



**UTILIZING BIO POEM TO IMPROVE THE STUDENTS' ABILITY TO
WRITE DESCRIPTIVE TEXT AT EIGHT GRADE AT MTS DARUL ILMU
BATANG KUIS**

(A Classroom Action Research at MTS DARUL ILMU BATANG KUIS)

A THESIS

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

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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan
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Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul di atas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

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Yang Membuat Pernyataan



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Medan, July 2020

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BATANG KUIS**

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Abstract

This research aimed to improve the students' writing skill on descriptive text by using bio poem technique. This research was conducted by using Classroom Action Research (CAR). The subject of this research was VIII-5 grade of MTs Darul Ilmi Batang Kuis 2019/2020 academic year which consisted of 30 students. The objective of this research was to improve the students' writing skill by using bio poem technique. This research was conducted in two cycles which each cycle consists of planning, acting, observing, and reflecting. The data were gathered through quantitative and qualitative data. The result of this research showed that there was increasing of students in writing skill on descriptive text. The mean of pre-test was 50,4. The mean of post-test 1 was 63,8 and the mean of post-test 2 was 75,6. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point > 75 also grew up. In the pre-test, the students who got score > 75 up were 3 students (10 %). In the post test of cycle 1 the students who got score > 75 were 10 students (33,3%). The post-test of cycle 2, students who got score > 75 were 24 students (80%). In other words, the students' skill in writing descriptive text was improved and changed better in the first meeting to the next meeting.

Keywords : Bio Poem, Descriptive Text, Writing Skill

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Language cannot be separated from human being. A language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts¹. Thus, by using language human beings can narrate and share their experiences or information to others.

One of the most important languages to study that mostly used around the worlds is English. English is like a window in our house. It means that English is a way for us to face the world, especially in education. English is the language which is used by most countries in the world.² In mastering English, people will easily get in and can access a world of information and technology. With the introduction of English in primary school then students will have a better knowledge base before proceeding to higher education.

In Indonesia, English is one of compulsory subjects for students from secondary to tertiary levels. The purpose of English teaching in Indonesia is to

¹Sholihatul Hamidah Daulay. (2011) *Introduction to General Linguistics*. Medan: La-Tansa Press. p 12

²Sergey Lobachev. (2008). *Top Languages in Global Information Production*. Journal of London Public Library vol 3 no 2

“equip students with the ability to develop oral and written communicative competence”³

English is being important language to master. Learning English is as a subject in the school. There are four skills that must be learned, there are listening, speaking, reading and writing. One of the most difficult skills to master is writing.⁴

Meanwhile, it is clearly stated in English Curriculum for Junior High School that written form is the priority to learn. Furthermore, the students should learn many kinds of text, including interpersonal, functional, and monolog text. According to 2013 Curriculum, especially for Junior High School about standard competence in writing, students are expected to be able to write descriptive, procedure, recount, narrative and report text.⁵

The interests and concerns about English education in Indonesia have been priority in Indonesia. However, teaching writing has been neglected in English classrooms. The neglect of writing instruction in English classrooms can be described to the teaching method and approach used by most English teachers in Indonesia. English teaching is usually dominated by teacher-centered activities in order to meet the language teaching goals. English teaching are more theoretical

³ Rahmah Fithriani. (2020). *Grammatical errors in Madrasah Aliyah students' narrative texts: An error analysis of the surface strategy*. *Ta'dib: Journal of Islamic Education (Jurnal Pendidikan Islam)*, Vol. 25, p.6.

⁴ Jeremy Harmer. (2007). *How to teach writing*. New York: Longman. p 120

⁵Kemendikbud, (2013), *Kompetensi Dasar Kurikulum 2013 SMP/MTs*, Jakarta.

than practical. Furthermore, the teachers focus on grammar, syntax, vocabulary, structure.⁶

According to Jack c Richards and Willy A Renandya. "Writing is the most difficult skill for second language learners to master."⁷ The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text.⁸

Based on the writer's experience in Teaching Practice Program (PPL) in first grade junior high school at MTs Darul Ilmi Batang Kuis the writer found that there were so many problem in students writing ability and quality. The researcher found that the problems faced by the students are the lack of vocabulary, poor structure and inability in organizing the idea.

One of the causes this problem is the technique applied by the teacher. In addition, the technique used by the teacher is not very interesting, and not suitable to the materials. Besides, many teachers still use the traditional teacher-centered method in writing classes, which makes classes boring and ineffective.

To solve the problem, the researcher will use an interesting technique to improve the students' writing skill ability. The technique is bio poem. Laura asserts that Biopoem is a simple poem written about person, and it follows a predictable pattern.⁹ Biopoem generally does not have rhyme, and they can be autobiographical or biographical. Mildred states that Biopoem is a technique to

⁶Rahmah Fithriani, (2017), *Indonesian Students' Perceptions of Written Feedback in Second Language Writing*, Mexico;University of New Mexico, p 28

⁷ Jack c Richards and willy A Renandya, (2002) *Methodology in Language Teaching: An Anthology of current Practice*, (Cambridge University Press, p 303

⁸Jack C Richards and Willy A Renandya. (2002). *Methodology in language Teaching: An Anthology of current practice*. Cambridge: Cambridge University Press. p 27

⁹Candler, Laura, (2012). Bio poems made easy. Teaching resources <http://www.pawneeschools.com/vimages/shared/vnews/stories/4e61914de4269/FREEBioPoemsMadeEasy.pdf> (www.lauracandler.com)

help students look for and give his/her interpretation of the character's personality.¹⁰

Dealing with the improvement of the students' ability by using bio poem, the previous study found that bio poem can be utilized to improve students' ability in writing recount text. This was done by Leni Zulaeha in Senior High School Malang. This technique, can improve the students' learning motivation of the recount text writing skill of the tenth grades senior high school.

Based on the explanation above, the writer would like to observe the usage of the bio poem strategy in the students' ability at writing descriptive text at Mts Darullmi Batang Kuis. Due to of this interesting, the writer interests in doing research on topic with title, **“Utilizing Bio Poem to Improve the Students’ Ability To Write Descriptive Text at Eight Grade At Mts Darul Ilmi Batang Kuis”**

B. The Identification of Study

Based on the background above, the problem can be identified as follow:

1. The students have difficulties in writing especially at writing descriptive text
2. The students have lack of vocabulary, poor structure and inability in organizing the idea
3. The teacher uses not very interesting method and the teacher use traditional method

¹⁰Mildred D Taylor. (2003). *Roll of Thunder, Hear My Cry*by. Bailey, BYU. p 27

C. The Problem of Study

The general question of the study is:

1. How is the utilizing of bio poem to improve the students in writing ability at descriptive text?

D. The Objective of Study

From the previous discussion in the background of the study, the objective of this study is as follows:

1. To describe the utilizing of bio poem to improve the students' ability in writing descriptive text

E. The Significance of Study

The result of this study can provide useful information for:

a. Theoretically

The findings of the study will give information of a new knowledge and for the next study about the utilizing of bio poem to improve students' ability to write descriptive text.

b. Practically

1. Teachers

The result of this study will be useful for English teachers at Junior High School level to get information about teaching descriptive text using Bio Poem

2. Students

The result of this study will give an input to the students to improve their ability in writing

3. Other Researcher

For further researchers who are interested in teaching descriptive text writing at junior high school level can get the basic information from this study to do the further research.

CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Framework

This chapter deals with the theories related to the titled and formulations of the problem. In conducting this research, theories are needed to explain some concepts or terms which are applied in the research. The terms must be clarified to avoid confused. Literature review of this research is presented and discussed as the following:

A.1 Writing as a Language Skill

According to Hasan and Akhand, a process approach tends to focus more on varied classroom activities which promote the development of language use: brainstorming, group discussion and rewriting.¹¹ Writing is considered as a productive skill along with speaking. When students deal with language production, it means that they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language.

In the holy Al-Quran, writing also important skill should be learned and there us verse that existence of writing that be stated in Al-Qur'an that is surah Al-Alaq verse 4-5:

الَّذِي عَلَّمَ بِالْقَلَمِ - عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

The meaning : Who taught by the pen. Taught man that which he knew not ¹²

¹¹Hasan and Akhdan, *The process approach writing in Indonesia*, University Press,2010, p. 79

¹² [Http://quranenc.com/id/browse/English_Saheeh/96](http://quranenc.com/id/browse/English_Saheeh/96)

Based on the verses above, Allah explains that he taught man with a pen (Qalam). He taught everything that which we do not know. The pen has the big role, especially in sharing idea, information and knowledge to other people.

The level of difficulty is more significant in writing skills, compared to the other three skills; listening, speaking, and reading, because it encompasses problem-solving and deploying strategies to achieve a communicative goal.

According to Utami Dewi in her book, that writing is the expression of language in the form of letters, symbols, or words.¹³ As Nunan stated that “it is the process of thinking to invent ideas, thinking about how to express ideas into good writing, and arranging the ideas into statement and paragraph clearly”. Students should pay attention to the multiple aspects of written language such as sentence structure, vocabulary and mechanics such as spelling, punctuation, and capitalization to write a text.

From the definitions above, it can be concluded that writing can be distinguished from other skills as the most difficult one. There are many factors influencing writing to be a good one such as grammatical, vocabularies, punctuation, and spelling knowledge which must be integrated to be a paragraph.

A.1.1 Genres in EFL Writing

According Nikitina, genre is a grouping of similar kinds of text types.¹⁴ Moreover Mutiara explains Genre is not a form or type of text, but a way to

¹³Utami Dewi (2011). How to Write, Medan: La-Tansa Press, p.2

¹⁴ Hendri Saputra & Lenny Marzulina, (2014), *Teaching Writing By Using Process Genre Approach To The Eight Grade Students of SMP Negeri 22 Palembang*, Jurnal Pendidikan dan Pengajaran, Palembang: Edukasi, p. 5.

achieve each communicative goal by using text as its main tool.¹⁵ Based on generic structure and language feature dominantly used, texts are divided into several types. Based on First Steps Writing second edition, there are six genres in EFL writing such as; Narrative, procedural, report, explanation, and persuasive.

For this study, the researcher will use descriptive text. Therefore, the students will have good feel to study, by using an interesting strategy.

a. Descriptive Text

Descriptive is one of genres teaching in junior high school. Descriptive writing focuses on communicating the details of character, event or place source descriptive writing has main purpose to describe. It is a style of writing that focusses on describing a character, an event, or a place in great detail. It can be a poetic when the author takes the time to be very specific in his or her descriptions.¹⁶ Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing.¹⁷ Description in writing is the process of creating visual image and sensory impression through words. More often, description is a part of another piece of writing and it will be used to inform an audience to see something from the writer's point of view.¹⁸

Description recreates sense impression by translating into words, the feel, sound taste, smell, and look of things. Emotion may be describing too,

¹⁵ Mutiara O Panjaitan, (2012), *Analysis of Content Standards for English in Junior Secondary School and Senior Secondary School*, Jakarta Pusat: Pusat Kurikulum dan Perbukuan, p. 145

¹⁶ Zulaikah, Eka Agustina, M. Muklas. (2018) An Analysis students' Ability in Writing Descriptive text of second Semester of English Education. (STKIP) p 3 ISSN: 2549-4171

¹⁷ Artono Wardiman, (2008), et al *English in Focus: for Grade VII Junior High School (SMP/MTs)*, (Jakarta: Pusat Perbukuan, DEPDIKNAS, p.122

¹⁸ Linda Woodson, *From cases to composition*, (University of Texas: Scott, Foresman Company), p.73

feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.¹⁹

Traditionally, description are divided into two categories ; objectives and subjective. In objective description the writer record details without making any personal evaluation or reaction. In subjective description, the writer is free to interpret the details for the reader.

b. The Example of Descriptive Text

My Father

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that he is working in a travel company. He can even make a diner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Orientation

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin. I want to be smart as she is.

