



**IMPLEMENTATION OF TALKING STICK TECHNIQUE  
TO IMPROVE STUDENTS' WRITING ABILITY IN  
DESCRIPTIVE TEXT AT SEVENTH GRADE  
OF MTS AISYIAH MEDAN**

**SKRIPSI**

*Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic  
University of North Sumatera Medan as Partial Fulfillment of the  
Requirements for S-1 Program*

**By :**

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MEDAN  
2020**



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Dengan ini kami menilai bahwa skripsi ini dapat diterima untuk dimunaqasyahkan dalam sidang munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

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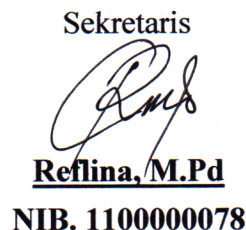
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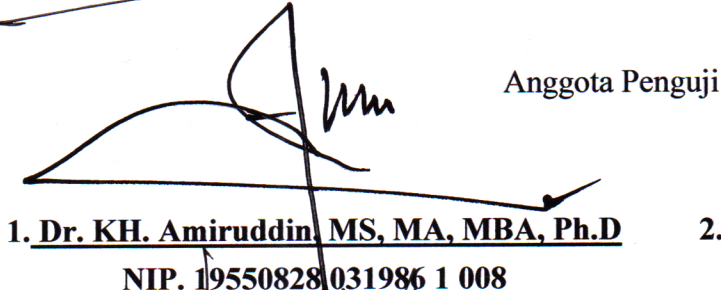
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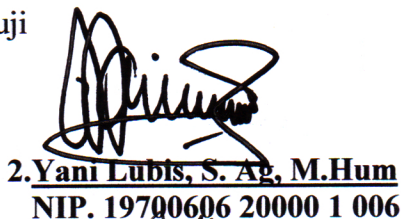
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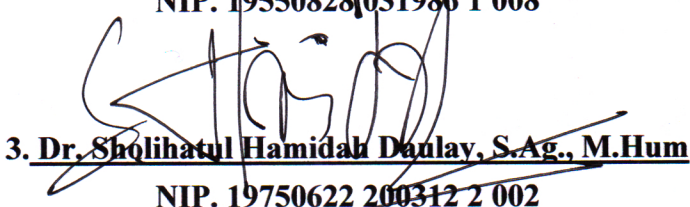
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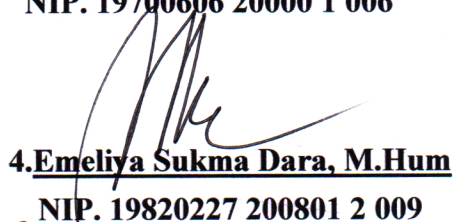
  
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Menyatakan dengansebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

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## ABSTRACT

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to Improve Students' writing Ability in  
Descriptive Text at Seventh Grade of MTs  
Aisyiyah Medan

***Keywords :*** *Talking Stick, Writing, Descriptive Text*

This research was aimed to find out the situation in implementation of Talking Stick Technique to improve students' Writing Ability in Descriptive Text. And to know so far the Talking Stick Technique improve students writing ability in Descriptive Text. The subject of this study were 25 students' at seventh grade of MTs Aisyiyah Medan. The school is located on Menteng Raya Gg. Rahayu. This research was conducted by using CAR (Classroom Action Research) was conducted on September. The qualitative data were obtained from observation sheet and interview sheet. The quantitative data were obtained from test which carried at out the end of every cycles. The test were given to the students' in pre-test, post-test I, post-test II. The result of data analysis showed that the students' score improvement from the first test, post-test of cycle I to the post-test cycle II. This research was improve the result of students' abilities by seen at the mean of pre-test 44,8, the score success 3 students' and the percentage (12%). In the post-test I first cycle the mean score there were 66,2, the score success 15 students' and the percentage (60%). In the post-test II second cycle the mean score there were 76,76, the score success 21 students' and the percentage (84%). From this result, the implementation of talking stick technique could improve students' ability in writing descriptive text.

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Medan, 23 October 2020  
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

English is necessary to connection by other people in the kingdom. In order to find out information about the world, it is significant for colony to be able to dominate English and the English technology, interaction with clear language can occur. As we all know language has many meanings in everyday use. learned from the language, the most important is the language commonly used in the world. In order to make it easier to communicate.

Educational process with the increase, the lessons taught must have quality. By being taught english lessons in Junior High Schools, English becomes an absolute lesson up to college accompanied by other subject.<sup>1</sup>Reference based on provision the learning legal action of English has the destination to expand four language skills: listening, speaking, reading and writing. The last skill that require to beacquire is writing.<sup>2</sup>

According to pardiyono Writing is a manifestation of existing linguistic competence and is expressed in the form of the use of written language, in addition to the form of spoken language.<sup>3</sup> Writing is actually very useful for students to learn languages because writing can improve students' vocabulary and can develop students' ideas, opinions and thoughts so they can do it in captions in sentences and paragraphs. Writing is an expression that shows language in

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<sup>1</sup>Peraturan Menteri Pendidikan Nasional RI, *Keputusan Menteri: No. 26/2008 tentang Standar Sekolah/Madrasah*

<sup>2</sup>Depdiknas, (2006) *Kurikulum Tingkat Satuan Pendidikan (School Based Curriculum) Standar Isi Mata Pelajaran Bahasa Inggris SMP dan MTS, Jakarta*

<sup>3</sup>Pardiyono, (2006),*12 Writing Clues for Better Writing Competence*,Yogyakarta : Andi Offset, P. 1



language mail, sign and syllable. There are many types of writing like expository, narrative, descriptive and persuasive.<sup>4</sup>

The significant craft in writing in writing and can open mind a earth for students' everywhere. Eventhough on the networking and the technology, inscribed relation in English is still a capital to students'. But for most students', the craft in writing that is tough for them to acquire. Because the matter they appear in writing that are (1) findings the right kingdom and according to the toppic, (2) apply the right sentences based on the condition, (3) make the true pronouncing and rightpunctuation, (4) arranging consideration clearly and choherence the paraghraphs.<sup>5</sup>

In the text has a specific purpose, in descriptive text to provide a detailed describing the objects and places. At the first glance, this text has similarities with the text of the report, but in fact they are different. Because in the text of the report the explanation the generally convey to the reader, while in the descriptive text the explanation serve specifically and in depth because it focusses on one object that has been selected and detail.

Kind the writing in the part of writing descriptive text, and is used descriptions to report on scientifict experiments, explaining historical events, or disscuss paintings, stories or films. In time, you may have to describing yourself in a university essay or employment practice. Tell me about the outcome you are trying to sell, write a progress repoty, or supply a employment description.

---

<sup>4</sup>Utami Dewi. (2013). *How to Write*. Medan : La-Tansa Press. p 2

<sup>5</sup>Jeremy Harmer, (2004), *How to Teach Writing*, England: Longman, p. 30.

Teaching writing for students in English lessons is one of the important things because it can affect the ability of students to expand their English writing skills. It is generally believed that the right teaching techniques will contribute to the success of students' writing abilities. So far, by the teaching technique will be affected for the learning process in writing.

Many students are often confused about what to write and don't know where to start. There are several factors why students in writing are very difficult, such as using bad vocabulary, having difficulty with sentence structure, not having enough knowledge, experience, and ideas in writing English, and students are not interested in learning to write because the teacher is still using old techniques so that makes students bored.

Based on the above problems, the researcher found suitable and interesting techniques based on conditions of students' who have low motivation. This strategy is expected to motivate students in writing skills. In addition, effective learning activities arise when students' participate in knowledge discussions to gain a learning process. Researcher try to find the true strategy to expand students' writing skills getting better through the talking stick which is considered as a way of writing skills. Because writing is not difficult to other, by writing can expand works and ideas that provide inspiration and something new.

According to Hanafiah and Suhasana Talking Stick is a technique used in the teaching process using a stick, and students who get a stick must answer

the teacher's questions after writing the material. Talking Stick encourages students to give their opinions with courage.<sup>6</sup>

Based on the reason above, the researcher conducted a classroom action research on **“Implementation of Talking Stick Technique to Improve Students’ writing Ability in Descriptive Text at Seventh Grade of MTs Aisyiyah Medan”**.

### **B. Research Question**

Based on the background above, this study was conducted to answer the following research questions :

1. How is the classroom activity when talking stick technique is implemented in writing class?
2. How well does talking stick technique improve students’ writing ability?

### **C. Objective of the Study**

1. To describe the classroom activity when talking stick technique is implemented in writing class.
2. To know how far talking stick technique improve students’ writing ability.

### **D. Significance of the Study**

1. The principle of MTs Aisyiyah Medan, the result will be used as the basic information to improving the students skills in using talking stick.
2. The English teachers of MTs Aisyiyah Medan, can get information to improve their teaching by using talking stick technique.

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<sup>6</sup>Hanafi, Nanang and Cucu Suhasana.(2010). *Konsep Strategi Pembelajaran*. Bandung: PT Refika Aditama. p 47

3. The students can improve and motivation to use talking stick technique.
4. The readers, the result will be used as the basic information to improve their skills in through talking stick.

#### **E. Definition of Key Terms**

##### **Talking Stick**

According to Hanafiah and Suhasana Talking Stick is a technique used in the teaching process using a stick, and students who get a stick must answer the teacher's questions after writing the material. Talking Stick encourages students to give their opinions with courage.

##### **Writing**

According to Alan Mayers, the spelling language in produce writing, which is done naturally when speaking. when saying something, think more to say, maybe something has been said, and then move on to the next statement. Writing isn't much different, except that you take more time to think about your subject, the person or people you will discuss with, and the goals you expect tired in that discussion. And, if you write in a second language, you also need more time to revise your work.

#### **F. Organization of the Thesis**

The organization of the present study is arranged as follows :

Chapter I Introduction elaborates background of the study, research question, objective of study, significance of study, and definition of key terms.



Chapter II Literature Review elaborates the theories of the research variables, namely reading skills and paired reading method, and also provides the previous studies.

Chapter III Research Methodology elaborates the research method, namely research design, participants and research site, data collection, and data analysis.

Chapter IV Findings and Discussion elaborates the findings in research and discussion.

Chapter V Conclusion and Suggestions elaborates the Conclusion and suggestions

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Review of Literature**

In conducting research, it is necessary to use terms that describe several concepts related to the research. This literature review provides a clearer concept that is applied in this study, namely the application of Talking Stick in writing skills. These terms serve to provide a limited concept which is mainly intended in a particular context. This chapter contains some of the literature relevant to this research.

#### **1. Talking Stick**

##### **1.1 Definition of Talking Stick**

According to Suprijono The Talking Stick is a tool used as a medium for explaining ideas about the writing of anyone in only the person holding the stick has the opportunity to write. This means that each member has the same opportunity to convey the results of his writing with a stick.<sup>7</sup>

According Kurniasih and Sani say that Talking Stick is medium to explain someone's ideas in a cluster and just those who hold the stick are given the opportunity to speak. This means that each member in the group has the same opportunity to state directly.<sup>8</sup>

According Locust in Lie said, the Talking Stick has been employed for era by many Indian clan as a fair and equitable listener aid. Usually with the talking stick it is permissible to decide who has the right to write. When matters of great

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<sup>7</sup>Suprijono, Agus. (2011). *Cooperative Learning: Teori&AplikasiPaikem*. Yogyakarta: PerpustakaanPelajar. p. 17

<sup>8</sup>Kurniasih and Sani. (2015). *Model Pembelajaran*. Yogyakarta: Kata Pena. p. 7

concern arise in front of students', the teacher approaches the students' and will do it hold the Talking Stick.<sup>9</sup>

According Istarani, learning using the talking stick the interesting strategy in learning model that encourages students' to dare express their opinions with question given by the teacher after explaining the material.<sup>10</sup>

## 1.2 The Steps of Talking Stick

According to Agus Supriojo, the steps in learning talking stick at the first, the instructor discloses the topic to be examined. In the primary exercise the instructor will disclose the material to be considered beginning from center capabilities, fundamental skills to topic. Second, students are offered themes to compose and examine material. On this event students will peruse their individual books, and record the material that has been contemplated and will be given adequate time for this action.

Third, at that point the instructor requests that students nearby the book. In this progression every students must close the book that bolsters the information on this material and isn't permitted to see the forward book once more, the educator takes a stick and offers it to one of the students the stick is planned as a learning medium/apparatus that will be given to students just as when the stick is structure students to different students.

Fifth, the toward the end in talking stick method is that the gives themes to understudies' think about the material being contemplated. The instructor gives a

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<sup>9</sup> Lie, Anita. (2007). *Cooperative Learning, Mempraktikan Cooperative Learning di Ruang-RuangKelas*. Jakarta: Grasindo. p.3

<sup>10</sup> Istarani, (2015), *58 Model Pembelajaran Inovatif*, Medan: Media Persada, p. 89

clarification of the apparent multitude of subjects given by students and conclusion about the writing.<sup>11</sup>

### 1.3 The Implementation of Talking Stick

According to Giyoto and Fauzi, there are several steps for implementing the Talking Stick, namely :

- a. The organize the stick by the teacher.
- b. The material set up by the teacher to be studied and provides the topic for students' to write the material clearly.
- c. After finishing know the material, the teacher provides the topic to students and write in books.
- d. The teacher takes the stick and gives it to the students then the teacher gives the assignment and the question topic clearly.
- e. The teacher gives a conclusion
- f. The teacher provides an evaluation.
- g. The final step is closing.

