterbom Jentengan

This is a tourist spot with the name waterboom. It was beautiful and coll with is (surroundings). many children used floats to swim there.

The slides come in a variaty of colors and will be fun to ride. This attraction is amazing because many visitors come. It is close to the mountains so the atmosphere has cool.

Red colored floats were worn by girls. The float is big enough for adults to use. Visitors enjoy this tour by sitting by the pool.

Urang Kalmat

Post test

Name : marda

Date : 6 desember 2023

Class : Control

Please make a simple descriptive text based on the picture that consists of 3 paragraphs and each paragraph consists of 3 or more sentences.

Roundabout Smart ✓

Tourism is a beautiful place and there are always many people coming. Beauty tourism is tourism where the scenery is amazing. Like the one at Smart Roundabout in Pasangkayu.

A Roundabout is a ~~beautiful~~ place with a monument in the middle. On top of the monument there is a skeleton of a globe and the word Smart. This roundabout is higher than the asphalt road. This roundabout is white and gray.

Many children play bicycles there. This roundabout is quite large. So visitors can be calm and safe to play. That's the smart roundabout.

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Pre test

Name : Siti Herdina

Date : 06-11-2023

Class : Control

Please make a simple descriptive text based on the picture that consists of 3

paragraphs and each paragraph consists of 3 or more sentences.

Water Boom

This place is often a place for families to take a vacation. Waterboom gentungan is a tourist spot in Gentungan. This place is complete with various types of rides with different heights. Arround this tourist spot there are also many high trees that give a cool impression.

Waterboom gentungan already has not a large enough pool. So that every family who comes to the place can enjoy the pool. There are also two types of pools, namely a special for adults. Both pools are distinguished based on the depth of the pool.

The rides contained in the tourist attractions can be used by anyone. Both adults and children. The slide goes straight into the pool, so those who play will fall into the water.

Post test

Name : Siti Hardina

Date : 06 - 12 - 2023

Class : Control

Please make a simple descriptive text based on the picture that consists of 3

paragraphs and each paragraph consists of 3 or more sentences.

This is a tourist destination in Pasangkayu. This place presents a mountain background, good road acces and always much tourists come. This round about is right on the edge of the highway.

Arround the roundbout there are many vehicles passing by so the place is a little norry. Despite being in the middle of a highway, this place remains clean and free from pollution. The roundabout is famous for its unique monuments and fountain which attracts many visitors to stop by to take pictures.

The roundabout is spacious enough for visitors to relax and do activities. Children are also free to play cars or play small bicycles but still under the edge of the roundabout to enjoy the water.

Pre test

(40)

Name : Haswar

Date : 6 november 2023

Class : Control

Please make a simple descriptive text based on the picture that consists of 3

paragraphs and each paragraph consists of 3 or more sentences.

Waterboom

In the morning at a bathhouse there are different slides and different obstacles. This slide was called waterboom in gentungan. The trees are green

There were children enjoying the pool with a float that thery rented. The bathhouse is on the edge of a Forest Forest which makes it a distinctive feature.

The pool was � Very sapelous for swimming. The pool water from the mountain makes it atractive in the eyes of tourists. Seen from the picture all enjoying the bath accompanied.

Post test

Name : Haswar

Date : 6.desember 2027

Class : control

Please make a simple descriptive text based on the picture that consists of 3 paragraphs and each paragraph consists of 3 or more sentences.

Roundabout smart

This tour is a smart roundabout in Pasangkayu. There are many houses around it and trees in the distance. The shape of this place is round and surrounded by roads.

There is a lamp post in this place and a flower pot at the end of the roundabout. Many people are hanging around the roundabout. They are excited and happy to be in this place

The roundabout is good esthetica pleasing and suitable for tabing pictures. There are vendors around the roundabout. So for visitors who are hungri can come buy food at that place.

Appendix 8

Documentation

Pre test in experimental group (06-Nov 2023)

Pre test in control group (06-Nov 2023)

Treatment 1 in experimental group (07:30, 07 Nov 2023)

Treatment 1 in control group (09:30, 07 Nov 2023)

Tratment 2 in experimental group (08:00, 15 Nov 2023)

Tratment 2 in control group (10:00, 15 Nov 2023)

Treatment 3 control group (10:00, 22 Nov 2023)

Treatment 4 experiment group (08:00, 29 Nov 2023)

Post test in experimental group (08:00, 06 Desember 2023)

Post test in control group (06 Desember 2023)

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 2468 TAHUN 2023
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2023;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi;
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare;
		11.	Surat Keputusan Rektor IAIN Parepare Nomor 129 Tahun 2019 tentang pendirian Fakultas Tarbiyah;
Memperhatikan	:	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor SP DIPA-025.04.2.307381/2023, tanggal 30 November 2022 tentang DIPA IAIN Parepare Tahun Anggaran 2023;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor 307 Tahun 2023, tanggal 08 Februari 2023 tentang Revisi Tim Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2023

MEMUTUSKAN

Menetapkan	:	**KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2023;**
Kesatu	:	Menunjuk saudara: 1. Dr. Zulfah, M.Pd 2. Kalsum, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Fahira
NIM	:	2020203888203000
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Improving Students' Ability In Writing Descriptive Text By Using Brainstorming Technique At MTs DDI Tapandullu

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di	:	Parepare
Pada Tanggal	:	13 Juni 2023

Dekan

Dr. Zulfah, M.Pd.
NIP 19830420 200801 2 010

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-4573/In.39/FTAR.01/PP.00.9/11/2023   06 November 2023
Sifat : Biasa
Lampiran : -
H a l : Permohonan Izin Pelaksanaan Penelitian

Yth. BUPATI MAMUJU
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
  KAB. MAMUJU

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	:	FAHIRA
Tempat/Tgl. Lahir	:	TAPANDULLU, 25 Maret 2002
NIM	:	2020203888203003
Fakultas / Program Studi	:	Tarbiyah / Pendidikan Bahasa Inggris
Semester	:	VII (Tujuh)
Alamat	:	TAPANDULLU UTARA, DESA TAPANDULLU KEC. SIMBORO KAB. MAMUJU

Bermaksud akan mengadakan penelitian di wilayah KAB. MAMUJU dalam rangka penyusunan skripsi yang berjudul :

THE EFFECT OF BRAINSTORMING TECHNIQUE TO STUDENT'S SKILL IN WRITING DESCRIPTIVE TEXT AT MTS DDI TAPANDULLU KABUPATEN MAMUJU

Pelaksanaan penelitian ini direncanakan pada bulan Nopember sampai selesai.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,

Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

PEMERINTAH PROVINSI SULAWESI BARAT
DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
Jl. H. Abd. Malik Pattana Endeng Kompleks Perkantoran Gubernur Sulawesi Barat
Mamuju 91512,Telp/Fax . 0426-2323783, email : ptspsulawesibarat@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor : 00677/76.RP.PTSP.B/XI/2023

1. Dasar
   1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor : 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian.
   2. Peraturan Daerah Nomor 6 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah Provinsi Sulawesi Barat.
   3. Peraturan Gubernur Sulawesi Barat Nomor 45 Tahun 2016 Tentang Kedudukan, Tugas Dan Fungsi Susunan Organisasi Dan Tata Kerja Dinas Daerah Provinsi Sulawesi Barat.
   4. Peraturan Gubernur Sulawesi Barat Nomor 27 Tahun 2022 Tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan Berusaha, Perizinan dan Non Perizinan.

2. Menimbang :
   Surat Dari Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Nomor : B-4573/In.39/FTAR.01/PP.00.9/11/2023 Pada Tanggal 06 November 2023 Perihal Izin Penelitian.

MEMBERITAHUKAN BAHWA:

a. Nama/Objek : **FAHIRA**
b. NIM : 2020203888203003
c. Alamat : Tapandullu Utara Kec. Simboro
d. No.HP : 085394232485
e. Untuk : 1). Melakukan Penelitian/Pengumpulan Data
   " THE EFFECT OF BRAINSTORMING TECHNIQUE TO STUDENT'S SKILL IN WRITING DESCRIPTIVE TEXT AT MTS DDI TAPANDULLU KABUPATEN MAMUJU "
   2). Lokasi Penelitian : MTs DDI Tapandullu
   3). Waktu/Lama Penelitian : **06 November s/d 06 Desember 2023**

Sehubungan dengan hal tersebut diatas, pada prinsipnya Kami menyetujui Kegiatan tersebut dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada Gubernur Sulawesi Barat, Cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Barat.

2. Penelitian tidak Menyimpang dari izin yang diberikan.

1

Biaya Rp. 0

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DARUL DA'WAH WAL-IRSYAD
MADRASAH TSANAWIAH DDI TAPANDULLU

Alamat : Jl. Pendidikan No.8 Tapandullu Kec. Sunboro Kab. Mamuju

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor:126/MTS/DDI/TPDL/06/2023

Yang bertandatangan di bawah ini:

Nama   Abdul Kadir Dulla,S.Pd.I

NIP   : 19821212 200901 1015

Jabatan   Wakil Kepada Madrasah MTs DDI Tapandullu

Menyatakan dengan sesungguhnya nama dibawah ini:

Nama   FAHIRA

Nim   2020203888203003

Program studi   Bahasa Inggris

Pekerjaan   : Mahasiswa IAIN Parepare Sulawesi Selatan

      Telah selesai melakukan penelitian dan pengambilan data penelitian di sekolah MTs DDI Tapandullu Sulawesi Barat Kecamatan Simboro Kabupaten Mamuju.Terhitung sejak 06 November sampai dengan 06 Desember 2023 untuk memperoleh data penelitian dalam rangka penyusunan skripsi yang berjudul **"The Effect of Brainstorming Technique to Student's Skill in Writing Descriptive Text at MTS DDI Tapandullu Kabupaten Mamuju"**

      Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sepenuhnya.

Mamuju,06 Desember 2023
Wakil Kepala MTs DDI
Tapandullu

Abdul Kadir D, S.Pd.I
NIP. 19821212 200901 1015

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CURRICULUM VITAE

Fahira was born March 25th, 2002 in Tapandullu, West Sulawesi. She is the second child from her family; she has four sisters and two brothers. Her father's name is Darman and her mother's name is Musdalifa. She is a students of English Education Program of Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her education background, she began her study at SD Negeri Inpres Tapandullu in 2008. Then she continued her study at Madrasah Tsanawiah DDI Tapandullu and continued at MAN 1 Mamuju. In 2020, the star her study Bachelor of English Education in IAIN Parepare and complete her study with the thesis title "The Effect of Brainstorming Technique to Students' Skill in Writing Descriptive Text at MTS DDI Tapandullu Kabupaten Mamuju"