Complication

They all, except me, speak Sundanese very well, because we

¹⁹George E Wishon and Julia M Burks, *Let's Write English* (New York ; Litton Educational Publishing, 1980), p. 128

Resolution

were living in Bandung for 5 years. My sister has been going to primary school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

A.2 Writing Instruction in Indonesian EFL Context

In Indonesia, English has become a required foreign language taught from elementary up to university level and has even been extended during the last few years to schools in capital cities in Indonesia.²⁰ Moreover, Learning English is different from one level to other level.²¹ Therefore, curriculum as a guide in teaching and learning process in order to the students has good results.

Curriculum has big role to teach English in classroom. Because It usually contains the objective, content, evaluation, media, sources and method of learning where the teacher should prepare before implementing the teaching instruction the students.²² In current implemented curriculum 2013, it is stated that, standard competency of English subject at senior high school for writing skill is telling various meanings from various short and simple essay of functional in form of recount, narrative, procedure, descriptive, news item, spoof, report, analytical exposition, hortatory exposition, explanation, discussion, and review in daily life context.

²⁰ Rahmah, Fithriani. Cultural influence on students' perception of written feedback in L2 writing. *Journal of Foreign Language Teaching and Learning*, Vol.3, No.1, January 2018

²¹ *Ibid*, p.27

²² Graham & Perin, (2007), *Writing next: Effective Strategies to Improve Writing of Adolescents in Middle and High School-A Report to Carnegie Corporation of New York*, Washington DC: Alliance for Excellent

Focusing to the School Level Curriculum itself, the government had introduced what is called Genre-Based Approach where the types of text (genres) developed into transactional conversations (to get something done), interpersonal conversations (to establish and maintain social relations), short functional texts (announcements, greetings, etc.), monologues and essays of certain genres.

Writing in Indonesia is the most important thing to us. In addition, curriculum of teaching writing will be another important factor to consider as well as research and practice in teaching writing. Based on comparison to many theoretical concepts from various researchers, it shows that most of Indonesian students still struggle to figure out their problems of grammatical area.

Because the process-based academic essay writing instruction involves the various stages that are time-consuming, a teacher is required to pay great attention to focused writing activity, good classroom management, and student equal involvement. It is also important to ensure that classroom learning and writing experience help students become confident and independent student writers. More crucially, the teacher should build the solid community of writing practice in the classroom.

The process-based framework, the teacher focuses not merely on finished essays, but also on writing processes that maximize student class participation in which the teacher should consistently carry out the overall writing activities.

A.3 Bio Poem as a Technique

Laura asserts that bio poem is a simple poem written about a person, and it follows a predictable pattern. Bio poems generally don't rhyme, and they can be autobiographical or biographical. Begin by having the students write bio poems about themselves, and later.²³

Gere states that Bio poem technique uses patterned poems that allow readers to reflect on the subjects of biography or fiction.²⁴ It is supported as Mildred states that Biopoem is a technique to help the students look for and give his/her interpretation of the character's personality.²⁵ Firstly, the students write name of the person, then the four traits that describe the person using descriptive adjectives. Secondly, write the relationship of the person. Next, write cares deeply about, feels, needs, gives, fears, and then write who would to see and then the last one is write the last name of the person. It will make the students easier to write the descriptive text. Thus, Bio poem technique can help the students to write descriptive text.

Sample of Bio Poem

A bio-poem is a biography poem. It describes a person's life in a structured way.

- 1st line - first name of the person
- 2nd line – four traits that describe this person (descriptive adjectives)
- 3rd line - state a relationship (son, cousin, friend, teacher)
- 4th line - cares deeply about
- 5th line - who feels
- 6th line - who needs

²³ Laura Candler. (2012) Bio Poem made easy. Teaching Website Resources

²⁴Gere A R. ed Roots in the Sawdust. (1985). *Writing to Learn Across the Curriculum*. Urbana, III.; National Council of Teachers of English. P 45

²⁵ Taylor D Mildred. (2003) *Roll of Tunder, Hear My Cryby*. Bailey, BYU p 21

- 7th line -who gives
- 8th line -who fears
- 9th line - who would like to see
- 10th line - resident of
- 11th line – last name

Example :

John,

Friendly, stubborn, loving, intelligent

Brother of Jane

Lover of laughter, pizza, and science fiction

Who feels amused hearing a good joke, worried when he doesn't study, and elated

When his team wins

Who needs a good friend, understanding, and hugs

Who gives cooperation, help, and trouble

Who fears losing, pushy girls, and death

Who would like to see the Packers win, Disney World, and the Great Pyramid

Resident of Whitefish Bay, Wisconsin

Smith

B. Related Studies

In this thesis, the research -reviewed three previous studies that described about using bio poem as strategy of teaching. The first one was entitled “The use of bio poem strategy in teaching writing descriptive text on tenth grade students.” was conducted by Rohmatin in 2017 This quantitative research employed pre-experimental research one group pre-test and post-test design. Rohmatin found

that this strategy was effective to improve students' achievement in writing descriptive text. The students' score was increased. The second one was conducted by Sherly Deswita in State University of Padang in 2014 entitled "Teaching writing a descriptive text by using the bio poems strategy to junior high school students." The researcher found out that teaching descriptive text by using bio-poems helped students in writing because it allowed them to express the ideas in pleasant way. The most important thing by using bio-poems was the students can identify what they are going to write and then they can produce a final product in the form of descriptive text. By using this strategy, the teacher can monitor students' process in writing starting from the pre-writing, drafting, revising and editing. The third one was conducted by Leni Zulaeha in Senior High School Malang in 2015. Leni Zulaeha found that Bio Poem technique can improve the students' learning motivation of the recount text writing skill of the tenth grades senior high school. It can be seen from the result of the students' observation score which is 80 %. In cycle II, the students' observation score is 89%.

C. Conceptual Framework

Based on the theoretical review above, in teaching English, the teachers' goal is to make the students successful in achieving the goal of learning. One of the skills in learning that should be achieved by students is writing. Writing is the most powerful communication tools which will be used today and for the rest of human life in a long distance. Hence, students need to be able to write their ideas, feelings, intentions or thoughts into the written form.

Basically, writing does not only put down ideas grammatically into written form but also need to make writing into certain type of text whether it functions to entertain, explain, describe etc. These different types of writing are called as genre. Descriptive text is one of genre. It has function to describe an object. It is used to describe place, person or thing with adding details. Writing descriptive text is very important because people need it in describing place which they have visited, loosing pets, their friends or idol. Furthermore, people use description all the time in business and academic writing.

Writing is considered as the most difficult skill for language learners because to write students need to have prior knowledge about the topic which is going to be written, follow the process of writing, make writing relevance and have to choose correct sentences, grammar, mechanics, spelling and punctuation.

There are some problems faced by students in writing namely, having no ideas to write, getting difficulty in organizing ideas and developing good paragraphs and having lack of competence in linguistics.

In line with the problems above, teacher needs to find out the appropriate technique. Bio poem is one of interesting technique, this is a unique ways the students thinking about historical figures or characters in fiction. The teacher will explain first about definition of bio poem and the format of bio poem. The students will start to write poem by simple poem to describe something.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

The design of this study was classroom action research. It was called CAR because the study focuses on a particular problem and a particular group of students in a certain classroom. According to Suharsimi Arikunto, classroom action research is an action research which is carry out at the classroom aiming to improve learning practice quality.²⁶ In this research, the researcher aimed to overcome the problems of teaching and learning process in the class, especially in writing skill.

While Mills defines action research as:

Any systematic inquiry conducted by teachers, researchers, principals, school counselors, or other stakeholders in teaching or learning environment, to gather information about the ways that their particular schools operate, how they teach, and how well their students learn.²⁷

Based on the statement above, researcher concluded that action research is the way to get information with the goals of gaining insight and improving students' outcomes and developing positive changes in the school from teaching learning process in the class.

Burns states that action research is used to know the increasing of learning process by applying some teaching technique. Action research is done to see whether teaching techniques are effective to use for students in learning English

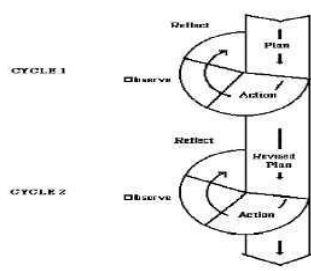
²⁶Suharsimi Arikunto, *Penelitian tindakan Kelas*, (Jakarta:Bumi Aksara, 2009). p 58

²⁷Geoffrey E Mills, (2006), *Action Research: A Guide for the Teacher Research* (New Jersey: Prentice Hall Inc, p.6.

or not.²⁸ Furthermore, Wallen and Frankel state that action research is conducted by one or more individuals or groups for the problem or obtaining information in order to inform local practice.²⁹ Borg stated that action research is a form practitioner research which is characterized by particular procedures, which broadly involve the introduction and evaluation of new practices, typically through a number of cycles.³⁰ It means that, action research was used to know how far the technique in teaching and learning process in class effects to the students.

The model of action research used by the researcher was the model developed by Kemmis and Taggart in Burns According to them, action research is composed of cycles consisting of four step namely; planning, action, observation, and reflections.³¹ It means that, action research is a research that is conduct in some steps to teach writing skill.

The researcher conducted the research based on Kemmis and Mc Taggart model as cited in Burns steps of the research are planning, action, observing and reflecting. It can be seen in the following picture:



²⁸Burns, acne. (2010), *Doing Action research in English Language Teaching: A Guide for Practitioners*. (new York: Routledge, p. 2

²⁹Fraenkel. Jack R and Wallen, (2009), Norman. *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill P.589

³⁰ Emily Edwards. (2018). *Action Research: Collecting and analysis data*. University and Technology of Sydney.

³¹Anne Burns, (2010), *Doing Action research in Language Teaching. A Guide to Practitioners*. (London and New York: Routhledge, p 7-9.

**Figure 1: Classroom Action Research Concept by Kemnmis in Hopkins
(1993)**

B. Subject of the Research

According to Sugiyono, the population means generalization region consists of object/subjects that have certain qualities and characteristic and they are determined by investigators to be studied and then drawn conclusion.³² In this study the population were the eight grade students' of MTs Darul Ilmi Batang Kuis. The writer selected grade VIII as the sample. It was because grade VIII learnt descriptive text and the students have low skill in writing descriptive text. The writer selected the eighth grade of MTs Darul Ilmi class by random sampling which eight grade consisted of 5 classes. The writer wrote the name of class VIII 1- VIII 5 in 5 of papers and then the writer put in to a box. After that, the researcher shook the box and she took one of 5 papers. Finally, VIII 5 was chosen as the sample. It was consisted of 30 students in the 2019-2020 academic year as the subjects of the study. There were 30 students in the classroom, with detail of 12 males and 18 females.