### 1.4 Advantages of Talking Stick

Advantages of this Talking Stick strategy according to Istarani, are as follows:

- a. Students will be better able to understand the material because it begins with the explanation of a teacher.
- b. Students are better able to master teaching material because they are given the opportunity to relearn through textbooks / student lessons.

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<sup>11</sup>AgusSuprijono, (2010), *Cooperative Learning TeoridanPaikem*, Yogyakarta: PustakaPelajar, p. 109-110

- c. The student's memory is getting better because he will be questioned again about the material explained from the lesson.
- d. Students are not saturated / bored because there are game and sticks as a paper to attract students to follow the lesson.
- e. The lesson will be complete because the final part will be given a conclusion by the teacher.<sup>12</sup>

Meanwhile, according to Ari Sohimin, the strengths of the Talking Stick learning model are as follows:

- a. Test the mental writing of students in learning by giving a question.
- b. Train students to understand the material quickly by reading and questions given by the teacher.
- c. The students to be more active in learning to prepare and understanding the material.
- d. Students express opinions by getting used to the writing in the book.<sup>13</sup>

#### **1.5. The disadvantages of the Talking Stick strategy**

According to Istarani, are as follows:

- a. The interaction between students in the teaching and learning process and students are preoccupied with preparing themselves to write idea in the book.
- b. Creating student reasoning power because he is more understanding of what is in the book.
- c. To analyze problems is low because students only learn from the book.<sup>14</sup>

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<sup>12</sup>Istarani, (2015), *58 Model Pembelajaran Inovatif*, Medan: Media Persada, p.90

<sup>13</sup>Aris Sohimin, (2016), *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013*, Yogyakarta: Ar-Ruzz Media, p. 199

Meanwhile, according to Aris Shoimin the weaknesses of the Talking Stick strategy, are as follows:

- a. Make the students exercise because they are not ready to write the answer.
- b. Students not ready cannot write the answer in book.
- c. The students tense with teacher questions because they do not prepare themselves before learning begins.
- d. The questions that will be given by the teacher makes students feel afraid of the learning process.<sup>15</sup>

From the conclusion, Talking Stick it can be concluded as technique in learning by using stick, the students' write the answer about material and then the teacher give the stick. The instrument of Talking Stick might be a stick decorated with carvings, paintings, or item from nature.

## 2. Writing Process

### 2.1. Definition of Writing

In the Al-Qur'an, the necessary craft also writing that must be learned and there are verses which mention the presence of writing that be stated in Al-Qur'an, namely Surah Luqman : 27

Allah Said in Holy Al-Qur'an Surah Luqman verse 27

كَلِمَاتٌ نَفِذَاتٌ مَّا أَنْخَرُ سَبْعَةَ بُعْدِهِ ۚ مِنْ يَمْدُهُ ۚ وَالْبَحْرُ أَقْلَمُ شَجَرَةٍ مِنَ الْأَرْضِ فِي أَنْمَاولَوْ

﴿حَكِيمٌ عَزِيزٌ ۖ إِنَّ اللَّهَ إِنْ شَاءَ﴾

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<sup>14</sup>Istarani, (2015), *58 Model Pembelajaran Inovatif*, Medan: Media Persada, p. 90-91

<sup>15</sup>Aris Shoimin, *Op. Cit*, p. 199

**Meaning:** And if all the trees on the earth turned into pens, and all the great sea water became ink to be used to write Allah's Knowledge (sentences), surely the pens would be damaged and the sea water would run out before Allah's knowledge was finished. Because Allah is all-powerful, nothing can defeat Him, all-wise, nothing can come out of His knowledge and wisdom.<sup>16</sup>

Based on this verse, Allah explained that with the existence of knowledge, this knowledge can develop the writing of knowledge to future generations. because it shows that putting ideas into writing itself has an important role.

Allah Said in Holy Al-Qur'an Surah Ta-Ha verse 52

يَنْسَى وَلَا رَبِّي يَضِلُّ لَا كِتَابٍ فِي رَبِّي عِنْدَ عِلْمِهَا قَالَ

**Meaning :** Musa replied, “only god knows about them. Everything is recorded in their charity notebook.”<sup>17</sup>

From the verse explains that, all things that have been done, it should be written, so that it can easily understood and seen over a long period of time.

In the Holy Qur'an, writing is also important skill should be learned and there is verse that state the existence of writing that be stated in Al-Qur'an that is sera Al-A'raf : 154

نَلِّهِمْ هُمْ لِلَّذِينَ وَرَحْمَةً هُدى نُسَخَتْهَا فِي الْأَلْوَا ح أَخَذَ الْغَضَبُ مُوسَى عَنْ سَكَتٍ وَلَمَّا

يَرْهَبُو

<sup>16</sup>M. Quraish Shihab, (2006), *Tafsir Al-Misbah*, Yogyakarta : Risalah Muslim, P.413

<sup>17</sup>M. Quraish Shihab, op. cit., p.315

**Meaning:** After Musa's anger subsided, which was marked by his forgiveness of Harun, he took back the pieces of tawrat that he had thrown earlier. And for those who fear Allah wrath, what is written in the tawrat is a guide, a guide for life, and contains rules for obtaining Allah grace.<sup>18</sup>

He purpose of the above verse is, Allah SWT provides a guidance and His mercy through writing. That means a writing becomes a useful thing and as a guide and can convey useful information.

Looking for science like improving writing skills not only declared in Holy Qur'an but also delivered from some Hades. The recommend of studying writing ability also exist in Hades that narrated by Abdullah Bin Abbas :

عَنْ عُبَيْدِ اللَّهِ بْنِ عَبْدِ اللَّهِ بْنِ عُتْبَةَ بْنِ مَسْعُودٍ أَنَّ عَبْدَ اللَّهِ بْنَ عَبَّاسٍ أَخْبَرَهُ:  
أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ بَعَثَ بِكِتَابِهِ رَجُلًا وَ أَمَرَهُ أَنْ يَدْفَعَهُ إِلَى عَظِيمِ  
الْبَحْرَيْنِ فَدَفَعَهُ عَظِيمُ الْبَحْرَيْنِ إِلَى كِسْرَى فَلَمَّا قَرَأَهُ مَزَقَهُ فَحَسِبْتُ أَنَّ ابْنَ الْمُسَيَّبِ  
قَالَ: فَدَعَا عَلَيْهِمْ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَنْ يُمَزَّقُوا كُلُّ مُمَزَّقٍ.

**Meaning :** From Abdullah bin Abbas has reported, that the prophet shallallaahu alaihi wa sallam has sent someone with letter and ordered him give the letter to the leader of Bahrain. Then the Bahrain leader gave it to Kisra. When he read the letter, he tore it up. I thought then that Ibn Musayyab said : then Rasulallah shallallahu alaihi wa sallam prayed that they (his power) would be torn to pieces to the utmost. (HR. Bukhari)<sup>19</sup>

<sup>18</sup>M. Quraish Shihab, Op. Cit, p.169

<sup>19</sup>Abu Abdallah, Kitab Shahih Al-Bukhari, Hadits Bukhari No. 62



The recommend of studying writing ability also exist in Hades that narrated by Abu Dawud :

حَدَّثَنَا مُسَدَّدٌ وَأَبُو بَكْرِ بْنُ أَبِي شَيْبَةَ قَالَا حَدَّثَنَا يَحْيَى عَنْ عُبَيْدِ اللَّهِ بْنِ الْأَخْنَسِ عَنْ  
الْوَلِيدِ بْنِ عَبْدِ اللَّهِ بْنِ أَبِي مُغِيثٍ عَنْ يُونُسَ بْنِ مَاهِكٍ عَنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو قَالَ  
كُنْتُ أَكْتُبُ كُلَّ شَيْءٍ أَسْمَعُهُ مِنْ رَسُولِ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أُرِيدُ حِفْظَهُ فَتَهَنَّتَنِي  
قُرَيْشٌ وَقَالُوا أَتَكْتُبُ كُلَّ شَيْءٍ تَسْمَعُهُ وَرَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ بَشَرٌ يَتَكَلَّمُ  
فِي الْغَضَبِ وَالرِّضَا فَأَمْسَكْتُ عَنْ الْكِتَابِ فَذَكَرْتُ ذَلِكَ لِرَسُولِ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ  
وَسَلَّمَ فَأَوْمَأَ بِأَصْبُعِهِ إِلَيَّ فِيهِ فَقَالَ اكْتُبْ فَوَالَّذِي نَفْسِي بِيَدِهِ مَا يَخْرُجُ مِنْهُ إِلَّا حَقٌّ.  
(رواه ابو داود)

**Meaning :** Having told us Musaddad and Abu Bakr bin Abu Syaibah they said: have told us Yahya from 'Ubaidullah bin Al-Akhnas from Al-Walid bin Abdullah bin Abu Mughits from Yusuf bin Mahik from Abdullah bin' Amru he said, "I wrote Everything that I heard from the Messenger of Allah -peace and prayer of Allah be upon him-, so that I could memorize it. Then the Quraysh people forbade me and they said, 'Are you going to write everything that you hear, while Rasulullah sallallahu' alaihi wasallam was a human who spoke in angry and happy? ' I didn't write any more, then I told the Prophet sallallaahu 'alaihi wasallam. He then hinted by placing his finger on his mouth, then said: "Write, for the sake of my soul that is in His hands, it does not come out of it (mouth) except the truth. . (HR. Abu Dawud)<sup>20</sup>

<sup>20</sup>M. Mukhsin Khan, (2009), *The Translation of the Meanings of Sahih Al-Bukhari Arabic-English* Vol. 1, Book 3, Darussalam, Riyadh, Saudi Arabia, p. 115

The Hades was narrated by Abu Hurairah:

حدثنا قتيبة, اخبرنا الليث عن الخليل بن مرة, عن يحيى بن ابي صالح, عن ابي هريرة قال :  
كان رجل من الأنصار يجلس الى رسول الله صلى الله عليه وسلم, فيسمع من النبي صلى الله  
عليه وسلم الحديث فيعجبه و لا يحفظه, فشكى ذلك الى رسول الله صلى الله عليه وسلم,  
فقال : يا رسول الله إني لأسمع منك الحديث فيعجبني و لا أحفظه. فقال رسول الله صلى الله  
عليه وسلم : استه عن يمينك و أوماً بيده الخط. (رواه الترمذي)

**Meaning:** From Abu Huraira ra said : there was a man Ansor sitting beside  
Rasulullah SAW heard a hadith from Rasulallah so that Hadith amazed him and he  
did not memorize it, so he complained about it to Rasulallah SAW and and he said  
: Messenger of Allah, actually I heard a hadith from you, then the hadith it amazes  
me and I don't memorize it. So Rasulallah SAW said : ask for help with your right  
hand. And the man wrote with his hand (HR. Tirmidzi)<sup>21</sup>

From the Hadits, the process of writing is virtually the same for all writers.  
Scholars get their thoughts from a wide range of sources. They arrange what they  
need to state (on paper, on a PC, or in their minds). They compose a draft. They  
ask what others think. They update, making changes increments to explain their  
significance.

In teaching English, there are four forms of skills that must be learned:  
listening, reading, speaking, and writing skills. Writing skill is the top skill among  
the other 3 skills. Writing skills are productive skills to generate someone's ideas

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<sup>21</sup> M. Mukhsin Khan, Op. Cit, P. 121

and opinions through paragraphs clearly to readers. Writing skills are obtained after a person is able to read, listen, and speak.

According to Nunan, writing fills in as the most accessible and the most convincing way on the grounds that the result, obvious language is fulfilling by perpetual record of thought and feeling. writing is the psychological work of the concocting thoughts, contemplating how to communicate them, sorting out them into articulation and section that will be obvious to a peruser.<sup>22</sup>

Harmer said that the form of a person's writing is influenced by the writing business and its goals. Fiction writing is different from science writing. These different forms of writing must be studied in teaching English.<sup>23</sup> In language teaching, there are linguistic terms that express sentence patterns, such as words, phrases, clauses, sentences, paragraphs, and texts. The sequences are words into phrase form, phrase into clause form, clause becomes sentence form, sentence becomes paragraph form, and paragraph becomes text.