Class	Students		Total
VIII-5	Male	Female	30
	12	18	

³²Heryanto,(2013), The Analysis of Educational Marketing and the Influence on students' choice to the study, Universitas Pendidikan Indonesia, P.36

C. The Setting Research

This study was conducted at Mts Darul Ilmi in the academic year 2019/2020. The school is located at Jl Tamora, Batang Kuis Deli Serdang. This school was chosen as the field of the study because the writer has conducted teaching learning experience during PPL III, so the writer knew the real condition of this school, and the writer could identify the problem in teaching writing more easily. Secondly, the writer argued that the school needs innovation to improve students' writing skill in order to the school has a better quality.

D. The Research Procedure

In this Classroom Action Research (CAR), the writer used the CAR principle to collect the data. This research consisted of two cycles and each cycle consists of four elements.

1. Cycle I

a. Planning Phase

In this phase, the writer and the teacher made some planning based on the finding of preliminary study. The following activities in this action planning were designing lesson plan, preparing the bio poem technique, preparing materials and media, and determining criteria of success. The writer did the research using observation sheet, field notes, interview, and test to the students.

Designing lesson plan aimed to provide the teacher with the guideline of teaching and learning activities. The lesson plan was included the following items: specific instructional objectives, the instructional

materials and media, procedure of presentation, and procedure of assessment.

Next step was preparing the bio poem technique; the use of bio poem technique in improving student's ability in writing of descriptive text is applied. A bio poem technique developed by the writer and collaborator in teaching descriptive writing was using picture an artist and write in whiteboard. It is an activity conducts by the students to generate and organize their ideas on the picture.

The following step was preparing materials and media. The materials for implementing the action relates of schematic structure and language feature in writing descriptive text taken from English text books for the eighth grade students of junior high school, *English in Focus, for grade VIII junior high school* by Artono Wardiman.

The last step was determining the criteria of success. It was useful for measuring whether the action of this study was successful or not. In line with the study, the criteria of success were decided based on the agreement between the writer and the collaborator as follows:

- (a) The students' writing score would be improved at the same as the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* of English (75.0) or above. And it is considered successful if 75% (23 out of 30) of the student with individual score in writing descriptive text achieve at the least the same as or above 75.0

(b) The students participation in writing activities increase that 75% (23 out of 30) of the students should get involved in writing activities and their involvements are in scales “Good” and “Very Good”.

b. Acting Phase

In this phase, the writer carried out the action based on the lesson plan that has been made. In implementing the action, the writer acted as the English teacher who thought descriptive writing using bio poem. Meanwhile the collaborator acted as the observer who observes all the activities that happened in the teaching learning process. The implementation of the action involved two meetings in cycle I and two meetings in cycle II. In every cycle, the researcher had some activities. In the first meeting, the writer introduced the material descriptive and bio poem technique. The students should understand the material. The students wrote descriptive text artist Sule using bio poem. In second meeting, the writer commanded the students to have a partner. The students must read and analysed their partner worksheet. In third meeting, the writer gave more explanation regarding to the material descriptive text by using bio poem technique. The students wrote descriptive text of theirselves using the technique. The students brought their dictionary. The writer gave the vocabulary to the students. After the students finish their work, they submitted to the writer. In fourth meeting, the writer commanded the students to write descriptive text of their mother using bio

poem technique. Then, both of the students exchange their works and read and analysed together.

c. Observing phase

This phase discussed about the process of recording and gathering all relevant data about any aspect occurred during the implementation of the action. The important aspects in observation are sources of data, the instrument used in collecting the data, and the technique for data collection. In doing the observation phase, the writer himself involved in teaching learning activities and the observer observes all the activities that happen in the class by recording.

d. Reflecting Phase

Reflection consisted of analysis, synthesis, interpretation, explanation, and conclusion. The reflection's result was having revision of planning which would have been done, and it could be used for repairing the teacher's performance in the future. Thereby, the action research could not be held in only one meeting because it needed more time to do the reflection's result a planning for after cycle.

1. Cycle II

Because of in cycle I there was no significant improvement of the students' ability. The writer decided to continue to second cycle. The writer revised on the planning and acting. In planning the topic was describing theirself. So, it was easier than first cycle. The students got better

understanding. The writer commanded the students to brought their dictionary and the writer gave the vocabulary to the students.

The second cycle was the revision on the first cycle. It contained the revision that needed to be done after getting the conclusion in the first cycle. The second cycle had same phases like the first cycle. There were planning, action, observation and reflection. The purpose of this cycle was to improve the data in the first cycle.

E. The Technique of Collecting Data

There were four techniques of data collecting that applied in this study, they were test, observation, interview, and documentation in order to support the data of teaching and learning process. On the other side, the writer used the students' final writing as a pre-test and post-test to obtain the quantitative data.

1. Observation

The writer did the observation directly toward English teaching and learning process in VIII grade of MTs Darul Ilmi students 2019/2020 Academic Year. Observation used to check whether the students do the scenario they were supposed to do in the bio poem technique planned and whether they were enthusiastic, a sign of being highly motivated, in doing activities. The observation was given to the collaborator who will observe and tick the student's involvement during the teaching and learning process.

2. Interview

Interview applied for the English teacher and seven students before classroom action research and after classroom action research. It applied before classroom action research to know the students difficulties in writing skill, the students' participation in writing class, and the teaching strategy in teaching writing. Meanwhile, it was conducted after classroom action research to know the students' response about the learning technique focus on the implementation of using bio poem in teaching descriptive text.

3. Test

Test was given to the students that focus on writing descriptive text. The aim of this test was to measure the students' ability in writing descriptive text. The test was the students had to write a paragraph of descriptive text. The test used in this study was pre-test and post-test. The theme was describing people, so the students had to write description about president Joko Widodo and the description of theirselves. Pre-test was done before implementing bio poem in preliminary study to know the students competence in descriptive writing. Post-test was done after implementing the bio poem technique in teaching writing descriptive text. To know the result of students' writing score, the researcher used rubric writing assessment adopted by Brown. **(See in appendix I)**

4. Field Notes

Field notes are note for the researcher when the researcher was teaching in the class. It contained about researcher's feeling, opinion, estimation, reflection and explanation and those were written in diary note. Diary note was given to the students before the research get started.

5. Documentation

Documentation was anything that contain of information serving as the proof. According to Syahrums and Salim, documentation was all of data that collected and interpreted by researcher and they also supported by some media such as photos or videos which are related to research focusing.³³ In documentation, the researcher also collected the students' worksheet as the proof of students' progressive in the activities of writing.

F. The Technique of Data Analysis

In analyzing the data, this research used the qualitative data and quantitative data. There were some steps to get both analyses of qualitative data and quantitative approaches. These were the detail explanations:

1. Qualitative Data

³³Syahrums and Salim, (2014), *Metodologi Penelitian Kualitatif*. Bandung : Cipta Pustaka. P.146

The qualitative data was used to describe the situation during teaching and learning process. The data of analysis in qualitative will get from observation, interview, diary notes and documentation. According to Miles and Huberman, there were three steps of qualitative analysis, as follows:

a. Data reduction

There were some steps that the researcher did in the process of data reduction:

1. Summarizing. The researcher summarized the data directly related to event, situation and condition in location of the research. In this step, the researcher chose the relevant data appropriate with to the research. The data were audio recorder, interview transcript, observation sheet, and field notes.
2. Coding. The researcher made the detail information from the data that has already summarized before. The researcher made codes or symbols to brief the collection data.
3. Note Taking. The researcher noted the data objectively. She also made the classification and edited the data based on the class situation.
4. Reflecting. The researcher made reflection about the data and gave the ideas of thinking related to the data information. In this process, the researcher found the significance of development theories.

b. Data display.

In data display, the researcher collected the result of data reduction and then arranged the relevant data of research after that make a diagram or matrix. The content was presented in codes or symbols, finally the researcher concluded or verified data.

c. Conclusion/verification

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

After the process of data qualitative analysis was complete, the researcher made sure the data by using peer de brief and triangulation. Peer de brief is analytic triangulation, is the process whereby a researcher calls upon a disinterested peer. A peer who is not involved in the research project to aid in probing the researcher's thinking around all or parts of the research process.³⁴In the process of peer de brief, the researcher discussed to the teachers in order to reflect on what went right (or wrong) from the data analysis. Triangulation may involve the use of different methods, especially observation, focus groups and individual interviews, which form theme or data collection strategies for much qualitative research. The researcher interviewed the students and the teacher and she did some of observation to make sure that the data was credible

d. Quantitative Data

³⁴<https://methods.sagepub.com/reference/sage-encyc-qualitative-research-methods/n312.xml> accessed on 18 20 21 December 2019 in Medan

The score was gotten from the two cycle that conducted in the research. Mean score from first cycle compared with mean of second cycle. It was to know how far the progress of students in this research.

The next step of analyzing was classifying the students' score into the categories. The measurement of the students' achievement, which was state by Haris, was interpreted as follows:

To find out the mean of students' score for each cycle, the following formula was applied:

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

Notes :

X = the mean of the student's score

$\sum x$ = the total score of the students

N = the number of the students

To categorize the number to competent students, the following formula will apply:

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

Where:

P : the percentage of students who get the score 75 up

R : the number of students who get the score 75 up

N: The Totalnumber of student taking the test³⁵.

³⁵ Sudjana, (2001), *Metode Statiska*, Bandung: Transindo, P. 76

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The data was analyzed by qualitative and quantitative data. The qualitative data were taken from interview, field notes, observation sheet and photograph. The quantitative data was taken from the mean of the students score in taking test. The research was conducted in MTs Darul Ilmi Batang Kuis from 2 March until 18 March 2020. In this research, the researcher became an observer who observed the implemented of action research in teaching learning process in the classroom and the English teacher was the collaborator and facilitator who implemented bio poem technique in teaching learning process from beginning until the end of the research. This classroom action research conducted in two cycles, first cycle consisted of two meetings and second cycle consisted of three meetings. The test was given to the students was pre-test, post-test I in the first cycle and post-test II in the second cycle. The last meetings of each cycle the researcher conducted post-test to know the description of the improvement of the students' writing skill. For the clear explanation can be seen as follows:

1. Preliminary of Study

Before conducting the first cycle, the researcher did a preliminary study. This preliminary study was intended to know the students' writing descriptive text, before they were using Bio Poem. Researcher used descriptive text writing tests to determine the abilities and scores obtained by the students. The total results they got during the pre-test were 1513 and the mean of students' score was 50.4.

The quantitative data above gives an indication that the students' descriptive writing skills are still low. It can be seen from the mean score they got 50.4. To support this quantitative data, it could be seen from qualitative data taken from interviews conducted before doing cycle I. It was shown from the result with English teacher as follow:

'According to me, students' writing skill is still low. It could be seen from the responses of the students who were not good and not conducive when I was delivering the material to them.

Interview's Transcript

Most of the students did not know the meaning of the words in English and their grammatical ability is very low. They also cheated on one another to do the task. Therefore, the class atmosphere becomes less conducive. There are also students who do not do the work.

Field Notes 2, see appendix

In interview's transcript on March 2nd 2020, the researcher found that the result of interview done before conducting cycle I, many students did not focused on the lesson. It could be seen from the responses of the students, and not conducive in learning English subject.

The results of that data can be seen in the field notes 2 that were completed on March 2nd 2020. The majority of students couldn't translate the text into English. The researcher also found that there were students who did not do the assignment.

Meanwhile the quantitative data was taken from pre-test. The improvement of the students' scores can be seen from giving them test in every cycle. The pre test was conducted on Friday, March 4, 2020. The students were asked to write descriptive texts from artist Sule in accordance with the pictures

provided.

Based on the results of the pre-test, the data showed the mean score of the pre-test was 50.4 and the percentage of students who passed the minimum standard was 10%. There are 3 students who score above KKM which is 75 Even though 27 students are under the standard minimal. The lowest score is 0 score. Based on the analysis of the results it can be seen that almost all of the students cannot understand text descriptive well.

Based on the results, it can be seen that students' writing ability is still low. The researcher continued to proceed to the first cycle. Furthermore, by using biopoem students were expected to be able to improve their English skills especially in writing descriptive texts.

2. Reports of Cycle I

There were 4 steps in the first cycle, there were planning, acting, observing and reflecting. In this cycle there were 2 meetings and tests given at the end of the learning process. The results of this study were entered into two types of data, namely quantitative data and qualitative data.

There were two types of data collection methods in this cycle there were quantitative data and qualitative data. In analyzing qualitative data it was obtained from observation and interviews. Whereas the quantitative data was taken of the mean score obtained by the students.

2.1 Qualitative Data

The findings in applying the Bio Poem in MTs Darul Ilmi will be discussed as follows:

a. The Implementation of Bio Poem cycle I

In cycle I, it was held in 2 meetings. Each meeting has the same steps in applying Bio Poem. In the Implementation, before the researcher enters the core activity the researcher opened the first activity. Its activities are 1). Teacher greets the students and checks the attendance list. 2).The teacher asked the students whether they know about descriptive text or not. 3).The teacher motivated the students to learn. 4).The teacher explained the objectives of learning descriptive text.

In carrying out this action, the researcher acted as a teacher. Researchers carried out the teaching and learning process by using Bio Poem. Activities in the class consisted of 3 activities there were pre-activity, main activity, and post activity.The pre-activity includes (1) opening the teaching and learning process, such as greeting, checking attendance, giving motivation and praying. Further, the researcher did apperception to the students or questions related to the material.

In the main activity, there were several activities completed by the researcher. They are (1) The researcher have explained about descriptive text starting from understanding, language features and the structure of the text. (2) The next activity, the researcher gave a picture of Sule's artist and asked them to describe it and they answer with various answers. (3) After that,the teacher applied Bio Poem to improve their skill in writing descriptive text, (5) The teacher asked the students to write descriptive text in paper. (6) The last, the teacher gave an opportunity to the students to ask about their misunderstanding of material.

The aim of the researcher implementing Bio Poem to the students, the studentsexpected can improve their writing skill in descriptive text. There were three steps in implementing the core activity of the plan in every meeting.

1. The Researcher Explain about the Material that Need to be Learnt

The Researcher explained in detail about the material to be studied and the media they used, namely Bio Poem. Bio Poem is a media that helps students to provide and develop ideas for writing descriptive texts. In giving the teaching of writing descriptive texts using Bio Poem, the researcher gave a Bio Poem material containing poem in a piece of paper and distributed it to each student. The researcher explained in detail how Bio Poem can make it easier to write descriptive texts.

After that, the researcher explained the descriptive text. It consisted of generic structures, language features, and social functions of descriptive text. The next activity, the researcher asked the students to describe their friends' in every side in a table. The teacher asked in a simple way. The following is the result:

The Researcher	: Please, describe your beside friends
Student I	: She have nose flat
Student II	: Rina berdir
Student III	: He cantik dan manis miss

Field Notes 2, see Appendix

From their answer, it indicated that they had errors in grammar, vocabulary, and also the meaning of the description itself. Then the teacher went on to explain the detailed description of the text and a little grammar to correct the mistakes earlier.

2. Applying Bio Poem in Writing Class

Learning to write descriptive text utilizing Bio Poem made it easy for students to arranged descriptive text. It can be seen from the results of student writing before treatment in pre-cycle and compared to the first cycle getting improvement even though all have not reached KKM. In the first cycle the researcher planned to introduce Bio Poem and implemented it to the students' in the teaching and learning process.

There were several activities completed by the researcher, as follows: first, the researcher has explained what Bio Poem is and how the procedure is. Secondly, the researcher gave students a worksheet containing descriptive text and Bio Poem. Then, students were asked to write simple descriptive texts. For the first cycle, so the researcher also explained them the bio poem step by step. It was showed as follow:

- | | |
|-------------|---|
| Researcher | : “Untuk menulis deskriptif teks menggunakan Bio Poem mudah atau tidak?” |
| Student I | : “Itu cukup mudah miss, karena sudah ada format nya.” |
| Student II | : “Iya miss, cukup mudah tapi masih sulit mikirkan idenya.” |
| Student III | :” Lebih mudah miss. Tapi kendala karena susah menterjemahkan ke bahasa Inggris.” |

Translation

- | | |
|-------------|---|
| Researcher | : "Is it easy or not to write descriptive text using Bio Poem?" |
| Student I | : "That's pretty easy to miss, because there is already a format." |
| Student II | : "Yes miss, it's quite easy but it's still hard to think of an idea." |
| Student III | : "It's easier to miss. But the problem is because it is difficult to translate into English. " |

(Interview transcript)

3. Presenting the Result of Bio Poem in front of the Class

After students wrote descriptive texts utilizing Bio Poem, the researcher asked them to present their writing in front of the class. This activity aimed to build their self-confidence to speak in front of many people in the class. However, in this first cycle only 3 students were willing to talk and present their writings. That was because English skills were difficult to learn so they were not motivating enough.

Even then, no one volunteers wanted to present the results. Finally, the researcher chose several of them, who finally presented their results in front of the class.

After that the teacher and the students discussed about their answers whether it was true or false. The researcher also explained to the students that they were not necessary shy to express their feeling in writing. The researcher gave the students motivation to learn more of descriptive text at home.

a. The Problems Faced by the Researcher After Implementing Bio Poem in Cycle I

After the researcher applied Bio Poem to improve students' ability to write descriptive texts in the first cycle, the researchers found several problems encountered in the learning and teaching process in the classroom. Some of the problems are:

1. Students Become too Dependent to the Teacher

Students always asked the teacher about the problems they faced during the learning process in the classroom. So, students were not able to complete and learn independently about Bio Poem in writing descriptive texts. The students need to be reassured that they actually can with positive feedback and encouragement. The situation was illustrated in the note below:

The students always ask the teacher the translation of Indonesia words. And some students still asking the meaning of the word just to make sure if it is true or not. The students has a problem with trust -- and the person he has trouble trusting is himself.

Field Notes 2, see Appendix

The Researchers got the difficulty in this matter, because so many students asked questions so the learning process becomes less conducive. Then, to solve

this problem, the teacher asked the students to bring a dictionary at the next meeting.

2. The students lack of vocabulary

This problem occurs when the researcher asked the students to describe their friends based on bio poems. Students still asked the teacher about translating into English. When the researcher asked them to open the dictionary, no one brought the dictionary. The situation was illustrated in the note below:

The majority of students do not recognize the meaning in English and their grammar was still quite low and they were cheating on each other.

Field Notes 2, see Appendix

During the teaching and learning process, the researcher observed every students to know the problem faced by the students. Most of the group didn't know the meaning of the word in English and low in grammatical.

2.2 The Quantitative Data

Quantitative data was taken from the results of tests given to students. The test given was relevant to the material that has been taught before in each meeting.

The researcher gave a test. Tests were given to students before giving treatment to students using bio poems. The researcher noted that the score that must be achieved is 75. It was found that the mean of students core was kept improving from pre-test until post-test of first cycle. Here the students score of Post Test I in cycle I as follow:

Table 3.1 The Students' Score of Pre-cycle and Cycle I

NO.	Cycle	Mean Score	Percentage
1	Pre-cycle	50,46	10%
2	Cycle I	63.8	33%

From the table above, that was the comparison between the results of students' writing in the test in pre-cycle and cycle I. As the results we see from the test results of writing students the results in cycle I is higher than pre-cycle. It can be seen from the mean score of students who got 63.8 and the presentation of students who passed 33% and the number of students who did test were 30 students.

2.3 Reflection

Based on the results obtained by the researcher, it can be concluded that the test results from 20 people out of 30 people cannot be said to be successful. It was because they had problems in translating text, they lack the idea to be included in the text and especially the grammar and vocabulary that they didn't have much to fix. This can be seen from their mistakes in translation and limited words in the dictionary they will write. It should also be noted, that there were still cheating from each other to do the task.

To correct deficiencies and maintain the advantages that have been achieved in the first cycle, then the implementation of the second cycle can be made as follows:

- 1) The researcher is expected to give motivation to students so they can be more active and motivated in learning process

- 2) The researcher is expected to be more sensitive in guiding students who have difficulty in learning process
- 3) The researcher is expected to be able to maintain and improve management in learning activities that have been achieved in the first cycle.

3. Report of Cycle II

In the first cycle, the researcher found that there were shortcomings and the achievements of students' results have not been reached by Standart Minimal. So, the researcher decided to continue on Cycle II. In this second cycle aimed to be able to solve the problems contained in the previous cycle that occurred in cycle I. In other words, the second cycle is a solution to the problems in cycle one. In this second cycle, the researcher still utilized Bio Poem as a method to improve students' ability to write descriptive texts. There were two data contained in this second cycle, namely qualitative data and quantitative data. Qualitative data was taken from observers, interviews and field notes of researcher. Meanwhile, quantitative data were taken from scores obtained from tests conducted by all students at the end of the second cycle meeting.

3.1 Qualitative Data

The finding of the implementation of Bio Poem in improving students' writing skills of descriptive text will be discussed as follows:

a. The Implementation of Bio Poem in Cycle II

The application of the second cycle was carried out in two meetings. They are on March 16th 2020 and March 20th 2020. Researcher in this cycle is positioned as teacher while English teachers as research collaborators of the

teaching and learning process. The focus of this action is on utilizing bio poem to improve students' ability to write descriptive texts. There were several activities completed in this second cycle, such as: introduction of activities, core activities and post activities. In the introduction phase, the researcher prepares lesson plans, instruments, handouts, and worksheets dealing with the teaching methods of Bio Poem to students. Tests were given to students at the end of learning. In this activity there are (1) the teacher stimulating students by giving pictures of artist Andre2) The teacher explained understanding of how descriptive text it is 3) teacher gave an example of story descriptive text and its structures 4) teacher gave a chance to students to ask the material who had explained 5) teacher showed an example description using Bio Poem to the students 6) teacher gave review descriptive of content material to students 7) teacher distributed a worksheet and provided bio poem to students 8) teacher asked the students to see the picture of bio poem first and understand the picture of story 9) teacher asked to compose a story on worksheet based on story picture on bio poem into text be complete 10) teacher gave an opportunity to the students' ask about misunderstanding of material. There were two steps in implementing the core activity of the plan in last meeting.

1. Using Bio Poem

In this step, the researcher asked the students to fill the blank paper and describe the picture on the paper, the picture is president Joko Widodo. The researcher asked students to provide a description based on the Bio Poem they understand. During the post test process, the researcher observed each student. Time ran out then the researchers collected all their worksheets.

The post test given aimed to find out the improvement experienced by students in writing descriptive text. The result was the score they got increases. The situation and atmosphere on that day was quite calm. It can be seen from the results of interviews with several students.