Richard Kern, Each of these linguistic units influence each other on the pattern and meaning of the sentence. Therefore, the writer must think well and design the sentence according to the structure so that the resulting meaning does not raise doubts in the reader. A good writing consists of ideas, information, sentence patterns, and correct meanings. A writer not only make writing that is

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<sup>22</sup>David Nunan. (2005), *Practical English Language Teaching: young Learner*. New York: McGraw-Hill, p. 88

<sup>23</sup>Jeremy Harmer , (2007),*How to Teach Writing*, Malaysia: Longman, p. 2

separate from one element to another, but the writer must connect these ideas to become one goal in the paragraph.<sup>24</sup>

In language teaching, writing is a way for a teacher to teach students about how to convey opinions, ideas, experiences, and goals in text form. By practicing writing, students will have an orderly and coherent thinking mechanism. Communication through writing is also known as functional communication. The researcher concluded that writing activities are productive skills that contain language symbols and are formed from difficult processes. In order for a person's writing to be good, that person must learn language coherence and cohesion. Writing that is coherent and cohesion is writing that is precise in structure and meaning. Cohesion and coherence also contain rules of grammar, vocabulary, and relationships between meanings. The explanation of linguists about the definition of writing skills will be explained next.<sup>25</sup>

### **2.1.The Process of Writing**

There are four stages to writing: finding ideas, organizing ideas, writing a text design, and finally composing sentences based on that design. After the full textdesign is complete, the writer must check again in order to find out any errors that may occur in and make revisions.<sup>26</sup>

Writing skill are not generated in one simple step. A writer must write in a structured and orderly step so that the ideas of text can be understood by readers

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<sup>24</sup>Richard Kern, (2000), *Literacy and Language Teaching*, (New York: Oxford University Press), p. 172.

<sup>25</sup>M. Celce and Murcia Elite Olstain, (2000), *Discourse and Context in Language Teaching*, New York: Cambridge University Press, p. 142

<sup>26</sup>AllceOshlma and Ann Hogue, (2007), *Introduction to Academic Writing*, USA: Person Education Inc, p.15

correctly. Writing is a productive skill which means producing something in the form of text. The four steps of writing skill will be described below:<sup>27</sup>

a. Planning

At the planning step, the writer must establish three important elements: purpose, readers, and text structure. First, the purpose of the writing must be adjusted to the type of text you want to create, the language you want to use, and the information you want to convey. Second, the intended reader influences the form of text. For example, readers who come from education field will need text on the theme of science. Third, the content of the text also determines the purpose of the writing. Text must contain facts, opinions, ideas, and examples in accordance with the form of the text. The author must think carefully about the form of writing based on these 3 elements.

The planning step is an important step for writers to target to whom and how their text is disseminated. The author can measure the progress of writing based on good planning. Proper planning also helps readers find the right reading.<sup>28</sup>

b. Drafting

The drafting step is the stage where the writer designs his/her writing. The author must make sentences on paper first before typing them into the computer. After the writer has finished planning, the writer can proceed to the next stage, which is compiling the text.

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<sup>27</sup>Jeremy Harmer, (2007), *How To Teach Writing*, England: Person Education Limited, p.4

<sup>28</sup>Martin H. Manser, (2006), *The Facts on File Guide To Good Writing*, USA: Acid Free Paper, p. 36

#### c. Editing (revising)

The writer cannot make perfect text on the first draft of writing. The author may have many mistakes in the first writing so that the author must edit and correct it. The author can edit the work independently or with other co-authors to improve grammar, spelling, punctuation, sentence structure, vocabulary, choice of words, and the truth of the facts that support the text. Authors must include facts in the form of statements, tables, diagrams, etc. in scientific writing.

#### d. Final Version

After the previous three stages have been carried out, the writer finally has a final writing that can be disseminated. The final writing is allowed to be published or read widely because it has gone through the process of checking data and revising sentences.

### **2.3. Genre of Writing**

Writing genre is the type of writing that differentiates from language style and the purpose of writing. Genres inspire readers when looking for books they want to read. There are two types of genre grouping: grouping of written products and grouping of writing strategies. Below are the types of writing genres according to I Wy. Dirgeyasa :

#### a. Descriptive Text

Descriptive text is also known as description text. The definition of descriptive text is describing objects or ideas in detail through the help of the five senses. The human senses are the eyes for seeing, the nose for smelling, the tongue for feeling, the ears for hearing, and the skin for feeling.

b. Recount Text

Describe is a book that retelling or relating of a function or an encounter or describe is a book that retells functions or encounters in the past. Recount text is a book that means to retell a function or episode of an individual to other people. Thus, relate text will be text that tells functions that have occurred before.<sup>29</sup>

c. Narrative Text

Account is a book that interest, engage and to manage real or vicarious involvement with various ways. Stories manage hazardous functions which lead to an emergency or defining moment or something to that affect, which thus discover a goal.

d. Procedure Text

Methodology is a book that examines and clarifies how something functions or how something is finished. Method text is a book that intended to depict how something is accomplished through a grouping of activities or steps.

e. Report Text

Report is a book to portray the path things in around of our current circumstance are depicted. Normally tells the common or non-regular marvels or even social wonders.

f. Explanation Text

Clarification is a book that clarifying a cycle of arrangement. This type clarify why an article exists for what it's worth or to depict how an item functions.

g. Discussion Text

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<sup>29</sup>I Wy.Dirgeyasa, (2014), *Collage Academic Writing: A Genre-Based Perspective*. Medan: Unimed Press, p. 3

Conversation is a book that presents a dangerous talk. This issue will be discussed according to various perspective.

#### h. Hortatory Exposition Text

Text hortatory article is a kind of English content that is remembered for the argumentation class.

#### i. Analytical Exposition Text

Scientific article is a book that explains the essayist's thought regarding the wonder encompassing. This sort will regularly include the essayist contrasting inverse perspectives, breaking down the contentions and closing with a superseding supposition or indisputable contention.

#### j. News Item Text

News things are writings that data genuine and genuine functions in human life.

#### k. Spoof Text

Farce text will be text that tells a clever episode or function that happend and misfortune before.

#### l. Anecdote Text

Story is a book that informs others regarding irregular or amusing functions.

#### m. Commentary Text

Editorial is text that utilizes examination and translation to discover examples of significance in functions, patterns, and thoughts.

#### n. The Riview Text

A riview is a depiction and assessment of a book, it should zero in on the reason substance and authority of the book.



#### o. The Critical Review Text

Basic survey is a synopsis and assessment of thoughts and data in an article.

So as to zero in additional on the adequacy of the utilization of language in composed writings, it ought to be organized dependent on kind use. As indicated by Pardiyono, class can be characterized as a kind of text that is made adequately, decisions and components of text piece, just as the reasonableness of syntactic examples.<sup>30</sup>

According to Brown, there are three main genres of writing :

##### a. Academic Writing :

Papers and reports on general subjects, essay, composition, academic focus journals, short answer and test answer, technical reports, these and dissertations.

##### b. Job-related Writing :

Message, letters or email, memos, reposrts schedules, labels, signs, advertisements, announcements and manuals.

##### c. Personal Writing :

Letters, emails, greeting cards, invitation, messages, notes, shopping list calendar entries, reminders, financial documents, forms, questionnaires, medical reports, immigration documents, diaries, personal journals, and fiction.

They are should to decide the criteria of scoring writing<sup>31</sup> :

**Table 1 : The Scoring of Writing**

Components of Writing	Score
1. Content	30

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<sup>30</sup>Pardiyono.( 2007). *Pasti Bisa Teaching Genre-Based Writing*. Yogyakarta: Andi. p. 34

<sup>31</sup>Brown &Douglas, (2004), *Language Assessment : Principles and Classroom Practices*, Sanfransisco State University,p. 246.

2. Organization	20
3. Vocabulary	20
4. Syntax	25
5. Mechanic	5
Total	100

#### 2.4. The Purpose of Writing

When someone writes something, they have a purpose for writing. Each writer has his own goals, in accordance with the existing text in writing arrangement. In addition, based on Competency Standards (SK) and Basic Competence (KD), both of which expect students to be able to express meaningful ideas in the period of functional texts and simple short essays in descriptive form and tell stories of interacting with people in the immediate environment they.<sup>32</sup>

According to Braine and May characterized four objectives recorded as a hard copy, there are; writing to educate, writing to clarify, writing to convince, and writing to engage others. To begin with, writing to educate means to give perusers themes that we think about. in Writing it gives fascinating subtleties and realities to draw in the consideration of the crowd. That implies that the essayist appropriates information that is fascinating to the peruser. Second, writing to disclose is to delineate points that are not satisfactory to be more justifiable, utilizing models or different realities. At the end of the day, a creator takes what isn't clear and makes it understood. At that point, writing to ensure is more requesting and more goal-oriented than numerous different sorts of composing. That implies the author persuades the peruser to acknowledge the thought. At last,

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<sup>32</sup>Depdiknas, (2006), *Kurikulum Tingkat Satuan Pendidikan (School Based Curriculum) Standar Isi Mata Pelajaran Bahasa Inggris SMP dan MTS*, Jakarta

writing to engage others implies somebody who utilizes the language and structure that has been changed with express his perspective. It writes to engage and give perusers something to appreciate.<sup>33</sup>

### 2.5.Text

A text is an etymological unit that is significant in a unique circumstance.<sup>34</sup> Etymological units are phonemes or morphemes or expressions or provisions or sentences or talk. Means full of importance. Setting alludes to a phonetic setting or non semantic setting. Semantic setting is the phonetic unit when the content. Non phonetic setting is outside the content. So text is an etymological unit that is important in both phonetic and non semantic settings.

Text is spoken content and composed content. Spoken content is all the significance of spoken content. This can be a word or state or a sentence or discourse. Oral talk can be a speech or an exchange or a discussion. It could be a melody or verse or a show or talk, and so on Composed content is a significant writte text. This could be a notification or a lead or an advertisment or a passage or an exposition or an aricle or book, and so forth A book alludes to a short or since quite a while ago composed content that is thoroughly articulated.

Language text will be text that is spoken or written in a language. English content is text that is spoken or written in English. German content is text that is spoken or written in German. Indonesian content is text that is spoken and written in Indonesian. A book is spoken or written in any language.<sup>35</sup>

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<sup>33</sup>George Braine and Claire May, (1996), *Writing from Sources: A Guide for ESL Students*, California: Mayfield, p. 141.

<sup>34</sup>S. Siahaan,(2008) *Generic Text Structure* ,Yogyakarta: Graha Ilmu, p.1.

<sup>35</sup>Ibid, p.2

## 2.6.Descriptive text

The etymological description or descriptive comes from the word “describe”. Describe the meaning of drawing, illustrating, or describing objects, places, people to have a visual appearance of the object described. In any case, illustrative writings can likewise portray thoughts or perspectives so as to have a visual appearance. In a piece, depiction is additionally considered as text. This is where when the author attempts to depict an item to the peruser. The article can be anything. That can be a solid item, for example, an individual, or creature, or plant, or vehicle, and others.<sup>36</sup>

Descriptive is a sort of composing attempts to give an image in the peruser's psyche. It tells what something looks like or sounds or believes or smells or even feels. Portrayal is text that contains two segments, in particular distinguishing proof and depiction, to recognize the item to be portrayed, while the depiction is to depict the part, quality and attributes of the article part.<sup>37</sup>

Descriptive text is composed English content in which the author portrays an article. In this content, articles can be concrete or conceptual items. It could be an individual, or creature, tree or house or outdoors. The theme can be anything. All in all. Descriptive text is a writing work that pictures and shows something by depicting the subtleties of the subjects.

As a typical written text, descriptive paragraphs have several characteristics such as :

- a. Describing the use of sensory language.

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<sup>36</sup>Jeremy Harmer, (2001), *The Practice of English Language Teaching (Third Edition)*, UK: Longman, p. 260.

<sup>37</sup>S. Siahaan, (2008), *The English Paragraph*, Yogyakarta: Graha Ilmu, p.90.

- b. The details are rich, lively, and live.
- c. Tend to use figurative language such as simile, hyperbole, metaphor, symbolism and personification.
- d. It shows, not tells through the use of the correct active verb and modifier the topic to writing.
- e. Use clear and concise language.
- f. It leaves the reader with a clear impression to express the symbol or character the use.

According to Carrol description is writing by vividly in details to capture the scene, setting, person or moment.<sup>38</sup>

The effective writing includes:

- a. Sensory details sight, sound, smells, taste, and physical sensation.
- b. Vividly, precise language.
- c. Figurative language or comparison.
- d. Adjective and adverbs that paint a word picture.

Graphic content comprises of five parts, specifically: portraying measure, function, article, individual, and spot.

- a. Describing an individual, the main thing that ought to be done is to perceive that singular trademark, for example, physical characteristic (eye, hair, skin) passionate (Warm, quiet, anxious), moral perspectives (Kind, Stingily) and scholarly (shrewd, sharp).
- b. Describing cycle is depicting how to something is occurred or done how something is occurred or done.

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<sup>38</sup>J.A. Carrol. (2001). *Writing and Grammar*. New Jersey: practice Hall. p. 97.

- c. Describing a spot is by an introducing something like a school, a field or nursery.
- d. Describing thing (object) is by giving something the physical trait of an item, for example, the shading, shapes, frames, etc.
- e. Describing a function is disclosing all subtleties identified with the function unmistakably.

Recorded as a hard copy clear content, the understudies require imaginative and basic perspective to build up a writing the thoughts. It is a think cycle that depends. On composing, yet additionally on students' insight. In the event that it very well may be accomplished, the understudies can compose with no challenges. By utilizing a decent method, the instructing learning cycle can run well and it can improve students' accomplishment recorded as a hard copy graphic content. Portrayal, Interpretation, and Evaluation procedure is one of the powerful prewriting strategies that is valuable to improve students' accomplishment recorded as a hard copy.

Specialized Description, Interpretation, and Evaluation is utilized with the goal that students can recognize, clarify, decipher, and survey the data, ideas, thoughts, etc, and can apply them in learning exercises to talk about examination material is available in a visual from, for example, photos of a function or movement.<sup>39</sup>

## **2.7.The Types of Descriptive Text**

Additionally there are a few sorts in graphic composition :

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<sup>39</sup>Arikunto, Sudjana,( 2010), *ProsedurPenelitiandanSuatuPendekatanPraktek*, Jakarta: RinekaCipta

- a. Physical depiction may zero in on the appearance of the individual, spot or thing.
- b. Descriptions of thoughts utilize solid pictures or analogies to help perusers get unique or muddled ideas.
- c. Functional description delineate significant pieces of the essayist's past by portraying an individual, spot, thing or function.
- d. Character portrayals illustrate the appearance and character of genuine character.<sup>40</sup>

### 2.8. The Structure of Descriptive Text

The conventional structures of a descriptive are as the following:

- a. Identification : recognizes the marvel to be depicted.
- b. Description of highlights : portrays highlights arranged by significance:
  - Parts/things (physical appearance).
  - Qualities (level of magnificence, greatness, of worth/esteem).
  - Other attributes (noticeable angels that are novel).

The conventional highlights of depiction are :

- a. Verb in the current state.
- b. Adjective to depict the highlights of the subject.
- c. Topic sentences to start passages and arrange the different parts of the portrayal.<sup>41</sup>

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<sup>40</sup>ibid. p. 99

<sup>41</sup>Mark Anderson and Kathy Anderson. (1998), *Text Type in English 3*. J Australia: Macmillan, p.26

## B. Previous Study

1. This examination identifies with an exploration made by Feriyanti on the title "Implementation of Talking Stick Technique to Improve Students' Reading Comprehension at Seventh Grade of MTS Ma'arif Andong in Academic Year 2015/2016". The point of the examination was to discover the execution of talking stick strategy in improving the understudies' Comprehension in perusing. In building this examination, the author gathered information from the homeroom activity research (CAR), which was helped out through four stages. There were plan, activity, perception, reflection. The subject of this information were 39 understudies at the VII Grade of MTS Ma'arif Andong in Academic Year 2015/2016. In doing this exploration, the method of dissecting information was applied by utilizing subjective and quantitative information. The subjective information was taken from talk with, perception sheets, journal notes, and documentation. The quantitative information was taken from the test.
2. This study relates to a research by the journal made by Siti Romlah on the title "Improving Students' Speaking Skill through Talking Stick Text: A Case Study In SMP Negeri 1 KedawungKabupaten Cirebon. The subject of this data were 43 students at the VII Grade of SMP Negeri 1 KedawungKabupaten Cirebon. The objectives of this study are to improvement of classical learning mastery of students; speaking skill at SMP Negeri 1 KedawungKabupaten Cirebon. This research uses classroom action research (CAR). The techniques for collecting data were performance test,



performance, while for collecting teacher' performance used observation and for collecting the data of students' responses used questioner.

### **C. Conceptual Framework**

Writing is the cycle of correspondence which utilizes a traditional realistic framework to pass on a message to the perusers. Somebody expounds on something since he has thoughts which he needs to advise to others. Composing ought to be sorted out successfully and incorporate perspectives, for example, content, association, jargon use, linguistic use and mechanical thought, for example, : spelling and accentuation. In this manner, composing isn't a simple cycle particularly in Descriptive Text. Numerous understudies actually discover troubles when they need to compose, they incapable to compose despite the fact that they have learned it for quite a long time. It is important to have a route in taking care of this issue and to improve their capacity so they compose the great hortatory piece text. That is the reason the educator should utilize the strategy in instructing.

Technique talking stick strategy which is one of the learning models that can make students active in a learning process. By learning the technique of talking stick students further explore the lesson because learning done on this strategy the teacher explains the material to be delivered, then students write and repeat the lessons explained by the teacher by writing in textbooks, and then reinforced using question and answer, which the questions come from the teacher and will be accompanied by music and sticks as learning media that make students not bored and bored.

This technique will also be able to improve student learning outcomes as well as in writing material, which is material with the aim of students being able to write and develop their ideas. so this material is very suitable for this Talking Stick strategy that provides insights to understand the material students are learning.

#### **D. Hypothesis of Research**

Ha : The Talking Stick technique can't be improve the students' writing ability in Descriptive Text.

Ho : The Talking Stick Technique can be improve the students' writing ability in Descriptive Text.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

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

The design of this research was action research. As according to Burns, action research has primary expect to take care of issues happening in the instructing and learning measure via completing an activity. It is executed to acquire changes and improvement the educating and learning measure. Nunan clarifies that activity research is completed by experts, is collective, and plan to change things.

To do the action research, the researcher needed to follow several steps. Kemmis and McTaggart said that action research includes four stages. Those are planning, activion, observation, and reflection which were considered as a pattern of exploration. The main cycle was a proceeding with which repeats until the analyst is happy with the consequence of the examination. As such, the scientist ended the cycle if there were change and improvement in the educating and learning measure.

Kusumah and Dwitagama said that Classroom Action Research will be research that is finished by instructors in their group with any means: arranging, usage and mirroring the activity cooperatively and participative with a plan to fix fill in as an educator.<sup>42</sup>

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<sup>42</sup>Kusumah, Wijaya dab Dedi Dwitagama, (2010), Mengenal Penelitian Tindakan Kelas, Jakarta : PT INDEKS, p.9

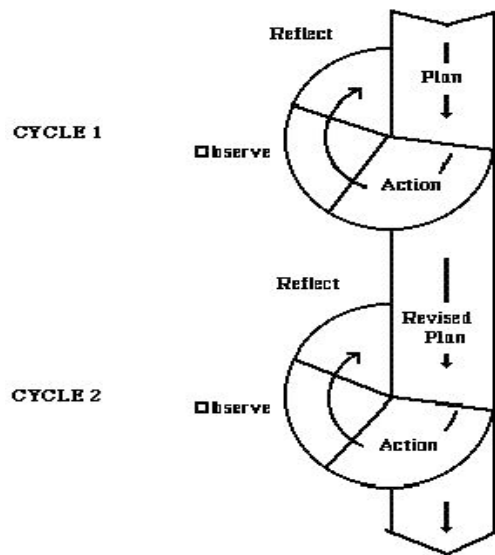


Figure 3.1. : Cyclical AR Model Based on Kemmis and McTaggart

### 1. Planning Phase

Planning usually starts with something like a general idea. For one reason or another, it seems desirable to achieve certain goals. General planning is intended to regulate all aspects called Classroom Action Research. On the other hand, special planning will be formed into a learning plan based on the syllabus used today. At this stage the researcher must provide instruments that support the learning process, namely: determining the learning material, after which a learning plan is made, then developing a classroom action strategy, and compiling an observation sheet. Then the researcher gave the pre-test and post-test in measuring how the students' writing Ability.

### 2. Acting Phase

The acting phase must be carried out at least two cycles continuously, and the time period for each cycle depends on the material requirements that exist in the semester or the annual program designed by the teacher. The teacher uses the

strategies determined when he teaches while the writer observes the class conditions during the teaching and learning activities.

In this action the researcher will carry out action research and take several actions, namely: the first step of the researcher giving a pre test to the students, then the researcher teaching the material to write descriptive text using the talking stick technique, then the researcher gives the opportunity to students to write in the book about the material. After that the researcher gave a post test.

### 3. Observation Phase

Perception is one of the instruments in gathering information. As a logical technique, perception can be utilized methodically to watch and record the wonders being concentrated, for example, students experiencing issues thinking, and something students' do in the learning cycle. So the scientist watched the students by taking a gander at and recording the outcomes found in the field. At that point the specialist amended the aftereffects of the students 'pre-test and post-test to see if the students' composing capacity had improved or not. The stick made of wood and the students write the description use the stick.

### 4. Reflection Phase

In view of the consequences of perceptions, analysts give assessments to understudies during the educating and learning measure. this is a significant activity if the scientist finds an issue with students' in the principal cycle. at that point the scientist will improve while doing the following cycle.

## **B. Participants and Research Site of the Study**

The research will be conducted in MTs Aisyiyah Medan. The school is located on Menteng Raya Gg. Rahayu Medan. The situation of the school environment is safe and quiet. The condition of the school is good.

The participants of the research consist of 25 students from seventh grade VII of MTs Aisyiyah Medan. There are 14 male and 11 female. The motivation in Writing, especially in English were quite low. Then, the researcher got the data from English teacher in conducting the action research.

### **C. Data Collection**

In this exploration, the information will be gathered by utilizing quantitative and subjective information.

#### **1. Quantitative**

The quantitative data were utilized to know the students' authority through giving scores of the subject that they had learned. In collecting quantitative data, the exploration utilized :

##### **1. Test**

In quantitative data, it will be direct by writing test. There are two sorts of test will be given the analyst to the students. The underlying test and the last test. The pre-test is finished with a numerous decision trial of unmistakable content, the pre-test will be done before applying the Talking Stick procedure in figuring out how to compose illustrative content. To gauge students' ability of writing from the start. While the post test was done in the wake of utilizing the Talking Stick method. The test is held toward the finish of the main cycle.

In this investigation the analyst requested that students compose clear content as per the course of the specialist. At that point the specialist gave a few subject decisions and the students picked one theme. In scoring graphic content composition, scientists utilized the five parts of scoring writing proposed. This test was directed to see the improvement in students capacity recorded as a hard copy illustrative book.

## 2. Qualitative

The qualitative data depicts the circumstance and condition during showing learning measure. In the qualitative data, the scientist utilizes talk with sheet, perception sheet, and journal notes.

### a. Interview Sheet

Interview sheet will be utilized to decide the troubles, issues, and states of different students just as to discover the thoughts or perspectives of students in figuring out how to write enlightening content utilizing the Talking Stick procedure.

### b. Observation Sheet

The observation sheet will zero in on the circumstance in the instructing and learning measure, students' exercises, conduct, and the degree to which students' can utilize the Talking Stick method.

### c. Diary note

Diary notes can be writing following an instructing function. The journal that will be write by the specialist because of perception during the study hall activity that has been actualized. The journal notes contain study assessments in

class and students' improvement recorded as a hard copy enlightening content abilities.

#### **D. Data Analysis**

The researcher will be applied qualitative and quantitative data. The qualitative data will be analyzed by using interview sheet, observation sheet, and diary noted. The quantitative data will be analyzed from the score of the students that they get from the writing test.

The segment of the writing test covers content, organization, vocabulary, language use and mechanics. By applying both of information, it was normal that improvement in students capacity in descriptive text writing through talking stick technique would be accomplish.

To get the mean of students' writing score within one cycle uses the formula :

$$\bar{X} = \frac{\sum x}{N} \times 100$$

Where :

$\bar{X}$  : Mean

$\sum x$  : Individual Score

N : Number of Students<sup>43</sup>

The level of understudies who got accomplishment recorded as a hard copy clear content was determined by applying the accompanying recipe :

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

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<sup>43</sup>Anas Sudjono,(2008), *Pengantar Statistika Pendidikan*, Jakarta : Raja Grafindo Persada, p. 75



Where:

P = the class rate

R = the absolute of understudies who passed the KKM

T = the absolute number of understudies

#### **E. Research Procedure**

Systems of information assortment are administrated in one cycle. It comprises four division : Planning, Acting, Observing and Reflecting.

##### **1. Pre-test**

Pre-test is utilized to distinguish the fundamental information on the students about writing descriptive text, the students concern recorded as a hard copy, conduct, demeanor and all exercises of the students during activity measure. After that keep on cycling I.

##### **2. Cycle I**

###### **a. Planning**

Planning is a design for managing or ensuring a research problem, so a study needs to make preparations before carrying out action research. Researchers will prepare material that will be used in the research process, such as facilities and media as well as material (books and dictionaries) that are relevant to writing descriptive texts. The material will be drawn from textbooks, the internet and other sources. From this material, the researcher will design a lesson plan. Researchers will apply the talking stick technique in the first cycle and the second cycle.

#### b. Acting

Acting stage will be done from a demonstration which arranged previously. Activity is the usage of arranging. The specialist will actualize talking stick strategy in showing learning measure for writing theme:

1. Opening the class by welcome to the students.
2. Explain the rhetorical structure of descriptive text.
3. Applying talking stick method.
4. The students to write descriptive text.
5. Evaluating the entire exercises.
6. Giving end

#### c. Observing

Watching proposes to discover data of activity. The scientist will watch the circumstance in the technique during the learning cycle. Accordingly, conduct, perspectives and all students exercises during the activity cycle. The consequences of the perceptions caused will to be gathered as information that will be utilized as a reason for reflection.

#### d. Reflecting

The last one is reflection. At this stage the objective is for reflection or assessment of the past three phases. Reflection can be resolved in the wake of doing the activity and perception results. In the event that there are still a few issues, at that point it is important to proceed to the following cycle until it is done.