The Researcher	: “Apakah kamu mudah memahami dalam mencari ide untuk menulis teks deskriptif ini?”
Student I	:” Ya, karena sudah adalangkah-langkah detail dari Bio Poem nya miss, kita tinggal memikirkan bagaimana cara membuat dan menyusun ke dalam paragraph.”
Student II	: “Iya, saya sangat memahaminya karena miss sudah ada format kata-katanya”
Student III rinci”	: “Mudah, karena sudah dijelaskan miss dengan
Student IV	: “Ya, karena miss menjelaskan secara detail. “
Student V	: “Iya miss, ini lebih mudah dipahami untuk mendapatkan ide karena di BioPoem menggunakan langkah-langkah yang kata-katanya sudah tersusun terlebih dahulu”

Translation

The Researcher	: “Are you easy to understand in finding the main idea of the text you write?”
Student I	: “Yes, because there is already an image so it's easy to miss.”
Student II	: “Yes, I understand it very well. because it's easier when there are pictures.”
Student III	: “Easy, because it has been explained miss.”
Student IV	: “Yes, because miss explains in detail.”
Student V	: “Yes, I am easy to understand and more inspired I don't know why it's easy to use comics. Maybe miss, there is a picture in comic so it's easier to understand something happening to make a story miss.”

(Interview Transcript, see Appendix)

From the data above, it indicated that almost all students were more active and more familiar with how to apply Bio Poem than in cycle II because they were already interested in this Bio Poem. Based on the results obtained starting from the Post test I to post test II the data shows that there was a significant increase in

it. Here, the researcher can conclude that the researcher found an increase in scores from the students after correcting all their tests.

In this phase of the second cycle, researcher gave motivation and simple games to motivate and gave interesting to students to learn and understand descriptive texts through bio poems. The majority of students can improve their scores starting from tests I to II. That was the reason why the researcher stops and suffice in this second cycle. Because in the second cycle students can increase their scores.

2. Teacher gives an opportunity to the students to ask about their misunderstanding of material

In this activity, students discussed together to discuss descriptive texts. Researcher help the students who have difficulty writing descriptive texts utilizing bio poems. This activity also helped students to elaborate the definition of vocabularies that they got. So, it made easier for them to build words that inspire them. This can be seen from Appendix XII, the results of the interview can be shown as follows:

The Researcher	: “Apakah kamu mudah memahami dalam mencari ide utama dari teks yang kamu tulis?”
Student V	: “Iya, saya mudah memahami dan lebih terinspirasi nggak tau kenapa mudah aja gitu kalau pakai comic. Mungkin miss, comic ada gambarnya jadi lebih mudah memahami sesuatu kejadian untuk di buat suatu cerita miss.”

Translation

The Researcher	: “Are you easy to understand in finding the main idea of the text you write?”
Student V	: “Yes, I am easy to understand and more inspired I don't know why it's easy to use comics. Maybe miss, there is a picture in comic so it's easier to understand something happening to make a story miss.”

(Interview Transcript, see Appendix XII)

After that, the researcher gave the opportunity for students to read the results of the writing they made and arrange it beforehand. It aimed to build and enhance their confidence in speaking English. The results showed that students become more active than the previous cycle. This was supported by an English teacher (see appendix X) that stated:

- | | |
|------------------|---|
| The researcher | : "Bagaimana hasil belajar para siswa dalam writing setelah menggunakan bio poem bu?" |
| The collaborator | : "Hasil yang mereka dapatkan mendapatkn respon yang baik dan peningkatan nilai cukup signifikan. Ini sangat berbeda, lebih kreatif mereka. Semangat belajar mereka juga meningkat dengan menggunakan bio poem ini." |
| The researcher | : "How the results of students' learning in writing after using bio poem mom? " |
| The collaborator | : "The results they had good responses and a significant increase in their score. It's very different, more creative. Their enthusiasm for learning has also increased by using this bio poem."
(Interview Transcript, see Appendix X) |

Based on the data above, the researcher concluded that in the second cycle this has succeeded in utilizing bio poem to improve the students learning results. All was because they enjoyed, motivated and enthusiastic in working on and the teaching and learning process that is inside. So, students were more active and try hard to be able to understand the material and ways to write descriptive texts in their groups. After applying bio poem, the classroom situation was more conducive. There were several changes in the class related to the teaching and learning process that was followed. The students gave their full attention to the teacher who gave the material and explanation in detail. In addition, the students have focused on the lesson. All of the changes made the class situation more interesting than before.

b. The Problems Faced by the Researcher after Applying Bio Poem in Cycle II

After the researcher successfully applied Bio Poem in cycle II to improve their writing skills. At that time, researcher encountered one obstacle: students were not confident in expressing their ideas, moreover the limitations of their vocabulary. So, they have difficulty to arrange these sentences. It can be seen in the field notes in the second cycle.

Students still feel shy in expressing their ideas to make descriptive texts. Some of them still keep asking to the researcher.

Field notes 04, see Appendix

To solve this problem, the researcher motivated them and asked them to always bring a dictionary for each English subject and practice at home.

3.2 Quantitative Data

In collecting quantitative data, the researcher continued to conduct a post test in this second cycle. The aim was to measure the score they got after treatment whether it goes up or not. This is the score of students in the post test in the second cycle.

Table 3.2 Comparison the results of observation on pre-cycle, cycle I, and cycle II

NO.	Cycle	Mean Score	The Percentage
1.	Pre-cycle	50,46	10%
2.	Cycle I	63,8	33%

3.	Cycle II	76,1	80%
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It can be seen that in the table above between pre-cycle, cycle I and cycle II, students who are able to pass the test well are 2 out of 30 students (10%). In cycle one, students who get grades from 75-80 are 10 students and 20 other students still fail the test in this cycle. In the second cycle, there were about 20 students who were able to pass this test well, that means there were around 80% who couldn't pass the KKM. The researcher noted that the minimum standard that must be passed is 75. From the post test II data, there were 24 students who were successful in this test and 8 other students had not yet graduated. The total score they got was 22684 and the number of students who took the test was 30 students. This gives the fact that the tests were carried out in the successful category.

Based on the data obtained above, it indicated that the utilizing of bio poems to improve students' writing ability in writing descriptive texts was very effective and successful. From the results of student achievement has also risen significantly to improve student writing in writing descriptive text utilizing bio poems.

B. Discussion

After analyzing the data that has been taken from research instruments such as writing scores, interviews, observations and writing tests then researchers provide the results and analysis and problem solving contained in this study as follows:

Mildred stated that Bio poem is a technique to help students look for and recognize distinctive traits in character of the novel. Laura asserts that Bio poem

is a simple poem written about person, and it follows a predictable pattern. After using bio poem technique to teach writing on descriptive text there was improvement in the students score. It was correspond to Mildred's theory states that bio-poem technique can help students to write descriptive text. The researcher found the facts showed the improvement of the students significantly.

Based on the results of student learning, students succeeded in increasing their grades and ability from before treatment was taken to change after the researchers took action. Before the researcher gave treatment utilizing bio poem to improve students' writing abilities, researchers gave a test I to students in order to measure their abilities and achievements before they took action. All of that can be seen from the results of the analysis and calculations in the table that showed the memories experienced by students in pre-test scores, post-test of cycle I and post test of cycle II. All can be achieved by the cooperation of teachers and the students. Teachers understand how to control class. In addition, the utilizing of bio poem can help students to improve their skill to write descriptive texts.

Based on quantitative data it can be seen an increasing from the first meeting to the next meeting where their scores continue to increase. From the results of qualitative data, which were mixed from the results of observations, interviews, and field notes. That gave the fact that the class was effective and students were learning more actively.

When the learning process takes place, students focus on the explanation of the material conducted by researchers. Note that students were very enthusiastic in following all material, especially descriptive texts. This was evidenced by the results of observations made by researchers at the time the

teaching and learning process took place. All that made students able to reach standart minimal (KKM). This proved that the use of bio poem can help students to improve their skill in writing descriptive text. However, there are differences between results in previous study and the researcher obtained. In previous study, Leni Zulaeha got mean score of 76,54 in cycle I. In cycle II the researcher got a mean score of 78. While in this study, the researcher got mean score of 63,8 in cycle I and 75,8 in cycle II. Whereas Rohmatin got effectiveness in bio poem technique, the students was enthusiastic in writing descriptive text. While in this study, the students have enthusiasm in reading the bio of the topic. Sherly Deswita found out that bio poem can help the students in writing descriptive text. It was effective on the idea, the students was easy to organize their idea to write descriptive text. Whereas, the writer found out that the students was easy to understand the technique how to make bio poem.

Based on the analysis of the data above, it showed that the utilizing of the bio poem method can improve students' ability to write descriptive texts. So, there was a significant increase both in terms of values and enthusiasm for learning from students in descriptive text learning.

CHAPTER V

CONCLUSIONS IMPLICATION AND SUGGESTION

A. Conclusion

Based on the result of the research, it could be concluded that utilizing bio poem to teaching writing descriptive text could improve the students' learning outcome. The analysis of the data showed there was notable improvement of the students' descriptive text writing performance of the eight grade of MTs Darul Ilmi in the school year 2019/2020 who taught using bio poem technique. It can be seen from the students' mean of score in Pre-cycle is 50,46 It increased in cycle I became 63,8 Finally in cycle II the students' mean of score became 76,1 It has reached the minimum requirement standard score of writing in MTs Darul Ilmi Batang Kuis which is 75 And more than 30 % of the students got score 77 in writing class.

Therefore, this bio poem is effective and efficient to improve students' ability. It because of several reasons including:

1. Bio poem can improve the students' motivation in learning writing
2. Bio poem can contribute to the use of language
3. Bio poem can provide a detailed description of the person described
4. Bio poem can be provided through discussion, description

In conclusion, bio poem was good to teach writing especially on descriptive text it can motivate students and make them want to pay attention and this technique was succeed.

Bio poem is one of the methods of learning English that helps students to improve their ability to write descriptive text. Bio Poem can be used independently by students in learning English. The presence of this method is expected to be able to help teachers or lecturers in the learning process in the classroom to be effective and efficient. This method is quite interesting and creative and fun for students.

B. Implication

Based on the conclusion of this study, after implementing bio poem, there are improvements in the students' writing ability. The utilizing of this method can increase the enthusiasm and ability of students to write descriptive text. Bio poem use techniques can make students interested in the learning process. The utilizing of this method is based on the objectives of the learning, abilities and character of the teacher itself. When implementing this technique, the students enjoyed, interested and enthusiastic then they will get an understanding and good results from the material they learnt.

C. Suggestion

The researcher would like to give some suggestions to some parties, as follows:

1. Bio poem as one of authentic material is suggested to use for teacher as an alternative media in teaching writing because it easy to find.
2. For students, utilizing bio poem as a technique to write descriptive text is a good way to improve their ability. Bio poem can help the teachers and makes the students feel enjoy and enthusiastic in writing.
3. For the further researcher is suggested to find out more references about poem as a technique in writing descriptive text.

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Appendices I

LESSON PLAN (CYCLE I)

School : MTs Darul Ilmi Batang Kuis

Class : VIII-5

Subject : English

Material : Descriptive Text

Theme : Describing people

Aspects : Writing

Time : 2x45 Minutes

A. Core Competence

- **KI-1 and KI-2** : **Live and practice** the teachings of the religion adhered.

Live and practice honest behavior, discipline, courtesy, caring (mutual, cooperative, tolerant, peaceful, accountable, responsive, and pro-actively

interact effectively in accordance with the child's development in the environment, families, schools, communities and the natural environment around the nation, state, regional, and international area.

- **KI 3** : Understand, implement, and analyze factual knowledge, conceptual, procedural, and meta cognition based on curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, state of the union, and the associated cause civilization phenomena and events, as well as implementing the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems.
- **KI 4** : Cultivate, think and provide in the real of concrete and abstract domains associated with development of which he had learned in school independently, act effectively and creatively, as well as being able to use appropriate methods to academic rules.

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

The Basic Competencies	Indicators
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<p>3.4 Distinguish social functions, text structure, and language features in oral and some written descriptive texts by giving and requesting information person</p>	<ol style="list-style-type: none"> 1. Identify the use of oral and written descriptive text by giving and requesting information related to someone's description 2. Analyzing the descriptive text in the form of personal experiences based on the context of their use. 3. Carry out the communicative actions regarding the descriptive text by giving and requesting information related to someone's description based on the context of their use.
<p>4.4. Understand the contextually meaning related to social functions, text structure, and language features of written descriptive text related to someone's description</p> <p>4.4.2 Arrange the descriptive text relating to someone's description by paying attention to social functions, text structure, and language elements that are correct and in context</p>	<ul style="list-style-type: none"> • Understand the contextually meaning related to social functions, text structure, and language features of written descriptive text related to someone's description • Arrange descriptive texts about someone's description by paying attention to social functions, text structure, and language elements that are correct and in context

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C. The Objectives of Study

1. Identify the use of oral and written descriptive text by giving and requesting information related to someone's description
2. Analyzing descriptive text in the form of someone's description based on the context of their use.
3. Carry out the communicative actions regarding the descriptive text by giving and requesting information related to someone's description based on the context of their use.
4. Understand the contextually meaning related to social functions, text structure, and language features of oral and written of descriptive text related to someone's description
5. Arrange descriptive texts relating to someone's description by paying attention to social functions, text structure, and language features that are correct in context.

D. Learning Material

- Social Function

Reporting and giving the information about someone's description

- Structural Text

Definition of descriptive text

Descriptive text is a kind of text to describe something, someone or place. Descriptive text has two main parts, they are identification and

description. Its purpose is to describe and reveal a particular person, place or thing. Descriptive text has a function to describe something to detail in order to enable the readers to see, hear, feel and touch it directly involve themselves in the event.

- The generic structure of descriptive text

1. Identification

In this generic structure introduces to the subject of description

2. Description

In this part give details of the characteristic features of the subject. Such as; qualities, characteristics, describing the phenomenon in parts, qualities or/and characteristics, size, physical appearance, ability, habit, daily live, etc.

- Language Features

- Focus on specific participant (my English teacher, Andini's cat, my favorite place)
- Use of simple present tense, use of past tense if extint
- Verb of being and having 'Relational processes' (my mum is really cool, she has long black hair)
- Use descriptive adjectives (strong legs, white fangs)
- Use of detailed noun phrase to give information about the subject (a very beautiful scenery, a sweet young lady)
- Use of action verb 'material processes' (it eats grass, it runs fast)

- Topic

Telling about description people

- Giving the example of descriptive text



I have a favourite artist. His name is Sule. His true name is Entis Suitisna. Sule has long blond hair. He looks so funny with a flat nose. He is very popular in one of television program “OVJ” as a funny comedian. Besides, He also has a good voice. I like him very much.

E. Learning Method

Bio Poem, demonstration and discussion

- Bio Poem

A bio poem is a simple poem written about a person, and it follows a predictable pattern. Bio poems generally don’t rhyme, and they can be autobiographical or biographical. Begin by having the students write bio poems about themselves, and later.

- Sample of Bio Poem

A bio-poem is a biography poem. It describes a person’s life in a structured way.

- 1st line - first name of the person
- 2nd line – four traits that describe this person (descriptive adjectives)
- 3rd line - state a relationship (son, cousin, friend, teacher)
- 4th line - cares deeply about
- 5th line - who feels

- 6th line - who needs
- 7th line -who gives
- 8th line -who fears
- 9th line - who would like to see
- 10th line - resident of
- 11th line – last name

Example :

John,

Friendly, stubborn, loving, intelligent

Brother of Jane

Lover of laughter, pizza, and science fiction

Who feels amused hearing a good joke, worried when he doesn't study, and elated

When his team wins

Who needs a good friend, understanding, and hugs

Who gives cooperation, help, and trouble

Who fears losing, pushy girls, and death

Who would like to see the Packers win, Disney World, and the Great Pyramid

Resident of Whitefish Bay, Wisconsin

Smith

F. Media of Learning

- Media : worksheets
- Tools : board marker, rulers, whiteboard, laptop, recorder

G. Learning Sources

Textbook, another references' book, internet.

H. Learning Activities

(First Meeting)

Activity	Description	Time
Opening	<ol style="list-style-type: none">1. The teacher says greetings to students and lead the students to say a prayer2. The teacher checks the attendance list.3. The teacher tells to the students about the topic of descriptive text4. The teacher motivates the students to learn.5. The teacher explains the objective of learning in descriptive text	10 Minutes
Core Activity	<p>Observing</p> <ol style="list-style-type: none">4. The teacher will explain about descriptive text. The material is about the definition of descriptive text, the generic structure and language feature of descriptive text. Then, the teacher will give the example of descriptive text.5. Then, the teacher continues by introducing bio poem as	70 Minutes

	<p>technique (the simple poem about people) and its purpose during in the treatment.</p> <p>6. To make the students more understand the material, the researcher will choose one of the simple poems. Then, the teacher will explain all the steps and the way how to describe.</p> <p>Elaboration</p> <ol style="list-style-type: none"> 1. The teacher will divide the students into pairs of groups. 2. The teacher command the students to write descriptive text of their favourite artist based on the bio poem <p>Exploration</p> <p>The students write the descriptive text about their favourite artist</p> <p>Communicating</p> <ol style="list-style-type: none"> 1. Both of the students exchange their task 2. The students read their partner's descriptive text
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Close Activity	<ol style="list-style-type: none"> 1. The teacher will make the conclusion of the material 2. The teacher gives the feedback to the conclusion. 3. The teacher tells to the students about the next material. 4. The teacher closes the lesson by greetings 	10 Minutes
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Second Meeting

Activity	Description	Time
Opening	<ol style="list-style-type: none"> 1. The teacher says greetings to students and lead the students to say a prayer 2. The teacher checks the attendance list. 3. The teacher motivates the students to learn 4. The teacher will give a game to the students for arousing their spirit 	10 Minutes

	<p>5. The teacher re-reviews the students' comprehension about the previous lesson by giving question to them one by one.</p>	
Core Activity	<p>Observing</p> <ol style="list-style-type: none"> 1. The teacher explains more the material about descriptive text using bio poem to the students. 2. The teacher gives the simple example about the descriptive text <p>Elaboration</p> <ol style="list-style-type: none"> 1. The teacher will divide the students into pairs of groups 2. The students are given a task by the teacher. The task is analyzing their partner's descriptive text based on the bio poem <p>Exploration</p> <p>The students will analyze their partner's descriptive text</p> <p>Communicating</p> <ol style="list-style-type: none"> 1. The students analyzing by 	70 Minutes

	<p>underlining which ones based on the bio poem</p> <p>2. The students finish the task about the analyzing the descriptive text</p>	
Close Activity	<p>1. The teacher will make the conclusion of the material descriptive text using bio poem technique</p> <p>2. The teacher gives the feedback to the student's conclusion.</p> <p>3. The teacher tells to the students about the next material.</p> <p>4. The teacher closes the lesson by greetings.</p>	10 Minutes

I. Instrument of Assessment

1. Assessment Technique : Writing Descriptive Text
2. Instrument : Rubric Scoring of Writing Text

Aspect	Score	Performance Description	Weighting
Content (C) 30% -Topic -Details	4	The topic is complete and clear and the details are relating to the topic	3 x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization	4	Identification is complete and description are arranged with proper connectives	

(O) 20 % -Identification -Description	3	Identification is almost complete and description are arranged with almost proper connectives	2x
	2	Identification is not complete and descriptions are arranged with few misuses of connectives	
	1	Identification is not complete and descriptions are arranged with misuses of connectives	
Grammar (G) 20% -Use present tense -Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15 %	4	Effective choice of words and word forms	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics(M) 15 % -Spelling -Punctuation -Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization.	

Adapted from Brown (2007)

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

Table 2. The Rubric for Assessing Writing Descriptive Text

Medan, March 2020

Approved by,

Teacher

Researcher

NIP.

Dewi Ratnasari Hasibuan

.

LESSON PLAN (Cycle II)

Appendices I

LESSON PLAN (CYCLE I)

School : MTs Darul Ilmi Batang Kuis

Class : VIII-5

Subject : English

Material : Descriptive Text

Theme : Describing people

Aspects : Writing

Time : 2x45 Minutes

A. Core Competence

- **KI-1 and KI-2** : **Live and practice** the teachings of the religion adhered.
Live and practice honest behavior, discipline, courtesy, caring (mutual, cooperative, tolerant, peaceful, accountable, responsive, and pro-actively interact effectively in accordance with the child's development in the environment, families, schools, communities and the natural environment around the nation, state, regional, and international area.
- **KI 3** : Understand, implement, and analyze factual knowledge, conceptual, procedural, and meta cognition based on curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, state of the union, and the associated cause civilization phenomena and events, as well as implementing the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems.
- **KI 4** : Cultivate, think and provide in the real of concrete and abstract domains associated with development of which he had learned in school independently, act effectively and creatively, as well as being able to use appropriate methods to academic rules.

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

The Basic Competencies	Indicators
-------------------------------	-------------------

<p>3.4 Distinguish social functions, text structure, and language features in oral and some written descriptive texts by giving and requesting information person</p>	<ol style="list-style-type: none"> 1. Identify the use of oral and written descriptive text by giving and requesting information related to someone's description 2. Analyzing the descriptive text in the form of personal experiences based on the context of their use. 3. Carry out the communicative actions regarding the descriptive text by giving and requesting information related to someone's description based on the context of their use.
<p>4.4. Understand the contextually meaning related to social functions, text structure, and language features of written descriptive text related to someone's description</p> <p>4.4.2 Arrange the descriptive text relating to someone's description by paying attention to social functions,</p>	<ul style="list-style-type: none"> • Understand the contextually meaning related to social functions, text structure, and language features of written descriptive text related to someone's description • Arrange descriptive texts about someone's description by paying attention to social functions, text structure, and language elements

text structure, and language elements that are correct and in context	that are correct and in context
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C. The Objectives of Study

Identify the use of oral and written descriptive text by giving and requesting information related to someone's description

1. Analyzing descriptive text in the form of someone's description based on the context of their use.
2. Carry out the communicative actions regarding the descriptive text by giving and requesting information related to someone's description based on the context of their use.
3. Understand the contextually meaning related to social functions, text structure, and language features of oral and written of descriptive text related to someone's description
4. Arrange descriptive texts relating to someone's description by paying attention to social functions, text structure, and language features that are correct in context.

D. Learning Material

- Social Function

Reporting and giving the information about someone's description

- Structural Text

Definition of descriptive text

Descriptive text is a kind of text to describe something, someone or place. Descriptive text has two main parts, they are identification and description. Its purpose is to describe and reveal a particular person, place or thing. Descriptive text has a function to describe something to detail in order to enable the readers to see, hear, feel and touch it directly involve themselves in the event.

- The generic structure of descriptive text

3. Identification

In this generic structure introduces to the subject of description

4. Description

In this part give details of the characteristic features of the subject. Such as; qualities, characteristics, describing the phenomenon in parts, qualities or/and characteristics, size, physical appearance, ability, habit, daily live, etc.