### 3. Cycle II

#### a. Planning

Arranging ought to be founded on the issue distinguished. The following are the things plan:

1. The exercise plan.
2. The materials for gathering information such journal note, perception sheet and meeting sheet.
3. The instrument for gathering information such journal note, perception sheet and meeting sheet.
4. Preparing the offices and media (book and word reference) that will be utilized meeting sheet.
5. Preparing the task required for students.

#### b. Action

Activity implies the cycle to be completed from the action. Activity is the usage of arranging. Then again, activities depend on pre-made arrangements.

#### c. Observation

Perception was pointed toward discovering the data that would be utilized to the assessment and would be the essential reflection. In this manner, mentioning objective facts must be engaged and cautious. In perception, certain emotions and practices during cooperative composing will be noticed: understudies' perspectives while accomplishing their work effectively or inactively, the commitment every understudy can make of the material, and their mentalities recorded as a hard copy spellbinding writings.

#### d. Reflection

Reflection was the assessment of the activity that had been finished. Truth be told, all information will be prepared, just as issues and troubles found. It will proceed with a reflection on the impact of the activity.

#### **F. Concluding Remark**

This chapter has discussed the research methodology of the study, including the research design, the participant of the study and also discuss about technique collecting data, type of data, research instrumen, and procedure of data collecting. The next chapter would describe of data analysis in research finding.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

The analyzed of classroom action research using types were the data, namely qualitative and quantitative data. Qualitative data were taken from interviews, observation sheets and dairy noted. Quantitative data is taken from the mean score of students in doing the test. Researchers conducted research in a class of 25 students. This is done in two cycles. Each cycle consists of four stages, namely planning, implementing the action, observing and reflecting. The first cycle consists of three sessions, namely the test, giving the material and Post-Test I. The second cycle consists of two sessions, the material and Post-Test II the test given to students is pre-test. Test, Post Test I in first cycle and Post Test II in second cycle.

#### **1. The Quantitative Data**

The quantitative data of the results were taken from the tests given to students. The topics given in the test are those that are still relevant to the learning being taught and discussed in class in each cycle.

##### **1.1Pre-Test**

The researcher gave a test. The test was given to students before the treatment is completed utilizing the talking stick technique. The researchers noticed that the achievement score students needed to make was 70 was progress contingent upon the base fulfillment rules of understudies in the school. It is realized that the normal score of students keeps on expanding from the test to the post-test cycle one and cycle two. Following are the students pre-test scores as follows: (see at appendics VI).

From the table before the test shows that were 3 students who achievement the test and 22 did unsucccess. Moreover, the complete students score was 1120 and the quantity of students who stepped through the test was 25. So the mean of the students was:

$$\begin{aligned}\bar{X} &= \frac{\sum x}{N} \\ \bar{X} &= \frac{1120}{25} \\ \bar{X} &= 44,8\end{aligned}$$

Based on the result of the analysis, the students' ability in writing descriptive text was low. The students' mean score was 44,8. The percentage of students' who pass the writing test is calculated by the following formula :

$$\begin{aligned}P &= \frac{R}{T} \times 100 \% \\ P1 &= \frac{3}{25} \times 100 \% \\ &= 12 \%\end{aligned}$$

And

$$\begin{aligned}P2 &= \frac{22}{25} \times 100 \% \\ &= 88 \%\end{aligned}$$

From the table above, it can be seen that the students' ability to write descriptive text is low. This can be seen from the students' mean score of 44,8. The percentage of students' score was 3 students' who are successful or it was 12 %. Meanwhile, 22 students' achieved unsuccessful score was 88 %. It can be concluded that the students' writing ability on the pre-test was low. Therefore, researcher would do post-test I in the frist cycle. (see at appendices VI)

## 1.2 Post-Test I

In the first post-test, the researcher gave a test, a test that was given after applying the talking stick technique. There was an increase in student scores in the first cycle post-test. Following are the students' post-test scores in the first cycle.

The table before the test shows that were 15 students' who success the test and 10 did unsuccess. In addition, the total students' score was 1655 and the number of students' who took the test was 25. So the mean of the students' was :  
( see at appendices VII).

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ \bar{X} &= \frac{1655}{25} \\ &= 66,2\end{aligned}$$

Based on the result of the analysis, the students' ability in writing descriptive text was low. The students' mean score was 66,2. The percentage of students' who pass the writing test is calculated by the following formula :

$$\begin{aligned}P &= \frac{R}{T} \times 100 \% \\ P1 &= \frac{15}{25} \times 100 \% \\ &= 60 \%\end{aligned}$$

And

$$\begin{aligned}P2 &= \frac{10}{25} \times 100 \% \\ &= 40 \%\end{aligned}$$

From the table above, it can be seen that the students' ability to write descriptive text is low. This can be seen from the students' average score of 66,2. The percentage of students' score was 15 students' who are successful or it was

60 %. Meanwhile, 10 students' achieved unsuccessful score was 40 %. Because seen from the students' ability to write descriptive texts in the first cycle in the post-test I was still categorized as unsuccessful, the researcher would continue his research in cycle II. (see appendices VII)

### 1.3 Post-Test II

The researcher then continued his research in the second cycle. The aim of the researcher to continue to the next cycle was to increase the students' scores in writing descriptive texts, after doing the post-test in the first cycle. Following are the students' post-test scores in cycle II.

The table before the test shows that were 21 students' who success the test and 4 did unsuccess. In addition, the total students' score was 1919 and the number of students' who took the test was 25. So the mean of the students' was : ( see the appendices VIII).

$$\begin{aligned}\bar{X} &= \frac{\sum x}{N} \\ \bar{X} &= \frac{1919}{25} \\ &= 76,76\end{aligned}$$

Based on the result of the analysis, the students' ability in writing descriptive text was low. The students' mean score was 76,76. The percentage of students' who pass the writing test is calculated by the following formula :

$$\begin{aligned}P &= \frac{21}{25} \times 100 \% \\ P1 &= \frac{21}{25} \times 100 \% \\ &= 84 \%\end{aligned}$$

And



$$P2 = \frac{4}{25} \times 100 \% \\ = 16 \%$$

From the table above, it can be seen that the students' ability to write descriptive text is low. This can be seen from the students' mean score of 76,76. The percentage of students' score was 21 students' who are successful or it was 84 %. Meanwhile, 4 students' achieved unsuccessful score was 16 %. It can be concluded from this research, that the students' ability in writing descriptive texts on the post test and cycle II was categorized as successful and improved. So the researchers stopped in this second cycle. (see appendices VIII)

Based on the table above, it showed that the results of data analysis that have been carried out have increased students' abilities in writing descriptive text. It was demonstrated shown by the pre-test the mean score of 44.8, the mean estimation of the post-test I first pattern of 66.2 and the post-test II the mean score of the second cycle 76,76. The level of students learning results in the pre-test score. Test that get a score of up to 70 are 3 students. This implies that there is an improvement of 12%. The level of students scores in the post test I first cycle who got scores up to 70 was 15 students. This implies that there is an improvement of about 60%. At that point the level of students scores in the second pattern of post test II who scored up to 70 was 21 of 25 students. This implies was improvement of about 84%. (see appendices V).

From these data, it shows that the use of the talking stick technique in learning to write descriptive text is very effective, and from the information above, it tends to be inferred that seen from the students' capacity recorded as a

hard copy graphic content has improvement by utilizing the talking stick procedure.

## **2. The Qualitative Data**

Qualitative data that has been analyzed from the observation sheet and interview sheet. The research was conducted in several cycles, from the first cycle consisting of three meetings and the second cycle consisting of two meetings in that cycle there were tests.

### **2.1 Cycle I**

Researchers have also taken several steps in the first cycle, namely planning, acting, observing and reflecting. The following activities were carried out at each step:

#### **a. Planning**

The planning is prepared before the researcher conducts the research. The first thing the researcher did was by compiling lesson plans for three meetings, the material to be delivered was taken from the internet and in accordance with the topic of discussion, namely about descriptive text, and had implemented the Talking Stick technique in learning to write descriptive text texts. The materials made are all used by researchers in learning to write descriptive texts in class.

#### **b. Action**

The plan that has been prepared is then carried out in the teaching process of learning to write descriptive texts using the talking stick technique. The first explains the descriptive text, the second provides an example of the text descriptive, and the last explains the talking stick technique. Before the teacher gave the test in cycle I, the teacher reviewed the learning topics that had been discussed in class to make it easier to answer these questions.

### c. **Observation**

Observations were made to determine the extent of students' knowledge and how students' behavior and what problems students experienced during the teaching and learning process. Students who participate effectively during the learning process and also when they use Most students have participated effectively during the teaching and learning process and also when they used the talking stick technique and even though they were still difficult and did not master descriptive texts and student activities can be seen on the observation sheet and also documentation taken by researchers during the teaching and learning process in the classroom.

### d. **Reflection**

Researchers evaluated the teaching and learning process at the end of the meeting. Researchers asked students when learning descriptive texts, how students felt and what difficulties they faced using the talking stick technique. This will be asked by the teacher at the end of the meeting. Through reflection, researchers know which part of the problems they face and also on student learning outcomes when doing tests. From the students' responses and the students' scores above, the researcher then proceeded to the second cycle with the hope that the students' abilities could be better than before. The second cycle was held to increase students' scores in writing descriptive texts.

## 2.2 **Cycle II**

Researchers have taken several steps in the second cycle, namely planning, acting, observing and reflecting. The following activities are carried out in the second cycle at each step:

**a. Planning**

At this step, several activities had been carried out to make a lesson plan containing actions to prepare teaching materials related to the use of the talking stick technique and these were all required in action, preparation for tests to measure research results, observation sheets, interview sheets and diary noted.

**b. Action**

At this step, there were several activities that have been carried out by researchers. The first, the researcher has explained the material about descriptive text, and provided examples and generic structure of the descriptive text so that students understand better, then the teacher applies the talking stick technique to improve their ability to write descriptive texts, the teacher asks students to write descriptive texts about people, animals, place, students choose the one that they want to describe after they have finished collecting it.

**c. Observation**

The observations were still being made the last time. What is observed from student activities shows that most students no longer experience problems or difficulties in writing descriptive texts. Students are more happy in learning the material during the teaching and learning process and are enthusiastic than ever.

**d. Reflection**

Based on observations and tests conducted by students, it can be concluded that by using the talking stick technique, the researcher was able to improve the students' ability in writing descriptive texts. And the students' scores in the second cycle had an increase compared to the first cycle, in the first cycle the students' average increase was 60%. And in the second cycle it increased to 84%. Based on the results of observations from the tests given to students, the researcher

concluded that the students' scores had increased in writing descriptive texts using the talking stick technique. The value obtained by students in the second cycle increased from the first cycle.

## **B. Discussion**

This research was conducted to determine the improvement of students' abilities in writing descriptive texts through the talking stick technique. This technique is a technique that can be used or applied by teachers in teaching English to improve students' ability to write descriptive texts.

The results of the research conducted by the researcher indicate that the talking stick technique is effective and can be used in teaching writing. This can be seen from the table which shows that the results of the increase in student scores from the pre-test, first cycle post-test and second cycle post-test. From this improvement, the teacher can control the class well and create an active class that is not bored, besides this technique helps students understand the material easily because their talking sticks easily express their writing ideas.

Based on quantitative data, it was seen that the students capacity recorded as a hard copy distinct writings expanded and turned out to be acceptable at the main gathering until the following gathering. The mean score of students in the pre-test was 44.8, the mean score of students in the post-test I was 66.2, and the normal score of students in the post-test II was 76,76.

Based on the results of qualitative data obtained from observation sheets, interviews and diary noted, it was noted that the class was running in a conducive manner. In the cycle, the researcher begins arranging before doing the test. The

researcher has arranged: exercise plans, material on descriptive writings, practices as an instrument for information assortment utilizing the talking stick technique. Besides, the researcher acted to clarify the engaging content material to be conveyed, provide descriptive examples of the text, and the talking stick technique. Then the students pay attention to the researcher during the teaching and learning process. Students also feel enthusiasm in doing the assignment given by the researcher by using the talking stick technique. This shows that the talking stick technique can encourage and motivate students to be more enthusiastic in learning English, especially writing English.

It can be concluded that the research results indicate that the talking stick technique can improve students' ability in writing descriptive texts. This makes students upbeat and can create thoughts for writing descriptive text. This is evidenced by quantitative data which shows the students' scores are getting better from pre-test to post-test I in the first cycle and from post-test I to post-test II in the second cycle. This is also evidenced by qualitative data which shows that teachers are getting better at controlling the class and students are more conducive and enthusiastic in learning to write descriptive texts.

## **CHAPTER V**

### **CONCLUSIONS, SUGGESTIONS AND RECOMMENDATION**

#### **A. CONCLUSIONS**

Based on the results of students' writing tests on descriptive texts, the talking stick technique can improve students' ability in writing descriptive texts. It very well may be seen that from the writing test scores there are students who get high scores. Furthermore, the worth acquired before utilizing the Talking Stick technique, the students capacity recorded as a hard copy elucidating text was low. The mean of Pre-test was 44,8 There were 3 students who achievement the test and 22 students who unsuccess the test. The mean of post-test I was 66,2, there were 15 students who achievement and 10 students who unseccess and the mean of post-test II was 76,76 there were 21 students who achievement and 4 students unsuccess.

The Talking Stick method is powerful and effective for students in improving their capacity to compose elucidating writings. This procedure is successful in light of the fact that students can write thoughts and portray them obviously in their writing. Assessment of students' writing tests on content, organization, vocabulary, language use and mechanics of success and failure. This method is effective in light of the fact that scientists don't require numerous things to train elucidating writings and students are glad and excited in the educating and learning measure. This is proven by the observation sheet and interview sheet.

## **B. SUGGESTIONS**

This research showed Talking Stick technique improved the students' ability in writing descriptive text especially at MTs Aisyiyah Medan. The following suggestions are :

1. For English teachers, by applying the Talking Stick technique as an alternative to teaching and making variations in the teaching and learning process so that students will feel more fun and active.
2. The Students can practice writing descriptive texts to be able to develop and improve their ability to write descriptive texts.
3. For the Researchers developed the Talking Stick technique in the learning process in problem solving.
4. To other researchers, as information to get good techniques and to improve students' abilities in writing descriptive texts.

## **C. RECOMMENDATION**

Build upon the research in conclusion and suggestion, found the technique namely Talking Stick. From the result the talking stick technique to improve students' writing ability in descriptive text it recommended for teacher to use the technique, the important to teacher is to implement an appropriate and technique. So that students' are not boring during the learning process, the students' passive able to best well in process learning. Talking stick technique is the best technique which has a view the students' are active learners, by using the technique the learning process involved cooperative and active. They will be able to understand the language they learn, the students' must be active in learning process.



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## **APPENDICS I**

### **RENCANA PELAKSANAAN PEMBELAJARAN**

#### **(RPP)**

#### **CYCLE I**

School : MTs Aisyiyah Medan

Subject : English Lesson

Class/Semester : VII/ I

Topic :Descriptive Text

Time Location : 3 x 40 (3 Meetings)

#### **A. Standard Competance**

KI 1: Appreciate and live the teachings of the religion it adheres to

KI 2:Appreciate and appreciate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation) polite, confident in interacting effectively with the social and natural environment within the reach of relationships and existence.

KI 3:Understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art and culture related to phenomena and events seen in the eye.

KI4:Processing, serving and reasoning in the realm of concrete (using, decomposing, assembling, modifying and composing) in accordance with what is learned in schools and other sources that are the same in perspective / theory.

#### **B. Basic Competency**

3.10 Understanding the purpose, structure of the text, and linguistic elements of the descriptive oral and written text about people, animals, and objects, is very short and simple.

**C. Indicator**

1. Write information such as the name and nature of animals obtained from the text
2. Find some new vocabulary in the text
3. Estimating the meaning of new vocabulary obtained from the text
4. Shows the structure of descriptive text in text
5. Connect information contained in text to game activities

**D. Learning Objectives**

1. Students can write information such as the name and nature of animals obtained from the text.
2. Students can find several new vocabularies in the text.
3. Students can estimate the meaning of new vocabulary obtained from the text
4. Students can demonstrate the structure of descriptive text in e text
5. Students can connect the information in the text to the game activities

**E. Learning Material**

- Descriptive text is a kind of text which purpose to give information.
- The purpose of descriptive text is to describe a particular place, thing, or person.
- Text organization: Identification (mention the special participant) and Description(mention the part, quality, and characteristics of subject being described).
- Language features:
  - It uses simple present tense.
  - It uses adjectives and noun phrase.
  - It may use degree of comparison.

## **F. Learning Method**

1. Learning Model : Active Learning
2. Learning Technique : Talking Stick Technique

## **G. Learning Media**

### ➤ **Media**

Picture, paper sheet, and text book

### ➤ **Alat dan Bahan**

Stick, whiteboard, etc.

## **H. Learning Activities**

### Opening (25 Minutes)

1. Greeting the students
2. Checking students' attendance
3. Introducing the topic of the material
4. Making a stimulation to make students having an imagination about the topic that will discuss
5. Explaining the students' roles in doing the activity and the objective of the lesson

### Main Activities (60 Minutes)

1. Asking the students some question about the topic
2. Explaining about what the Descriptive text is and the main idea of each paragraph
3. Giving a handout copy of Descriptive text and telling the story to the students
4. Explaining to the students the example of the text given and what the general information, specific information and textual meaning from the text
5. Asking the students to survey the text carefully by focusing on the title, first sentence and the last sentence of the text (*survey*)
6. Asking the students to answer the questions related to the text as a pre-questions (*question*)
7. Asking the students to write the text carefully (*write*)

8. Asking them to understand the text and find out the answer of the text
9. Giving positive feedback about the students' participation in the learning process
10. Asking the students about what they have just learnt
11. Summarizing the lesson
12. Asking the students whether they still have questions about the lesson or not

Closing (35 Minutes)

1. Distributing post-test
2. Collecting the students' worksheet
3. Closing the meeting by saying "Good Bye"

#### **I. Evaluation**

- Type of evaluation : Writing
- Evaluation form : Multiple choice and Essay

#### **J. Assessment**

- Setiap soal yang benar diberi nilai 5
- Total penilaian  $20 \times 5 = 100$
- Nilai maksimum: 100

$$\text{Penilaian Siswa} = \frac{\text{Nilai yang diperoleh}}{\text{Nilai Maksimum}} \times 100\%$$

Medan, 2020

Guru Bahasa Inggris



**Maharleny Br Damanik**

Peneliti



**Nurfadilah Tanjung**

NIM. 0304163174

**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**  
**CYCLE II**

School : MTs Aisyiyah Medan  
Subject : English Lesson  
Class/Semester : VII/ I  
Topic :Descriptive Text  
Time Location : 2 x 40 (2 Meetings)

**A. Standard Competance**

KI 1: Appreciate and live the teachings of the religion it adheres to

KI 2:Appreciate and appreciate honest behavior, discipline, responsibility, care  
(tolerance, mutual cooperation) polite, confident in interacting effectively  
with the social and natural environment within the reach of relationships and  
existence.

KI 3:Understanding and applying knowledge (factual, conceptual, and procedural)  
based on his curiosity about science, technology, art and culture related to  
phenomena and events seen in the eye.

KI4:Processing, serving and reasoning in the realm of concrete (using,  
decomposing, assembling, modifying and composing) in accordance with  
what is learned in schools and other sources that are the same in  
perspective / theory.

**B. Basic Competency**

3.10 Understanding the purpose, structure of the text, and linguistic elements  
of the descriptive oral and written text about people, animals, and  
objects, is very short and simple.



### **C. Indicator**

1. Write information such as the name and nature of animals obtained from the text
2. Find some new vocabulary in the text
3. Estimating the meaning of new vocabulary obtained from the text
4. Shows the structure of descriptive text in text
5. Connect information contained in text to game activities

### **D. Learning Objectives**

1. Students can write information such as the name and nature of animals obtained from the text.
2. Students can find several new vocabularies in the text.
3. Students can estimate the meaning of new vocabulary obtained from the text
4. Students can demonstrate the structure of descriptive text in the text
5. Students can connect the information in the text to the game activities

### **E. Learning Material**

- Descriptive text is a kind of text which purpose to give information.
- The purpose of descriptive text is to describe a particular place, thing, or person.
- Text organization: Identification (mention the special participant) and Description(mention the part, quality, and characteristics of subject being described).
- Language features:
  - It uses simple present tense.
  - It uses adjectives and noun phrase.
  - It may use degree of comparison.

## **F. Learning Method**

1. Learning Model : Active Learning
2. Learning Technique : Talking Stick Technique

## **G. Learning Media**

### ➤ **Media**

Picture, paper sheet, and text book

### ➤ **Alat dan Bahan**

Stick, whiteboard, etc.

## **H. Learning Activities**

### Opening (10 Minutes)

1. Greeting the students
2. Checking students' attendance
3. Introducing the topic of the material
4. Making a stimulation to make students having an imagination about the topic that will discuss
5. Explaining the students' roles in doing the activity and the objective of the lesson

### Main Activities (40 Minutes)

1. Asking the students some question about the topic
2. Explaining about what the Descriptive text is and the main idea of each paragraph
3. Giving a handout copy of Descriptive text and telling the story to the students
4. Explaining to the students the example of the text given and what the general information, specific information and textual meaning from the text
5. Asking the students to survey the text carefully by focusing on the title, first sentence and the last sentence of the text (*survey*)
6. Asking the students to answer the questions related to the text as a pre-questions (*question*)

7. Asking the students to write the text carefully (*write* )
8. Asking them to understand the text and find out the answer of the text
9. Giving positive feedback about the students' participation in the learning process
10. Asking the students about what they have just learnt
11. Summarizing the lesson
12. Asking the students whether they still have questions about the lesson or not

#### Closing (30 Minutes)

1. Distributing post-test
2. Collecting the students' worksheet
3. Closing the meeting by saying "Good Bye"

#### **I. Evaluation**

- Type of evaluation : Writing
- Evaluation form : Multiple choice and worksheet

#### **J. Assessment**

- Setiap soal yang benar diberi nilai 5
- Total penilaian 20 x 5 = 100
- Nilai maksimum: 100

$$\text{Penilaian Siswa} = \frac{\text{Nilai yang diperoleh}}{\text{Nilai Maksimum}} \times 100\%$$

Medan, 2020

Guru Bahasa Inggris



**Maharleny Br Damanik**

Peneliti



**Nurfadilah Tanjung**

NIM. 0304163174

## APPENDICS II

### PRE- TEST

**Name :**

**Class :**

Read the text below and choose the right answer by crossing (X) A, B, C, or D!

#### Jacob

Jacob is the youngest in our family. He is fifteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Jacob is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. How old is Jacob? He is ... years old.
  - a. Five
  - b. Fifteen
  - c. Fifty
  - d. Ten
  
2. Which of the following statement is not true about Jacob?
  - a. He has long and straight hair.
  - b. He has bright eyes.
  - c. He is interested in sports.
  - d. He plays football and tennis.

3. According to the passage, we know that Jacob is ....
  - a. The writer's youngest brother
  - b. The writer's elder brother
  - c. A naughty boy
  - d. A friendly boy
  
4. It is implied in the passage that ....
  - a. Jacob is naughty.
  - b. Jacob is lazy.
  - c. Jacob is unfriendly.
  - d. Jacob is diligent.
  
5. From the text, we may conclude that....
  - a. Many people do not like Jacob.
  - b. People is older that the writer.
  - c. Jacob is a welcoming person.
  - d. Jacob is not diligent at all.
  
6. What is the text mostly about?
  - a. Jacob
  - b. Jacob's hobby
  - c. Jacob's family
  - d. Jacob's elder brother
  
7. He is fifteen years old . . . Than me.” The underlined word refers to ....
  - a. Jacob
  - b. The writer
  - c. The writer's brother
  - d. the writer's family

## My pet

Most people in the world have a pet. I also have it. My pet is a cat, named Himer. Its color is Yellow. It has Dark Yellow eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in his country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbour's cat. I love him very much because he can be my friend, too.

8. Himer's eyes are.....
  - a. Black
  - b. White
  - c. Yellow
  - d. Dark Yellow
  
9. The writer got the pet from.....
  - a. His neighbor
  - b. A pet shop
  - c. His friend
  - d. His mother
  
10. What is the text about?
  - a. My lovely Cat
  - b. My best friend
  - c. My pet shop
  - d. My neighbor's pet

Key Answer for Instrument Pre-Test

PRE – TEST

NO.	Answer
1.	B
2.	C
3.	A
4.	D
5.	C
6.	A
7.	B
8.	D
9.	C
10	B

### **APPENDICS III**

#### **POST- TEST I**

Subject : English

Material : Descriptive Text

Class : VII MTs Aisyiyah Medan

Instruction :

1. Write your name on the right of your worksheet !
2. Choose one of these several topics: Person/ Place/ Thing/ Food/ Animal !
3. Write a descriptive text !



## **APPENDICSIV**

### **POST- TEST II**

Subject : English

Material : Descriptive Text

Class : VII MTs Aisyiyah Medan

Instruction :

1. Write your name on the right of your worksheet !
2. Choose one of these several topics: Person/ Place/ Thing/ Food/ Animal !
3. Write a descriptive text

## APPENDICS V

### The Quantitative Data

No	Initial Of Name	Score		
		Pre-Test	Post-Test I	Post-Test II
1	AA	90	95	97
2	AHH	50	60	75
3	AR	60	75	80
4	AR	20	50	65
5	AUS	50	75	80
6	DA	20	45	60
7	FH	20	55	65
8	FR	50	75	85
9	IF	30	70	75
10	KR	50	75	80
11	LRT	40	55	65
12	LSHS	50	70	75
13	MRAK	70	75	80
14	MK	40	45	70
15	MIF	20	70	75
16	NA	50	75	85
17	RPD	30	50	70
18	SIR	50	65	75
19	SNM	50	70	80
20	SWU	30	50	70
21	SF	50	75	80
22	SK	40	70	85
23	SAM	60	75	87

24	UM	30	55	75
25	WAA	70	80	85
<b>Total <math>\Sigma\chi</math></b> <b>The Mean Score</b>		<b>1120</b>	<b>1655</b>	<b>1919</b>
		<b>44,8</b>	<b>66,2</b>	<b>76,76</b>

The percentage who got point up to 70

Competence Test	Percentage
Pre-Test	12 %
Post-Test I	60 %
Post-Test II	84 %

## APPENDICS VI

### The Score of Pre-Test

No	Initial Of Name	Score	
		Pre-Test	Criteria Of Success $\geq 70$
1	AA	90	<b>Success</b>
2	AHH	50	Unsuccess
3	AR	60	Unsuccess
4	AR	20	Unsuccess
5	AUS	50	Unsuccess
6	DA	20	Unsuccess
7	FH	20	Unsuccess
8	FR	50	Unsuccess
9	IF	30	Unsuccess
10	KR	50	Unsuccess
11	LRT	40	Unsuccess
12	LSHS	50	Unsuccess
13	MRAK	70	<b>Success</b>
14	MK	40	Unsuccess
15	MIF	20	Unsuccess
16	NA	50	Unsuccess
17	RPD	30	Unsuccess
18	SIR	50	Unsuccess
19	SNM	50	Unsuccess
20	SWU	30	Unsuccess
21	SF	50	Unsuccess
22	SK	40	Unsuccess
23	SAM	60	Unsuccess
24	UM	30	Unsuccess

25	WAA	70	<b>Success</b>
	<b>TOTAL <math>\Sigma x</math></b>	<b>= 1120</b>	
	<b>MEAN</b>	<b>= 44,8</b>	

The Percentage of Score in Pre-Test

	Criteria	Total Students	Percentage
P1	Success	3	12 %
P2	Unsuccess	22	88 %
Total		25	100 %

## APPENDICS VII

### The Score of Post-Test I

No	Initial Of Name	Score	
		Post-Test I	Criteria Of Success $\geq 70$
1	AA	95	<b>Success</b>
2	AHH	60	Unsuccess
3	AR	75	<b>Success</b>
4	AR	50	Unsuccess
5	AUS	75	<b>Success</b>
6	DA	45	Unsuccess
7	FH	55	Unsuccess
8	FR	75	<b>Success</b>
9	IF	70	<b>Success</b>
10	KR	75	<b>Success</b>
11	LRT	55	Unsuccess
12	LSHS	70	<b>Success</b>
13	MRAK	75	<b>Success</b>
14	MK	45	Unsuccess
15	MIF	70	<b>Success</b>
16	NA	75	<b>Success</b>
17	RPD	50	Unsuccess
18	SIR	65	Unsuccess
19	SNM	70	<b>Success</b>
20	SWU	50	Unsuccess
21	SF	75	<b>Success</b>
22	SK	70	<b>Success</b>
23	SAM	75	<b>Success</b>

24	UM	55	Unsuccess
25	WAA	80	<b>Success</b>
	<b>TOTAL</b>	= 1655	
	<b>MEAN</b>	= 66,2	

The Percentage of Score in Post-Test I

	Criteria	Total Students	Percentage
P1	Success	15	60 %
P2	Unsuccess	10	40 %
Total		25	100 %

## APPENDICS VIII

### The Score of Post-Test II

No	Initial Of Name	Score	
		Post-Test II	Criteria Of Success $\geq 70$
1	AA	97	Success
2	AHH	75	Success
3	AR	80	Success
4	AR	65	Unsuccess
5	AUS	80	Success
6	DA	60	Unsuccess
7	FH	65	Unsuccess
8	FR	85	Success
9	IF	75	Success
10	KR	80	Success
11	LRT	65	Unsuccess
12	LSHS	75	Success
13	MRAK	80	Success
14	MK	70	Success
15	MIF	75	Success
16	NA	85	Success
17	RPD	70	Success
18	SIR	75	Success
19	SNM	80	Success
20	SWU	70	Success
21	SF	80	Success
22	SK	85	Success
23	SAM	87	Success



24	UM	75	<b>Success</b>
25	WAA	85	<b>Success</b>
	<b>TOTAL</b>	<b>= 1919</b>	
	<b>MEAN</b>	<b>= 76,76</b>	

The Percentage of Score in Post-Test II

	Criteria	Total Students	Percentage
P1	Success	21	84 %
P2	Unsuccess	4	16 %
Total		25	100 %

## APPENDICS IX

### INTERVIEW SHEET WITH THE STUDENTS (PRE-TEST)

- Researcher : Apakah kalian Saat belajar bahasa inggris itu pernah gak mengalami kesulitan?
- Student 1 : Pernah miss, kesulitan yang ada itu dalam mengartikan kata miss.
- Student 2 : Kadang-kadang sih miss saat dalam menulis kalimat nya miss
- Student 3 : Pernah miss
- Researcher : Berikutnya. miss mau tanya, kalian sudah pernah belajar *Descriptive Text*?
- Student 1 : Pernah Miss
- Student 2 : Iya pernah Miss
- Student 3 : Iya pernah miss, tapi udah dikit lupa
- Researcher : Bagaimana cara ibu gurunya mengajarkan *writing descriptive text* di kelas? Bagaimana sih cara kalian belajarnya?
- Student 1 : Ibu guru Cuma menjelaskan di papan tulis, terus kami dikasih tugas, gitu aja miss
- Student 2 : Ibu guru nya ngasih tugas atau ngasih kuis miss
- Student 3 : Seperti biasa sih miss ibu guru menjelaskan baru dikasih tugas, tapi kadang bingung mau nulis apa miss
- Researcher : Bagaimana kesan kalian saat belajar *writing descriptive text* di kelas?
- Student 1 : kesannya sih suka miss, tapi bingung mau menuliskannya miss susah vocab nya
- Student 2 : Menyenangkan lah miss, tapi waktu disuruh tugas masih bingung miss
- Student 3 : Sulit miss, karna gak tau apa yang mau ditulis, susah jua untuk menuangkan idenya, apalagi harus banyak vocabulary miss

## INTERVIEW SHEET WITH THE STUDENTS (POST-TEST)

- Researcher : Bagaimana menurut kalian cara miss dalam mengajarkan *writing descriptive text* di kelas?
- Student 1 : Miss enak menjelaskannya. Jadi mudah dan semangat kalau disuruh nulis bahasa inggris.
- Student 2 : Kalau sama miss di kelas agak mudah jelasinnya.
- Student 3 : Miss menjelaskannya mudah, dengan menggunakan tongkat sehingga kami bersemangat belajar karna lebih menarik juga miss
- Researcher : Bagaimana kesan kamu setelah belajar *Writing Descriptive Text* di kelas Miss?
- Student 1 : Agak lebih mudah menulis miss, karna kalau menulis descriptive text itu agak lebih terbantu dengan tongkat tersebut miss Lebih menyenangkan lah miss.
- Student 2 : Sangat menyenangkan dan sangat mudah mempelajarinya miss.
- Student 3 : Saat menulis pertama kali susah miss, tapi pas sama miss lebih mudah miss.

## APPENDICS X

### INTERVIEW SHEET WITH THE TEACHER (PRE-TEST)

- Researcher : Apakah Mam pernah mengajarkan *writing descriptive text* di kelas VII ?
- Teacher : Iya, pernah.
- Researcher : Bagaimana cara mam mengajar menulis *descriptive text* di kelas?
- Teacher : Saya mengajar dan menerapkan sesuai yang ada di RPP. Saya menjelaskan *descriptive text* di papan tulis kepada mereka kemudian memberi contoh dan juga memberikan latihan untuk menulis *descriptive text*.
- Researcher : Dalam proses mam mengajar siswa/i, kesulitan apa saja yang ibu hadapi?
- Teacher : Sejauh saya mengajar dalam kemampuan menulis siswa masih rendah, dan mereka masih sedikit kosa kata yang dikuasainya dan agak susah dalam menuangkan ide.

## INTERVIEW SHEET WITH THE TEACHER (POST-TEST)

- Researcher : Bagaimana pendapat mam terkait sikap para siswa/i dalam pembelajaran yang saya lakukan di kelas?
- Teacher : Menurut mam, sikap murid-murid antusias juga dalam mengikuti pembelajaran yang kamu berikan, dengan kemampuan mereka yang sebelumnya masih dapat dikatakan rendah dalam menulis bahasa inggris. Biasanya saat saya yang mengajar dikelas mereka sangat lama dalam menyelesaikanya dantulisannya singkat. tapi, saat saya lihat dalam pembelajaran kamu, mereka cukup tertarik, aktif dan responsif.
- Researcher : Bagaimana pendapat mam terkait dengan *Talking Stick Technique* yang telah saya terapkan di kelas dalam mengajarkan *writing descriptive text*?
- Teacher : Kalau menurut mam, ternyata *Talking Stick Technique* ini dapat membantu siswa tersebut dalam menulis yang baik dan dapat menuangkan ide mereka, Apalagi dengan adanya stick sebagai alat agar meningkatkan kreasi siswa dalam menulis, karena hal menarik sehingga siswa tersebut senang dalam menulis

## APPENDICS XI

### OBSERVATION SHEET

#### CYCLE I

**Collaborator :Maharleny Br Damanik**

**Activity Observed : Teacher Activities**

No	Points will be observed	Category	
		Yes	No
1	The teacher comes on time	√	
2	Teacher's capability in opening the class	√	
3	Teacher giving motivation in the teaching and learning process	√	
4	The teacher gives warming up activities to the students, such as giving students some questions about the topic that will be discussed in the classroom	√	
5	The teacher tells the students the aims of the study	√	
6	The teacher introduces about hidden picture game	√	
7	The systematically teaching performance	√	
8	Teacher's ability in organizing the class	√	
9	Teacher teaching material clearly	√	
10	Teacher ability in closing the class	√	

Medan, September 2020

English Teacher



Maharleny Br Damanik

## OBSERVATION SHEET

### CYCLE II

**Collaborator** : Maharleny Br Damanik

**Activity Observed** : Teacher Activities

No	Points will be observed	Category	
		Yes	No
1	The teacher comes on time	√	
2	Teacher's capability in opening the class	√	
3	Teacher giving motivation in the teaching and learning process	√	
4	The teacher gives warming up activities to the students, such as giving students some questions about the topic that will be discussed in the classroom	√	
5	The teacher tells the students the aims of the study	√	
6	The teacher introduces about hidden picture game	√	
7	The systematically teaching performance	√	
8	Teacher's ability in organizing the class	√	
9	Teacher teaching material clearly	√	
10	Teacher ability in closing the class	√	

Medan, September 2020

English Teacher



Maharleny Br Damanik

## APPENDICS XII

### OBSERVATION SHEET

#### CYCLE I

**Collaborator : Maharleny Br Damanik**

**Activity Observed : Students Activities**

No	Points will be observed	Category	
		Yes	No
1	All of the students come on time	√	
2	The students pay attention to teacher explanation	√	
3	The students are interest and enthusiast in studying hidden	√	
4	The students participate in learning process	√	
5	The students do task given	√	
6	The students ask the feedback after doing he activity related to the topic	√	

Medan, September 2020

English Teacher



Maharleny Br Damanik



## OBSERVATION SHEET

### CYCLE II

**Collaborator : Maharleny Br Damanik**

**Activity Observed : Students Activities**

No	Points will be observed	Category	
		Yes	No
1	All of the students come on time	√	
2	The students pay attention to teacher explanation	√	
3	The students are interest and enthusiast in studying hidden	√	
4	The students participate in learning process	√	
5	The students do task given	√	
6	The students ask the feedback after doing he activity related to the topic	√	

Medan, September 2020

English Teacher



Maharleny Br Damanik

## APPENDICS XIII

### RESEARCH SCHEDULE

No.	Day/Date	Activity
1.	Wednesday/ 26 August 2020	Permission to Headmaster for doing Research and Observation
2	Wednesday/ 02 September 2020	Introduction and Give Pre-Test and Interview Teacher and Students' for the First Meetings
3	Thursday/ 03 September 2020	Give Explantion about the Material
4	Wednesday/ 09 September 2020	Give the Post-Test I for the First Cycle
5	Thursday/ 10 September 2020	Give Explantion about the Material
6	Wednesday/ 16 September 2020	Give the Post-Test II for the Second Cycle and Interview Teacher and Students' for the Last Meetings
7	Thursday/ 18 september 2020	Permission to Headmaster for finishing Research and Observation

## **APPENDICES XIV**

### **DIARY NOTES**

### **DIARY NOTES**

***Wednesday / 26 August 2020***

The researcher came to school to meet the staff first, then the staff took us to the principal of MTs to ask permission to do research. Researchers only ask for permission first, then a letter will be given at the beginning of September, the staff introduces the researcher to the English teacher and looks at the school situation. Then the researcher interviews the teacher by asking about the student's situation and asking about the student's ability to write descriptive text.

***Wednesday / 02 September 2020***

The researcher gave a letter to the head of MTs after which the researcher met the English teacher. At the first meeting the researcher entered class VII, which numbered 25 students. The researcher introduces himself and provides a little knowledge or general description about the descriptive text, after introducing himself and conveying the researcher's objectives for researching in their class, after that the researcher gives a pre-test sheet containing multiple choices about writing descriptive text to students, the student does the pre-test well, sometimes they ask for meanings and vocabulary that they don't understand. After finishing, they gave the post test sheet to the researchers. After that the researcher interviewed the students asking how difficult they were in learning.

***Thursday / 03 september 2020***

The second meeting, the researcher entered the class and opened the class by delivering descriptive text material, the researcher explained the meaning of the

genetic structure, explained the examples and types, as well as an explanation of the talking stick technique then the researcher called the students to the front of the class to give examples of the students being in front then he described his friend as an example of a descriptive text.

### ***Wednesday / 09 September 2020***

The third meeting, the researcher opened the class according to the lesson plan, after which the researcher reminded him about last night's lesson, after asking again, the researcher gave a post-test I in the form of a worksheet, in the worksheet there was an explanation of instructions about the writing, first students wrote names then students choose topics to be told such as animals, objects, people and others. Students are enthusiastic about doing it when the researcher uses talking sticks, then the students write and write their ideas. The researcher gave the stick to the students then the students worked on the worksheet, the students were very enthusiastic when doing it. But they also ask researchers for vocabulary they don't know.

### ***Thursday / 10 September 2020***

On this occasion the researcher opened the lesson according to the lesson plan, then deepened the descriptive text and talking stick material. so that students' understanding of the material and students so that they can do the next post-test, the researcher provides easy language in explaining the material so that students understand and understand the material presented after that the researcher closes the lesson.

***Wenesday / 16 September 2020***

At the last meeting and the second cycle, the researcher opened the lesson plan lesson plan, then the researcher gave the post-test II with the talking stick technique, the students answered the worksheet well. In the second post-test the researchers saw that the students had progress in writing the descriptive text. After completing the students, they gave the worksheet to the researcher. In this second cycle the students' abilities had improved from the previous ones. Then the researcher interviewed the students and asked how they felt after learning with these techniques and asked how the researcher gave them to students. After that the researcher thanked the students and said goodbye to the students in class VII.

***Thursday / 18 September 2020***

The researcher asked for permission to have finished the research and would like to thank the MTs head, English teacher and staff who had accepted the researcher to do his research at the MTs Aisyiyah school. As well as researchers asked for a reply letter from the school.

## APPENDICS XV

### DOCUMENTATION



**The Students' did Pre-Test**



**Interview the Students'**



**The researcher explain the material**





**The Students' did Post-Test I by using technique**



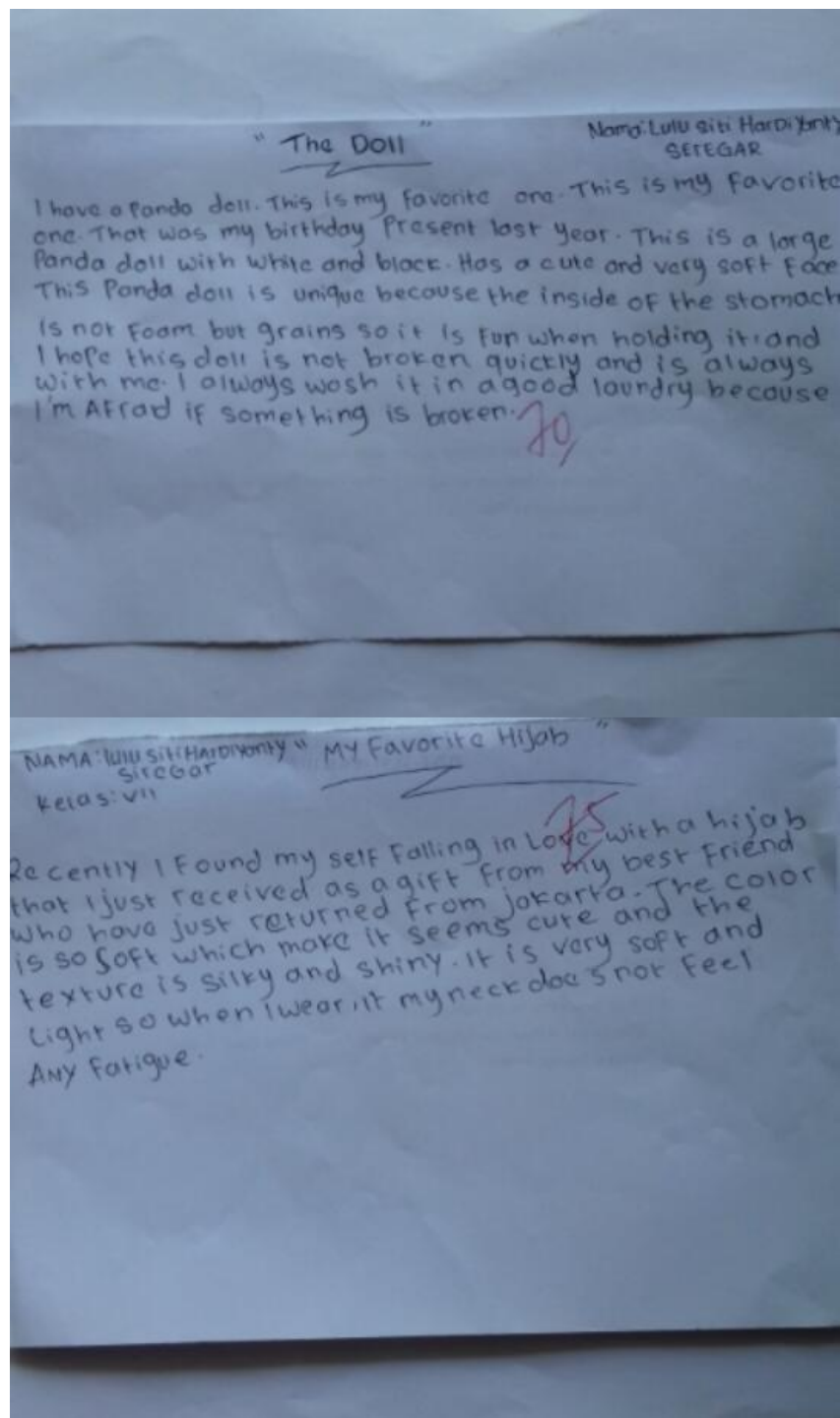


**The Students' did Post-Test II by using technique**



**The located of research MTs Aisiyiah Medan  
Demak No.3 Medan**

## THE RESULT OF STUDENTS'



### My favorite watch

Melati Kudadini

When I got my first salary as an English teacher, I decided to buy a watch in a shop. There were lots of choices of watches provided by the shop.

45/

### My favorite book

I have a book which I bought yesterday. The book is a novel which listed the story of the Langgar river. I love that book because when I read it I get knowledge. The cover of the book's cover is decorated in green. The picture of that cover is blue river and lot of pages of that book are 125 pages which are divided into 6 parts.

Name: Melati  
KLS: VII (Tuguh)  
Book: Biranggis

70/

My Rabbit

Urdu A2/2020

85  
My Rabbit Pamy, two months ago I celebrated my birthday is the 12th. which was very happy at that time because given the gift of a rabbit is very cute and I got the name Pamy, Pamy Very Pamy, his hair is white, and fighting because it often is washed clean, I was not like carrots on his general, just the vegetables like Pamy, Pamy a rabbit that strongmess.

Mawdy Ayunda

Urdu A2/2020

85  
Mawdy Ayunda is my favorite artist. She very beautiful and smart. She make me fall in love with her since first I saw her at TV. My first time see her is when she promote a beauty product a TV's advertisement. Mawdy is also an artist that care about her education. I her now she is studying somewhere at foreign university.

Lake Tahoe

Lake Tahoe is one of the most famous lakes  
attractions in the western states. Lake Tahoe is located  
in the Sierra Nevada, this lake is also the  
largest lake in the western states. Around  
Lake Tahoe has a very amazing view,  
because around it are a lot of snow-capped  
peaks, so that makes us feel clean and  
refreshing while on vacation in this  
place.

M. Ridho al Khatim

### My Bicycle

M. Ridho al Khatim

I have a favorite bicycle. My father bought it for me when I was in Junior  
High School. This is the only bicycle that I have right now, this one will  
always be my favorite. The frame of my bicycle is metallic white and  
the saddle is brown.

INAYA FATIMAH

### MY GoldenFISH

When I was going to carnival, I bought a beautiful GoldenFish. He has Golden-yellow colour. His head and belly is round and big. I put it on my aquarium. I love him when he's swimming, he's really cute. It is really relaxing by just seeing him swimming.

INAYA FATIMAH

### MY BAG

I really like this backpack, The reason is that this bag is not only easy to put on the back, I bought this bag about last month until now this bag is still very feasible to use. The color of my favorite bag is brown, this bag is made of thick cotton. This backpack is divided into three parts, namely large bags, medium bags and also small bags.

Jawaban  
My mother

Syifanisa

20  
The name of my mother is Anita Sofia. She is uncommonly dazzling. Anyway, she is not tall. She has chestnut and light skin. Her eyes shading is cocoa. Her eyes are shocking and astonishing & genuinely like her eyes. She is a greatly kind person. She is energetic. She reverts to interest and divert the adolescents when her children were aggravated. She is patient and great woman I have ever known.

My Mug

Syifanisa Isyandra

I have a favorite mug. My mother gave it to me on my birthday last month. It is a white mug with my name written on it and under my name is written the date of my birthday. It has a handle so I can use it to drink hot milk safely. I use it every day. Whatever I drink, I will use it. I really like my mug. I do not let other people use it.



Aditi Bhandari Handiya

MY GOLDFISH

60

When I was going to Cornwall, I bought a beautiful goldfish. He has golden-yellow colour. His head and body is round and big. I put it in my aquarium. I love him when he's swimming he's really cute. It is really relaxing by just seeing him swimming.

Aditi Bhandari Handiya

MY FAMILY

My family has four members. Those are I, my sister, and my parents. My mother is 47 years old. Her name is Anisa. She is thin - build and she's got long, black hair and beautiful green eyes. 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. My sister's name is Sheela. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles.

75



## CURRICULUM VITAE



Name : Nurfadilah Tanjung  
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Place/ Date of Birth : Medan, May 6<sup>th</sup> 1998  
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Marital Status : Single  
Religion : Islam  
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Phone Number : 085260599364

### Educational Background

1. SD Muhammadiyah 1 Medan (2005-2011)
2. SMP Muhammadiyah 1 Medan (2011-2014)
3. SMA Muhammadiyah 1 Medan (2014-2016)
4. Student of English Department Faculty Tarbiyah Science and Training State Islamic University (UINSU) Medan (2016-2020)



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Nomor : B-10265/ITK/ITK.V.3/PP.00.9/08/2020

01 September 2020

Lampiran : -

Hal : Izin Riset

**Yth. Bapak/Ibu Kepala MTs Aisyiyah Medan**

*Assalamualaikum Wr. Wb.*

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

Nama : Nurfadilah Tanjung  
NIM : 0304163174  
Tempat/Tanggal Lahir : Medan, 06 Mei 1998  
Program Studi : Pendidikan Bahasa Inggris  
Semester : IX (Sembilan)  
Alamat : Jl. RAWACANGKUK I No. 19 MEDAN Kelurahan Tegal Sari  
Mandala III Kecamatan MEDAN DENAI

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs Aisyiyah Medan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

***Implementation of Talking Stick Technique to Improve students' Writing Ability in Descriptive text at seventh Grade of MTs Aisyiyah Medan***

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

Medan, 01 September 2020

a.n. DEKAN

Ketua Program Studi Pendidikan

Bahasa Inggris



*Digitally Signed*

**Dr. Sholihatul Hamidah Daulay, S.Ag.**  
**M. Hum**

NIP. 197506222003122002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QR Code diatas dan klik link yang muncul, untuk mengetahui bantuan surat



# MADRASAH TSANAWIYAH AISYIYAH

WILAYAH SUMATERA UTARA

Jln. Demak No. 3 Telp. 7367031 Medan - 20214

## SURAT KETERANGAN TELAH MELAKUKAN RISET

**NO. 064/D/ MTs/ IX/2020**

Yang bertanda tangan di bawah ini :

Nama : Arika Br Perangin angin S.Ag.  
Jabatan : Kepala MTs. Aisyiyah Sumatera Utara Medan  
Kecamatan : Medan Area Selatan  
Kabupaten : Medan  
Provinsi : Sumatera Utara

Menerangkan bahwa :

Nama : Nurfadilah Tanjung  
NIM : 0304163174  
Jenis Kelamin : Perempuan  
Alamat : Jl. Rawacangkuk I N0 19 Medan, Tegal Sari Mandala  
SMT : IX

Telah melakukan Riset di MTs Aisyiyah Sumatera Utara, selama 3 Minggu terhitung tanggal 2 s/d 16 September 2020, untuk memperoleh keterangan dan Data-data keperluan penulisan Skripsi yang berjudul:

**Implementation of Talking Stick Technique to Improve Students' Writing Ability in Descriptive text at Seventh Grade of MTs Aisyiyah Medan**

Demikianlah Surat Keterangan ini diperbuat untuk dipergunakan sebagaimana mestinya.

Medan, 18 September 2020

Ka. MTs Aisyiyah

  
Arika Br. Perangin-angin, S.Ag  
NBM : 870 431

Tembusan :

1. PWA Majelis Dikdasmen
2. Pertinggal.