- Language Features

- Focus on specific participant (my English teacher, Andini's cat, my favorite place)
- Use of simple present tense, use of past tense if extinct
- Verb of being and having 'Relational processes' (my mum is really cool, she has long black hair)
- Use descriptive adjectives (strong legs, white fangs)
- Use of detailed noun phrase to give information about the subject (a very beautiful scenery, a sweet young lady)
- Use of action verb 'material processes' (it eats grass, it runs fast)

- Topic

Telling about description people

- Giving the example of descriptive text



I have a favourite artist. His name is Sule. His true name is Entis Suitisna. Sule has long blond hair. He looks so funny with a flat nose. He is very popular in one of television program “OVJ” as a funny comedian. Besides, He also has a good voice. I like him very much.

E. Learning Method

Bio Poem, demonstration and discussion

- Bio Poem

A bio poem is a simple poem written about a person, and it follows a predictable pattern. Bio poems generally don't rhyme, and they can be autobiographical or biographical. Begin by having the students write bio poems about themselves, and later.

- Sample of Bio Poem

A bio-poem is a biography poem. It describes a person's life in a structured way.

- 1st line - first name of the person
- 2nd line – four traits that describe this person (descriptive adjectives)
- 3rd line - state a relationship (son, cousin, friend, teacher)

- 4th line - cares deeply about
- 5th line - who feels
- 6th line - who needs
- 7th line -who gives
- 8th line -who fears
- 9th line - who would like to see
- 10th line - resident of
- 11th line – last name

Example :

John,

Friendly, stubborn, loving, intelligent

Brother of Jane

Lover of laughter, pizza, and science fiction

Who feels amused hearing a good joke, worried when he doesn't study, and elated

When his team wins

Who needs a good friend, understanding, and hugs

Who gives cooperation, help, and trouble

Who fears losing, pushy girls, and death

Who would like to see the Packers win, Disney World, and the Great Pyramid

Resident of Whitefish Bay, Wisconsin

Smith

F. Media of Learning

- Media : worksheets
- Tools : board marker, rulers, whiteboard, laptop, recorder

G. Learning Sources

Textbook, another references' book, internet.

H. Learning Activities

(First Meeting)

Activity	Description	Time
Opening	<ol style="list-style-type: none"> 1. The teacher says greetings to students and lead the students to say a prayer 2. The teacher checks the attendance list. 3. The teacher tells to the students about the topic of descriptive text 4. The teacher motivates the students to learn. 5. The teacher explains the objective of learning in descriptive text 	10 Minutes
Core Activity	<p>Observing</p> <ol style="list-style-type: none"> a. The teacher will explain about descriptive text. The material is about the definition of descriptive text, the generic structure and language feature of descriptive 	70 Minutes

	<p>text. Then, the teacher will give the example of descriptive text.</p> <p>b. Then, the teacher continues to explain more bio poem</p> <p>Elaboration</p> <ol style="list-style-type: none"> 1. The teacher will divide the students into pairs of groups. 2. To make the students more understand the material, the teacher will give a task to write a descriptive text <p>Exploration</p> <p>The students write the descriptive text about their favourite artist</p> <p>Communicating</p> <p>The students present their task in front of the class</p>	
Close Activity	<ol style="list-style-type: none"> 1. The teacher will make the conclusion of the material 2. The teacher gives the feedback to the conclusion. 3. The teacher tells to the students about the next material. 4. The teacher closes the lesson by 	10 Minutes

	greetings	
--	-----------	--

Second Meeting

Activity	Description	Time
Opening	<ol style="list-style-type: none"> 1. The teacher says greetings to students and lead the students to say a prayer 2. The teacher checks the attendance list. 3. The teacher motivates the students to learn 4. The teacher will give a game to the students for arousing their spirit 5. The teacher re-reviews the students' comprehension about the previous lesson by giving question to them one by one. 	10 Minutes
Core Activity	<p>Observing</p> <ol style="list-style-type: none"> 1. The teacher explains more the material about descriptive text using bio poem to the students. 2. The teacher gives the simple example about the descriptive text <p>Elaboration</p> <ol style="list-style-type: none"> 1. The students are given a task by the teacher. The task is analyzing their work 	70 Minutes

	<p>in the last meeting</p> <p>Exploration</p> <p>The students will analyze their work</p> <p>Communicating</p> <ol style="list-style-type: none"> 1. The students analyzing by underlining which ones based on the bio poem 2. The students finish the task about the analyzing the descriptive text 	
Close Activity	<ol style="list-style-type: none"> 1. The teacher will make the conclusion of the material descriptive text using bio poem technique 2. The teacher gives the feedback to the student's conclusion. 3. The teacher tells to the students about the material. 4. The teacher closes the lesson by greetings. 	10 Minutes

I. Instrument of Assessment

1. Assessment Technique : Writing Descriptive Text

2. Instrument : Rubric Scoring of Writing Text

Aspect	Score	Performance Description	Weighting
Content	4	The topic is complete and clear and the details are relating to the topic	

(C) 30% -Topic -Details	3	The topic is complete and clear but the details are almost relating to the topic	3 x
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20 % -Identification -Description	4	Identification is complete and description are arranged with proper connectives	2x
	3	Identification is almost complete and description are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuses of connectives	
	1	Identification is not complete and descriptions are arranged with misuses of connectives	
Grammar (G) 20% -Use present tense -Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15 %	4	Effective choice of words and word forms	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics(M) 15 % -Spelling -Punctuation -Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization.	

Adapted from Brown (2007)

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

40

Table 2. The Rubric for Assessing Writing Descriptive Text

Medan, March 2020

Researcher

Dewi Ratnasari Hasibuan

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Appendices II

PRE-TEST

Name :

Direction :



1. Write your full name on the left top of your work sheet
2. Write the description of this picture, artist Sule

Appendix III

POST-TEST (Cycle II)

Name :

Direction :



1. Write your full name on the left top of your work sheet
2. Write descriptive text of the picture Joko Widodo

Description

Appendices IV

POST-TEST (Cycle II)

Name :

Direction :

3. Write your full name on the left top of your work sheet
4. Write descriptive text of yourself

Description

Appendices V

The Result Of Observation Sheet of the Students in Cycle I

No	Activities	Very poor	Poor	Fair	Good	Excellent	Total
		1	2	3	4	5	
1	The students have the motivation to study English using bio poem				✓		
2.	The students pay attention to the				✓		

	teacher in using bio poem						
3.	The students understand to the teacher's explanation and instruction about the using of bio poem				✓		
4.	The students work in their group in writing descriptive text using bio poem			✓			
5.	The students are able to control the condition and situation of groups when writing descriptive text				✓		
6.	The students can complete their task in writing descriptive text using bio poem					✓	
7.	The students can be					✓	

	actively and cooperatively to follow the writing activity						
8.	The students collect their task on time.					✓	
9.	The students make the conclusion to the material of learning in that time.				✓		

Note : 1= Bad 2= Enough 3= Good 4= very good
5= excellent

$$\text{Mean: } \bar{X} = \frac{\sum x}{N}$$

Researcher

(Dewi Ratnasari)

Appendices VI

The Result of Observation Sheet of the Teacher In Cycle I

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

No.	Observation Item	Yes	No	Comment
A	Pre-teaching			
	1. The teacher greets and asks the students' condition	✓		
	2.The students respond to the teacher's greeting and tell about their condition	✓		
	3.The teacher leads a prayer	✓		
	4.The teacher gives motivation	✓		
	5.The teacher reviews the previous	✓		

	materials			
	6.The teacher gives lead in questions	✓		
	7.The teacher tells the objective of the teaching and learning process	✓		
B.	Whilst-teaching			
	1.The students are ready to learn the materials	✓		
	2.the teacher distributes handout/worksheet	✓		
	3.The teacher introduces bio poem technique by giving the some poetry	✓		
	4. The students read a technique	✓		
	5.The teacher and the students discuss the generic structure and language features of bio poem	✓		
	6.The teacher checks the students' understanding	✓		
	7. The teacher gives chances to the students to ask questions	✓		
	8. The students deliver the questions to the teacher	✓		
	9. The teacher guides the students in every stage in the process of doing the tasks.	✓		
	10. The lesson is smooth, sequenced. And logical	✓		

C	Post-teaching	✓		
	1.The teacher summarizes and reflects the lesson	✓		
	2.The teacher previews on the upcoming materials	✓		
	3.The teacher closes the teaching and learning process	✓		
D	Methods	✓		
	1.The are balance and variety activities during the lesson	✓		
	2.The teacher moves around the class and makes eye contact with the students	✓		
	3. The teacher positively reinforces the Students.	✓		
	4.Examples and illustration are used effectively	✓		
	5.The teacher corrects the students' errors and mistakes	✓		
	6.The teacher used the allocated time well	✓		
E	Teacher-students' interaction	✓		
	1.The teacher encourages the students' participation	✓		
	2.The students have enthusiasm/motivation during teaching process	✓		

	3.The students actively take parts in each class activity	✓		
	4.The teacher's instructions are clear	✓		

Appendices VII

The Result Of Observation Sheet of the Students in Cycle II

No	Activities	Very poor	Poor	Fair	Good	Excellent	Total
		1	2	3	4	5	
1	The students have the motivation to study English using bio poem				✓		
2.	The students pay attention to the					✓	

	teacher in using bio poem						
3.	The students understand to the teacher's explanation and instruction about the using of bio poem				✓		
4.	The students work in their group in writing descriptive text using bio poem					✓	
5.	The students are able to control the condition and situation of groups when writing descriptive text				✓		
6.	The students can complete their task in writing descriptive text using bio poem					✓	
7.	The students can be					✓	

	actively and cooperatively to follow the writing activity						
8.	The students collect their task on time.					✓	
9.	The students make the conclusion to the material of learning in that time.					✓	

Note : 1= Bad 2= Enough 3= Good 4= very good
5= excellent

$$\text{Mean: } \bar{X} = \frac{\sum x}{N}$$

Researcher

(Dewi Ratnasari)

Appendices VIII

The Result of Observation Sheet of the Teacher In Cycle II

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

No.	Observation Item	Yes	No	Comment
A	Pre-teaching			
	1. The teacher greets and asks the students' condition	✓		
	2.The students respond to the teacher's greeting and tell about their condition	✓		
	3.The teacher leads a prayer	✓		
	4.The teacher gives motivation	✓		
	5.The teacher reviews the previous	✓		

	materials			
	6.The teacher gives lead in questions	✓		
	7.The teacher tells the objective of the teaching and learning process	✓		
B.	Whilst-teaching			
	1.The students are ready to learn the materials	✓		
	2.the teacher distributes handout/worksheet	✓		
	3.The teacher introduces bio poem technique by giving the some poetry	✓		
	4. The students read a technique	✓		
	5.The teacher and the students discuss the generic structure and language features of bio poem	✓		
	6.The teacher checks the students' understanding	✓		
	7. The teacher gives chances to the students to ask questions	✓		
	8. The students deliver the questions to the teacher	✓		
	9. The teacher guides the students in every stage in the process of doing the tasks.	✓		
	10. The lesson is smooth, sequenced. And logical	✓		

C	Post-teaching	✓		
	1.The teacher summarizes and reflects the lesson	✓		
	2.The teacher previews on the upcoming materials	✓		
	3.The teacher closes the teaching and learning process	✓		
D	Methods	✓		
	1.The are balance and variety activities during the lesson	✓		
	2.The teacher moves around the class and makes eye contact with the students	✓		
	3. The teacher positively reinforces the Students.	✓		
	4.Examples and illustration are used effectively	✓		
	5.The teacher corrects the students' errors and mistakes	✓		
	6.The teacher used the allocated time well	✓		
E	Teacher-students' interaction	✓		
	1.The teacher encourages the students' participation	✓		
	2.The students have enthusiasm/motivation during teaching process	✓		

	3.The students actively take parts in each class activity	✓		
	4.The teacher's instructions are clear	✓		

Appendix XI

The Result of Interview before First Cycle with the Teacher

The researcher : “In your opinion, how is the condition of the students during learning process in class?”

The collaborator : “Based on my research, their antusias on learning english is low. Moreover it's on learning writing.”

The researcher :”How is your students' skill in writing class?”

The collaborator :”In my opinion, their ability in writing is still low. It can be known from their respond that not interested and not conducive while I teach them.”

The researcher :”When writing English, what the difficulty the students got?”

The collaborator :“They can't organize their idea well, they can't translate in to English, they have low vocabulary and grammar.”

Appendix XII

The Result of Interview in the Second Cycle with Teacher

- The researcher : “Beside their understanding in cycle II, is there any improvement in their writing skill?”
- The collaborator : “yes, their interesting and their antusias was improved.”
- The researcher : “Are there the students more interested in learning writing skill”
- The collaborator : “yes, in this cycle, there are more students love to learn writing by using this technique.”
- The researcher : “In interaction between students and teacher, did they give participation actively?”
- The collaborator : “Of course, they paid attention while the teacher explained the material.”

The researcher	: "How the students' result in learning English after using bio poem technique"?
The collaborator	: "There are improvement significantly, It can be seen of their ability in finishing their task. Their antusias is high in learning writing skill using bio poem."

Appendix XIII

The First Interview with Students

The researcher	: "Apakah kamu suka dalam belajar writing?"
The student I	: "Suka, karena saya suka menulis."
The students II	: "Kurang suka, karena saya kurang tau bagaimana caranya menulis dalam bahasa Inggris , sulit miss untuk menterjemahkannya"
The student III	: "Tidak suka, karena bahasa inggris sangat sulit."
The student IV	: "Tidak, karena belum terbiasa dan kurang inspirasi jadi tidak semangat"
The student V	: "Kadang, karena tidak suka sama pelajarannya."

Appendix XIV

The Last Interview with Students

- The Researcher : “Apakah kamu mudah memahami dalam menemukan ide utama dari teks yang kamu tulis?”
- The student I : “Ya, karena sudah ada puisi yang dibuat jadi tinggal menyusun miss.”
- The student II : “Iya, saya sangat memahaminya karena miss karena lebih gampang kalau sudah ada puisinya.”
- The student III : “Mudah, karena sudah dijelaskan miss.”
- The student IV : “Ya, karena miss menjelaskan secara detail. “
- The student V : Iya, saya mudah memahami dan lebih terinspirasi nggak tau kenapa mudah aja gitu kalau pakai puisi.”

Appendix XV

The Result of Students' Pre-Test, Post-Test I, Post-TestII

Number	Name	Pre-test	Post-test I	Post-test II
1	AT	55	78	81
2	AP	65	75	80
3	AMH	60	70	76
4	AHS	45	65	78
5	AD	63	75	79
6	AG	54	67	80
7	AP	56	67	75
8	CMP	43	65	77
9	DP	45	75	76
10	DH	46	60	72
11	DAP	75	50	75
12	DR	61	60	80
13	EDR	45	52	70
14	FVA	50	50	72

15	HT	58	78	80
16	IS	62	72	79
17	JP	43	49	67
18	LA	50	60	80
19	MFS	75	78	79
20	MFS	65	75	79
21	MI	66	77	78
22	MKP	60	50	75
23	NS	0	50	65
24	NSS	48	80	81
25	NS	47	47	64
26	NKM	60	60	75
27	NA	42	50	69
28	NM	75	54	75
29	NF	0	45	70
30	RK	65	80	81
TOTAL		1514	1914	2284
Mean (M)		50,4666	63,8	76,1

Appendix XVI

Field Notes

No : 01

Topic : Observation

Day, Date : Monday, 02 March 2020

Time : 08:30 am – 10:00 am

It was held on Friday 02 March 2020 in VIII 5 class of MTs Darul Ilmi Batang Kuis. The bell rang at 08:00am, the English begun. The researcher and Erli, S.Pd came into X AK I class. Erli, S.Pd was as an observer. She was sitting at the backside of the class. Teaching and learning process was conducted by the researcher and the observer, Erli S.Pd. After checking the students' attendance all of the students of class VIII 5 were present. The researcher started the class by

greeting, praying, checking attendance, and giving motivation. Then the researcher explained about what the material that would be studied and they would use Bio Poem. After that, the researcher explained about descriptive text. It consists of generic structure, language feature, and social function of descriptive text.

The researcher asked the question how the description of this picture then the students answer in various answers. After giving some questions to the students, the teacher wrote down the list of sentences. Here the sentences were the answers of the previous question given. After explaining descriptive text, the researcher asked to the students whether there is any material that the students did not understand. The students answered that they understood. Before the researcher closed the meeting, the researcher and the students concluded and reviewed the materials on that day. The bell rang at 09:30 am and the researcher gave motivation to the students. Then the researcher asked the students to study more about descriptive text at home. The researcher closed the meeting by saying hamdalah and salam

Appendices XVII

Field Notes

No : 02
 Topic : Pre-test I (before treatment)
 Day, Date : Wednesday, 04th March 2020
 Time : 11:00 am -12:30 pm

Second meeting was held on Wednesday, 04th March 2020. The researcher and the collaborator came to class VIII 5 at 11:00 am. Then the researcher opened the meeting by praying together, greeting, and checking students' attendance. On that day, all of the students were present. First, the researcher and the students reviewed the last materials in first meeting about descriptive text. Then the researcher gave example about language feature especially descriptive text. For checking the students understanding, the researcher asked the students to do the task by describing the artist Sule picture in the black board one by one. Some of

the students still had difficulties in writing the description. And then the researcher stimulated them about descriptive text. The researcher explained again about to be, then gave the example again. After the students understood, the researcher told the students make a text to compose a simple descriptive text.

The researcher help the students by asking the students about the bio poem. During the teaching and learning process, the researcher observed every students to know the problem faced by the students. Most of the group didn't know the meaning of the word in English and low in grammatical and they were cheating to their friends. The students always asking every meaning of the english word. And some students still asking the meaning of the word just to make sure if it is true or not. The students has a problem with trust -- and the person he has trouble trusting is himself. Because of that, the atmosphere of the class is not condusive and chaos. There were some students did not do the task that the researcher given and playing games on their phone. The time was up. The task was collected. After that the teacher and the students discussed about their answers whether it is correct or false. The researcher asked the students to present in front of the class, no one wants to present. Finally the researcher choose one students to present in front of the class. After that, the researcher gave the students motivation to learn more of descriptivetext at home. Then the bell rang in the middle of discussion. The researcher ended the meeting by greeting and salam.

Appendixes XVIII

Field Notes

No : 03
Topic : Introduction Bio Poem
Day, Date : Monday, March09th, 2020
Time : 08:00 am-09:30 am

Third meeting was held on Monday, March09th, 2020. The researcher and the collaborator came to class VIII 5 at 08:00 am. Then the researcher opened the meeting by praying together, greeting, and checking students' attendance. On that day, all of the students were present. First, the researcher and the students reviewed the last materials in first meeting about descriptive text. Then the researcher gave example about language feature especially simple past tense. For

checking the students understanding, the researcher asked the students to do the task by writing the answer in the black board one by one. Some of the students still had difficulties in understanding the used of simple past tense especially about to be. The researcher explained again about to be then gave the example again. After the students understood, the researcher told the students about textless comic including the procedure to use textless comic. Then the researcher gave the textless comic of ‘hijabi girl’.

After that, the researcher ordered the students to the task make a text based on the textless comic given. They had to fill the blank dialogue in the text then after that compose a simple narrative text. The researcher help the students by asking the students about the comics. During the teaching and learning process, the researcher observed every student to know the problem faced by the students. Most of them still didn’t know the meaning of the word in English and need help from dictionary. The atmosphere of the class still practically under control compared with pre-test. The time was up. The task was collected. The researcher gave the students motivation to learn more of narrative text at home. Then the bell rang in the middle of discussion, it indicates that the time was ended. The researcher ended the meeting by greeting and salam.

Appendices XIX

Field Notes

No : 04
 Topic : Post-test I
 Day, Date : Wednesday, March 11 th, 2020
 Time : 11:00 am- 12:30 pm

The third meeting was held on Monday, March 23th, 2020. The researcher and the collaborator entered the VIII 5 class. The researcher opened the meeting by praying together. After that the researcher checked students’ attendance and gave motivation. All of the students were present. In that day, the students asked to do post test. Today, the researcher gave post-test 1. Before the researcher gave worksheet. The teacher explained again the Bio Poem about the story of famous man in order the students the students had the clear understanding.

After that the researcher gave post test I to the students. Describing of theirself. After finish the students had to write the story by theirself. During post test, the researcher observed every students. The class were conducive and under control. The researcher ask the students' about their obstacle in writing descriptive text through bio poem. After finishing the researcher collected the students' worksheet there were problems about grammar and punctuation. Then, the researcher explained it. So, the students more understood about the material.

Appendices XX

Field Notes

No : 04
Topic : Post-test II
Day, Date : Monday, 16 March 2020
Time : 08:00 am - 09:30 am

The fiveth meeting in cycle 2 was held on Friday, 16 March 2020. The researcher and the observer entered together in VIII 5. In that day, all of the students were present. The researcher started the lesson by praying together and gave motivation. On that day, the researcher asked the students made descriptive text. Today, the researcher gave post-test 2. Before the researcher gave students worksheet to make descriptive text by using bio poem, first the researcher

explained again about descriptive text in brief. Then gave example of bio poem entitled ‘‘snow white’’. After that the researcher gave worksheet to the students. The researcher asked the students to gather in their group to work on the bio poem that was given by the researcher. It was they must wrote the description of theirselves.

In learning process, the students still felt shy to express their inspiration in descriptive text. Then after they finished the worksheet. Then the researcher asked the students to write the description of theirselves using the bio poem that was given by the teacher. During the post test, the researcher observed every student. Time was up the researcher collected the students’ worksheet. At 09:30 am the bell was ringing. The researcher closed the meeting by saying hamdallah together. Besides that, the researcher reminded the students to always study hard and respect to others.

Documentation





Surat Keterangan Kampus

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
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Nomor : B-4370/ITK/ITK.V.3/PP.00.9/ 03/2020 . Medan, 12 Maret 2020
Lampiran : -
Hal : Izin Riset

Yth. Ka. MTs Darul Ilmi
Assalamu'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : DEWI RATNA SARI HASIBUAN
Tempat/Tanggal Lahir : Bandar Sari, 22 Oktober 1997
NIM : 34154203
Semester/Jurusan : X/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs Darul Ilmi guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

IMPROVING STUDENTS'ABILITY TO WRITE DESCRIPTIVE TEXT THROUGH BIO POEM AT EIGHT GRADE AT MTS DARUL ILMU BATANG KUIS

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalam
Dekan
Fakultas PBI

Hamidah Dty, M.Hum.
NIP. 19750622 200312 2 002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan