APPLYING OF QUICK ON THE DRAW STRATEGY TO IMPROVE STUDENTS' SKILL IN WRITING DESCRIPTIVE TEXT AT SMA IT INDAH MEDAN AT 10TH GRADE ACADEMIC YEAR 2019/2020

A SKRIPSI

Submitted to the Faculty of Tarbiyah and Teacher's Training State Islamic University of North Sumatera as a Partial Fulfiillment of the Requirement for The Degree of Sarjana Pendidikan

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN 2020**

**APPLYING OF QUICK ON THE DRAW STRATEGY TO IMPROVE STUDENTS'
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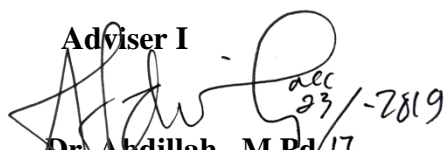GRADE ACADEMIC YEAR 2019/2020**

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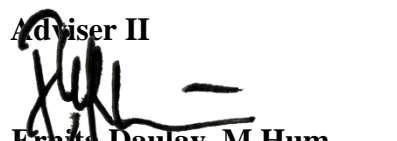Pendidikan*

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ABSTRACT

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Title	: **APPLYING OF QUICK ON THE DRAW STRATEGY TO IMPROVE STUDENT' SKILL IN DESCRIPTIVE TEXT AT SMA IT INDAH MEDAN AT 10TH GRADE ACADEMIC YEAR 2020**

This study discusses about increasing empirical evidence of students' ability to write descriptive texts by using a quick a strategy for grade X students of SMA IT INDAH Medan.the subjects who used in this researh was the student from X Grade SMA IT Indah Medan 2019/2020. This research was used Classroom Action Research (CAR) method which consists of in two cycles. Instruments for agreeing on data were interviews, observations and diaries, and for qualitative data using written tests. Quantitative data is taken from pre-test and post-test. Based on qualitative data, the use of quick on the draw strategy in writing texts can enhance and encourage students in learning. Based on the results of student scores, the average score of students continues to increase in each test. The average student score in the pre-test was 51.74 with two students or 8.70% achieving the Minimum Graduation Score or KKM (75). Post-test results in the first cycle, the average value of students is 70.09 with 12 students or 52.17% graduated from KKM. Post-test results in cycle 2, the average value of students is 81.78 with 19 students or 82.60% passed the KKM. Resolved it Quick on the Draw in writing descriptive text as a grading strategy can improve students' ability to write descriptive text.

ACKNOWLEDGMENT
BISMILLAHIRRAHMANIRRAHIM

Thankfull to Allah SWT for giving us favors, health, and opportunities so that I can still finish my final project in college. Shalawat and salam to our Prophet Muhammad SAW, who has brought the blessings of Islam to the cruelty that is full of technology as we feel now

The skripsi : "APPLYING OF QUICK ON THE DRAW STRATEGY TO IMPROVE STUDENTS' SKILL IN WRITING DESCRIPTIVE TEXT AT SMA IT INDAH MEDAN AT 10TH GRADE ACADEMIC YEAR 2019/2020." This thesis is an academic writing and a fulfillment for assignment and to complete the requirements for bachelor degree at Department English Education Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatra 2020.

In completing this thesis, I have gotten a lot of help and support. And then, it is appropriate for me to acknowledge their help and their contribution, therefore I like to dedicate my thanking, they are :

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Hopefully, this research also may used by student of university as a comparison especially students of English Education Department. Might Allah SWT give us his blessing. Aminn

Medan, 17 Juny 2020

Tungky Ariwibowo

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Language is an important tool when communicating. This means that language is a tool to communicate to show someone's identity, with language, we can also show the intentions of our views, one's understanding of various things, the origins of our nation and country, our education, even our nature. English is taught in junior high school from the first year until graduation, and one of the goals is to develop oral and written communication competencies in four language skills namely listening, writing, reading and speaking. The four basic competencies, especially in writing, have the benefit of training students to be able to show their ideas logically. The level of difficulty is more significant in writing skills among listening, speaking and reading skills.[1]

However, the Education Unit Level Curriculum (KTSP: Education Unit Level Curriculum) states that at the SMP level it is recommended the introduction of five different types of texts, such as descriptive text, recount text, procedure text, and narrative text, and descriptive text including one of them. Gradation of teaching materials involves several elements, namely vocabulary, generic structure, and descriptive text language features. Speaking of Implementation, teaching descriptive text refers to descriptions that can be explicitly accepted by students.

Writing is one of four skills. Important is part of the English language lesson is very important in the teaching and learning process. Write some language components such as spelling, grammar, vocabulary, and punctuation. In writing skills, students must master vocabulary and know how to use grammar in making text or sentences. As an important skill,

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[1] Fithriani,Rahma. Essay for LPDP Dissertation Scholarship: *The Urgency of English Writing Skill in Indonesia Academic* Setting. State Islamic University of North Sumatra

it is applied in many aspects of Life. Through writing, people are expected to convey their ideas in written form. There are many ways to open writing, and wrong only through text.

Identification is the identifying a specific phenomena or object that will be described. It contains about the introduction of a person, place, animal or object will be described. Describtion describes parts, qualities, characteristics. It contains about the explanation of the thing or person by mentioning some of characteristic.

The students in class 10 grade of SMA IT Indah Medan are not able to write the description text. This has been verified based on the experience of researcher in PPL III at MAN 3 Patumbak. That can be proven by two factors. (1) Internal factors, students are lack of appetite and awareness to learn about English. (2) External factors, teachers who are lack of methods of explaining, so students become lazy and not interested in English, and also influenced by lack of facilities and infrastructure that supports in student learning process.

Based on the problems above, teacher needs to solve the students' problems in writing descriptive text. To improve the students ability in writing descriptive text, teachers hopes to use some alternatives method. There are many methods in teaching-learning process especially in writing, namely Praise-Question-Polish (PQP), Chain Writing, Suggestion-Imagination, including Quick on the Draw Strategy. [2] In this case, the researcher used Quick on the Draw Strategy, because this strategy has several adventages such as, the process of learning is organized in the form of activities and study in teamwork.

By using this method students are hoped more active in the future while studying English lesson. By using it method the students are hoped also will learn in a fun way, because the students are traeted to use teamwork in teaching learning process, the students also easier to learn and student's writing will be better than before. The Quick on the Draw strategy is considered as one of the suitable solution to improve students' writing skills,

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[2] Ginnis Paul, (2008), *Trik dan Taktik Mengajar: Strategi Meningkatkan Pencapaian Pengajaran di Kelas*, Jakarta: PT Indeks, p. 163-164.

especially in descriptive text. By using this strategy, the class atmosphere will be more fun because there is cooperation among teacher, student, and their peers and all of them will have to take part in the learning process, and harmony will be occur.

Therefore the researcher will conduct this study under the title **"Applying of Quick on the Draw Strategy to Improve Students' Skill in Writing Descriptive Text at Senior High School of IT INDAH MEDAN at 10th Grade Academic Year 2019/2020.**

1.2 The Identification of the Study

Based on the background of the study, the researcher is identified the following problems in improving students' skills in writing descriptive texts, they are:

1. Students owns difficulty to arrange their concepts in written form.

2. Students owns difficulty in putting it into words.

3. Students who are not master the topic to be write also become obstacles for students in writing.

1.3 The Limitation of Problem

The limitation of problem is formulated as follow:

1. Quick on the draw strategy can improve student's skill in writing descriptive text at SMA IT Medan in the academic year of 2019/2020

1.4 The Research Problem

Based on the limitation of the problem, the research question of this study can be formulated as follows:

1. How effective is Quick on the Draw Strategy to Improve Student's Ability in Writing Descriptive Text ?

2. How are the Improvement of Students' Abilities in Writing Descriptive Text After Using Quick on the Draw Strategy ?

1.5 The Objective of the Study

The objective of the research is:

1. To describe the improvement of the students skill in writing descriptive text of the tenth grade students of SMA IT Indah Medan in the academic year of 2019/2020?

1.6 The Significance of Study

A. Theoretically

The result of this research hopefully will be a new knowledge for a next research about quick on the draw strategy in writing descritive text.

B. Practical

1. Teacher

Hopefully with this research, English teachers can make it one of the ways to teach using the quick on the draw strategy

2. Students

Hopefully with the holding of this research, students will prefer to learn English, especially in writing skills.

3. Other Researchers

Hopefully with this research can be a comparison and as a suggestion and can support further research.

CHAPTER II

THEORETICAL REVIEW

2.1 Theoretical Framework

Based on the discussion in chapter I, in this chapter, the research explains several theories related to research, which are based on the formulation of the study, several theories that support research so as to be prevented from confusion.

2.2 Writing as a Language Skill

Writing is a fourth skill in English grammar, writing is a process to funnel thoughs and ideas in written form which need the symbol (alphabets, letters), pactuation and space. A writer usually use pen, pencil, and a keyborad if it at computer, to be a good writer it obligate to learn the basic of language likes grammar, pactuation, sentence structure, vocabulary to make a good formatting and a clearly spelling.

In the holy Q.S Al-Qalam verse 1 and Al-Alaq verse 4 stated that writing was a very important skill that must to be learn.

ن ۚ وَالْقَلَمِ وَمَا يَسْطُرُونَ

"Nun. By the Pen and by the (Record) which (men) write"[3]

الَّذِي عَلَّمَ بِالْقَلَمِ

"Who taught knowledgeby means of the pen"

According to the verses above, Allah teachs human about "Pen" writing (Qalam). Writing is a basic foundation in sciense, "Pen"(Qalam) is a great gift that Allah SWT gives to humans. Throught writing also human can to save their knowledge and can be teach to the next generation, because without writing humans might be impossible to be albe to save all of

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[3] Abdullah Yusuf Ali, (2010). *The Holy Qur'an: Text, Translation, English Translation with Commentary & Notes,* New Delhi: Kitab Bhavan, p.1580.

their knowledge without the slightest and forgetfulness, therefore Allah SWT present humans the writing.

Abu Hurairah *radhiallahu 'anhu* siad :

"No one of the companions of the Prophet Muhammad SAW most narrates the hadith of him (Muhammad SAW) other than me, except Abdullah bin Amr, because he wrote before, but I did not write." (HR. Bukhari

no.113)[4]

Ali Ibn Abi Thalib RA said :*" Tie knowledge by writing"*[5] During the time of the Prophet Muhammad, reliance on memorization was more than writing, because the recitation of the companions of radhiyallahu '(Companions) was very strong and fast, because there were some people who could read and write, and advice was given. Therefore, anyone of them who hears a verse will immediately memorize or write it using palm leaves, cuticles, slabs or camel bones.

There are several definitions of writing proposed by experts, such as the definition by Dirgeyasa stating that writing as a productive skill for writing indirect communication and character traits is very different from what is expressed by speaking directly.[6] The definition by Hammer states that writing is a form of communication to convey thoughts or express feelings through written form.[7] According to Jonah, writing can be used as an indirect means of communication to other people to convey information. Another definition

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[4]https://minanews.net/khutbah-keutamaan-menulis-penjaga-al-quran-dan-al-hadits-oleh-rudi-hendrik/ Accessed on 11st December 2019

[5]Mustolehuddin, (2011), *Tradisi Baca Tulis Dalam Islam Kajian Terhadap Teksi Al-Qur'an Surah Al Alaq Ayat 1-5.* Balai Litbang Agama:Surabaya,Vol XVIII

[6] Dirgeyasa, Wy. I, 2015, What and How to Assess a Genre-Based Writing.Proceeding of *4th International Conference on Language Education*, 2015, State University of Makasar South Sulewesi Indonesia.

[7] Harmer, Jeremy, 2004, *How to Teach Writing*,(New York: Longman).

of writing put forward by the Nation which states that writing is an activity that can be useful by working in other skills in listening, speaking, and reading..[8]

From the defenition above, it concluded that writing is a process to channel the thoughs and ideas to the written form, by notice the pactuation, grammar, spelling, tenses etc.

2.3.1 Process of Writing

Based on jeremy harmer there are four process to writing there are :

1. Planning

   This is the firts step when doing writing, once what you have to do is choose your topic, there are three basic you have to think of (1) think and consuider the purpose of the writing influence   (2) think and consider of the target audience (reader) needed (3) after you have known the target audience, you have to think and consider the writing style needed it is formal or imformal, which the best way to convey the argument or ideas.

2. Drafting

   In this second step the writer put the ideas to the paragraph and organize the idea to know which the best so the audience will be easier to understood.

3. Editing

   Third step is doing re-check to the paragraph there are any mistakes who helped also by the another writer that comment and gives suggestion.

4. Final Version

   Before produces the final vesion, the writer must re-check also and read the draft for the strethtening.[9]

2.3.2 Writing Genres

Genre is not a form or type of text, but a way to achieve each communicative goal by using text as its main tool.[10]Based on generic structure and language feature dominantly used, texts are divided into several types. Based on First Steps Writing second edition, there are six genres in EFL writing such as; Narrative, procedural, report, explanation, and persuasive.

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[8] Akang Sam, (2013), *The Definitions of Writing According to Some Experts*, retrieved in January 26th 2017 from http://www.pbi.web.id/2013/06/the-definition-of-writing-according-to.html?m=0.

[9] Jeremy Harmer, (2004), *How to Teach Writing*, Essex: Pearson Education Limited, p. 4-5.

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

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

2.4 Descriptive Text

2.4.1 The Definition of Descriptive Text

According to Mukarto in his book written by Kusdianto Kusuma Rahman on his website, that is a descriptive text for the text of something, a person or a place. Descriptive text has two main parts, namely collection and description. Text structures are called generic structures. Descriptive texts such as describing white houses, animals, fruits, etc.[11].

From the definition above, we can concluded that the descriptive text is purpose to describe "thing" likes animal, place, etc. Descriptive text also have two main points called identification and description. Descriptive means giving details about the topic, details means the paragraph contain the description of our five senses, what we look, smell, touch, taste and even feel, so that audience will get more understood and interest.

2.4.2 The Purpose of Descriptive text

The purpose of descriptive text is to describe people, thing, place, and animal.[12] It means that, this descriptive text aims to know the knowledge and also the characteristic details of someone, somewhere, even something of the subject decribes.

Besides, based on Anderson and Kathy Anderson the purpose of descriptive text is to tell about the subject by describing characteristics without including personal opinions, examples of descriptive text are descriptions of certain buildings, descriptions of certain animals, descriptions of certain places, and descriptions of certain people..[13]

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[11]Kusdianto Kusuma Rahman, 2015, *Definiton and Characteristics Descriptive Text*, Retrieved May 27, 2019 at 09.27 PM. From: http://www.idwrite.com/2015/04definition -and-characteristic-of.html?m=1
[12]Otong Setiawan Djuharie, 2007, *Gendre Dilengkapi 700 Soal Uji Pemahaman*, Bandung: Yrama Widya, p. 24
[13]Mark Anderson & Kathy Anderson, 2008, *Text Types in English*, South Yarra: Machmillan Education Australia, p. 26

The purpose of descriptive text is to enable the reader to see something or the meaning itself. Then, this descriptive text can also be likened to painting an image but through alphabet or letter. With descriptive text an author can make the reader feel directly physically like sadness or pleasure etc. the other purpose of descriptive text is be able to make the reader visualize a scene or a situation of someone / something / somewhere by providing an understanding of the emotions and make the explanation of something in detail. Then, there are also advantages or purposes of descriptive text that are able to make it easy for a student to channel his thoughts or ideas into paragraphs and make the reader more easily understand the purpose of the writing.

In the end, the purpose of this descriptive text is to make it easier for students to channel ideas and thoughts into a piece of writing and to make an interesting piece of writing by giving details so that readers can feel an emotion and make it easier for readers to understand it.

2.4.3 Generic Structure of Descriptive Text

Descriptive text aims to explain something. these are some of the characteristics of descriptive text, they are: (a) using an image (see, hear, taste, kiss, touch). In order to make writing more interesting and lively. (b) using a vivid picture is to make the description clear and realistic, (c) sort out the words that are suitable. the intention is to use adjectives, nouns, adverbs, and phrases to suggest colors, movements, expressions and feelings, (d) use any detail. If anyone wants to describe an object. They should not only describe their physical features but also their habits, their characteristics and their relationships, (e) use the present present tense, (f) use adjectives to describe the features of the subject.

2.4.4 The Linguistics Features of Descriptive Text

Descriptive paragraphs usually include the following linguistic features: (a) verbs in the present tense, (b) adjectives to describe the features of the subject, (c) topic sentences for starting paragraphs and managing various aspects of description.[14] Linguistic features play an important role to maintain in producing good descriptions. For example, through certain participants, this tells the reader exactly the participants. Furthermore, the use of adjectives, it is relatively necessary to describe characteristics and phenomena to get clear images. Therefore, all linguistic features are conveyed to build a clear description.

2.5 Quick on the Draw Strategy

2.5.1 Definition of Quick on the Draw Strategy

The Quick on the draw strategy is one of the cooperative learning strategies introduced by Paul Ginnis. The Quick on the draw strategy is a research activity with innate incentives for teamwork and speed. It is designed to make students laugh while they study and by providing a kinesthetic introduction to students. It also encourages students to do collaborative exercises..[15]

2.5.2 The Principle of Quick on the Draw Strategy

There are several Quick on the Draw Strategy principles. They are as follows: (1) All learning processes are based on theory and empirical experience, (2) The learning process must be directed to stimulate children's dual intelligence (cognitive, motor censorship, linguistics, art, social emotions and logical mathematics) through play planned, (3) Choose a good play environment as a first step that can stimulate children to be active, creative, and continue to think by exploring their own experiences.

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[14]*Ibid*, p. 28

[15]Quick on the Draw", (2015), retrieved in February 22nd 2017 from www.jerseycollegeforgirls.com/School-Life/15-Minute-Learning-Forum/Quick- on-the-Draw-Introduced-by-Ruth-Lea

2.5.3 Design of Quick on the Draw Strategy

The Quick on the Draw Strategy design is used to train student development by using a play approach that is designed in the form of a center. This center consists of definitions, types, generic structures, and language center features. The teacher chooses the center to be chosen in relation to writing.

2.5.4 Procedure of Quick on the Draw Strategy

1. Prepare 10 questions that have been printed, ensure that each copy is sufficient for all groups, each group must be a different color, and then put it on the table.

2. Divide all students into groups, mark each group in a different color.

3. Given material for students to answer the questions given.

4. When the word "go" one of the group ran to the front of the teacher's desk to take the first question sheet and brought to his group to be discussed together.

5. After they are ready to answer, the second person from the group takes the question to answer. When the answer is correct then the student takes the second paper, but if the answer is wrong then the student returns to the group to be asked again, so go forward.

6. For the first group to solve all the problems correctly then the winner.

7. at the end of the session the teacher and student together to discuss the question.[16]

2.5.5 The Advantages and Disadvantages of Quick on the Draw Strategy

Qick on the Draw is the one of strategy that used in teaching learning process, so there are any advantage and disadvantages in this strategy. Their advantages are:

1. Encourage teamwork

2. Making students usually base their learning on resources other than the teacher.

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[16]Paul Ginnis, (2008), *Trik dan Taktik Mengajar: Strategi Meningkatkan Pencapaian Pengajaran di Kelas*, Jakarta: PT Indeks, p. 163-164

3. Adjusting students with kinesthetic dispositions that cannot sit still for more than two minutes.

4. This activity provides a relatively easy way to provide students with additional experience from key information.

5. This activity involves 'real-time' assessment, where the teacher immediately sees which questions lead to the wrong response: this allows them to measure what needs to be re-taught to ensure deeper understanding.

Disadvantages of them are :

1. The situation in the class will be noisy.

2. Skill of teacher will be eximined.

3. Student who doesn't have a lot of vocabularies will be a little bit hard to understand.

2.6 Related Study

1. Simanjuntak, Yeni Purtika, 2012, Medan State University, has conducted a study entitled "Improving Student Achievement in Writing Descriptive Texts through Blind Sequencing Strategies". This research was conducted using classroom action research with two cycles consisting of six meetings. The purpose of this study was to improve the performance of class X students of SMAN 5 Binjai by using a blind sequencing strategy in the ability to write descriptive texts. The research subjects of class X-1 of SMAN 5 Binjai consisted of 35 students. Based on the writing scores, the students' grades continued to increase because the average writing scores in the first cycle 68.34 increased to 81.49 in the second cycle. Therefore, the results of this study indicate that blind sequencing strategies can improve student achievement in writing descriptive texts.

2. Puspitasari, Candra, 2015, Muria Kudus University, has also conducted research under the title "Improving Students' Ability to Write Descriptive Texts Using TTW (Think, Talk, and Write) strategies." This research was conducted using classroom

action research with three cycles. The purpose of this study was to determine that the TTW strategy could improve students' ability to write descriptive texts of eighth grade students of Bae Kudus Middle School 2 in the 2014/2015 academic year. Research subjects class VIII-C SMP 2 Bae Kudus consisted of 31 students. Based on the writing score, the average percentage score of the first cycle was 62.84% and in the second cycle 66.54%. It can be concluded that the score of students in writing descriptive texts in cycle II increased by 3.7% (66.54% - 62.84%) from cycle I. Whereas in cycle III, the average percentage score was 77.14%. It can be concluded that the students' score in writing descriptive texts in the third cycle increased 10.6% (77.14% - 66.54%) from the previous cycle. The conclusion of this study is that teaching descriptive text using TTW (Think, Talk, and Write) strategies for the second grade of SMP 2 Bae Kudus can improve student achievement in writing descriptive text.

2.7 Conceptual Framework

Writing is process in convey the thoughs and ideas trough written form or paragraph, writing also has any steps that must be followed to make a good text. One of subject that learned student was descriptive text. Descriptive text was described an animal, place person which gived a details.

As a tecaher has a role in teaching that implunce the students improving in writing descriptive text. Beside that, choosing the best strategy also very important to implunce the students improving, and this quick on the draw strategy was the optional one. Quick on the draw strategy is a strategy that can be used to attract students' attention because this strategy is an exciting and challenging game for students to win the game.

This kind of activity that resembles a race against other groups or against time will encourage students to remember the memory of descriptive text material that they have

learned previously to shorten the time to find answers from source material so that they can gather it faster than other groups. . If students are asked to retrieve information from memory, the activity can utilize the effects of testing to increase long-term retention. As a result, students will be actively involved and their ability to write descriptive texts will be enhanced. Therefore, for this reason, a quick drawing strategy is the best way to improve students' ability to write descriptive texts.

2.8 Actional Hypothesis

By the explanation in theoretical framework above, the hypothesis was students skill in writing descriptive text can be improve by using quick on the draw strategy.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Setting

The subjects of this research are the students at grade 10th Senior High School IT INDAH MEDAN in academic year 2019/2020 which consisted of 23 students, 10 males and 13 females. It is located at Saudara Ujung Street No.110 Simpang Limun. Researchers chose this class because based on interviews with English teachers in the class that students had never written descriptive text.

3.2 Data and Data Source

In this study, data were collected using qualitative and quantitative. Qualitative data will be analyzed from interview sheets, observation sheets to illustrate the improvement in students' narrative text writing abilities. while quantitative data will be collected through administrative tests, pre-test and post-test.

Researchers obtain data from English teachers and students when teaching and learning activities (1) Student subjects, in this study students are important subjects as a source of data. (2) Teachers as collaborators, collaborators will assist researchers in conducting action research.

3.3 Research Method

This research applied classroom action research. This research is intended to Applying of Quick on the Draw Strategy to Improve Students' Skill in Writing Descriptive Texts at SMA IT INDAH MEDAN High School in Academic Year 2019/2020, so the using of classroom action research is considered relevant in this study.

The objective in the classroom action research (CAR) procedure is to improve and develop teaching practices that must be carried out by the teacher. Teachers want to improve aspects of their teaching or they want to evaluate the success or suitability of certain activities

and procedures. Another goal that can be achieved if conducting classroom action research (CAR) is the process of training in a position during class action research and is expected to be able to solve problems often encountered in learning.

3.4 The Prosedure of Researcher

According to Kemmis and Taggart that action research is a form of self-reflection research that researchers are collectively undertakes in social situations to improve their reasoning and justice for social or educational, when they writes about these practices and head to the situation where they are learning..[17]

Based on the theory of Classroom Action Research above, it can be concluded that class action research works by applying activities to find facts in solving social situation problems in improving the quality of actions and analyzing for more effective learning. Classroom action research has stages such as; planning, action, observation, and reflection with each activities that systematically and independently implements and interrelates with learning.[18]
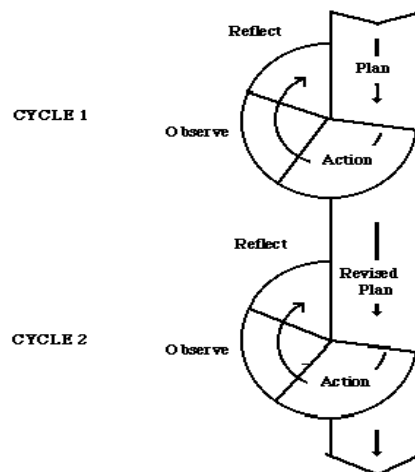
Figure 3.1. Cycle of Classroom Action Research

[17]Rosmala Dewi. (2012). *Penelitian Pendidikan*. Medan Pascasarjana unimed, p. 134
[18]Tatang M. Amirin (2009). "*Classroom action research (penelitiantindakankelas): Langkahawal.*"tatang manguny.word press.com. Acessed on, 27th of March 2019

1. **The First Cycle**

   a. Planning

   In this step, planning is very important especially for systematic data collection and analysis. This becomes a guideline for what to do at the next cycle stage. Planning is conditioned on the curriculum and circumstances in the classroom.

Plan as follows:

1) Observe students' skills for writing descriptive text.

2) Analyzing material offered in textbooks

3) Make lesson plans. The activities are designed as follows:

   1. Prepare the questions.

   2. divide the students into several groups.

   3. teacher explain about descriptive text.

   4. give a source material answer.

   5. start the game or quick on the draw strategy.

   6. after the game of quick on the draw stratedy was finished, the teacher make a question-answer section.

   During the pre-test phase, the teaching and learning process will use a quick on the draw strategy for learning descriptive text. After learning has finished, students are given a post-test about the lesson they have learned. The following are the activities that have been prepared (1) Before entering the material, students are given a pre-test. (2) Then the researcher explains about the quick on the draw strategy to students so they can follow the procedure. (3) Then the researcher explains about the material that will be presented viz descriptive text likes definition, social function, generic structure, descriptive language text features. (4) After explained the material and it strategy, it goes to the quick on the draw

process (5) Then going to the question and answer section of students if it is the case which is still not understood etc.

b. Observation

In this phase a teacher emphesize to be more actively because at this stage a teacher here also acts as an observer and as a participant to find out the developing abilities of students when conducting discussions and doing assignments.

c. Reflection

After completing a quick on the draw strategy. the researcher then explained about the condition of the students at that time, the researcher also explained what were the strengths of the strategy. then, the researcher evaluates learning, this evaluation aims to determine what needs to be done next. researchers and collaborators (teachers) together analyze and determine the next step.

2. The Second Cycle

a. Planning

The activities are:

1) Study the results of reflection in cycle I, which are included in more effective and efficient actions in cycle II.

2) In the second cycle, the things that need to be prepared are basically the same as the planning in the first cycle, only different in the material or sub-concepts studied and revised improvement in learning outcomes from the reflection of cycle I.

b. Action

Actions carried out in cycle II are basically the same as cycle I, but differ in material or sub-concepts, the implementation of an action plan based on what has been designed or created.

c. Observation

Observation activities are carried out from the start to the end of the action with such a procedure in cycle I.

    d. Reflection

Reflection in cycle II is basically the same as cycle I, the difference is the material or sub concepts learned. Meanwhile, in cycle II there was an increase in cycle I and cycle II. In accordance with the results of reflection in each previous cycle, if the reflection is a completeness that meets the requirements in the specified cycle II, then the action is stopped, but if it still does not work it will proceed to the next cycle.

3.5 Technique of Collecting the Data

There are five techniques in collecting the data while teaching-learning they are :

1. Observation : Researchers are assisted by permanent teachers (collaborators) and make observations to be able to determine various matters related to the research process such as facilities, locations, conditions of student abilities, etc.

2. Tests : The test are divided into two parts pre-test and post-test. pre-test is a test conducted before the strategy is held, post-test is a test that is given after conducting the strategy. This test aims to find out differences in the development of students' skill in writing descriptive text. In the end, this test was conducted to find out and be able to measure students' skill in learning.

3. Interviews : Interview is a process to find out some information related to research. Interviews were conducted by giving a number of questions to students and English teachers and researchers listened carefully. Then, this interview also aims to find out where the shortcomings of students are and also to what extent the development of students' skill in writing descriptive text.

4. Documentation : Documentation is the process of taking pictures with the camera during the teaching-learning process. documentation is did when the researcher considers that the

moment is important. from the documentation it can be seen that students have enthusiasm in learning.

5. Daily Note : The diary is a note that contains the date, day, year and aims so that the writer can pour out his heart whether it is happy or sad, even the writer can tell the experience he has experienced and wishes not to be forgotten. A diary is a note that tells the feeling, experience, and state of the heart of a writer.

3.6 Technique of Analyzing the Data

In this data analysis using qualitative and quantitative data techniques. Qualitative data uses observation sheets, interview sheets and diary notes. For quantitative data use assessment scores that have been given to students. Then, to determine whether the quick on the draw strategy was successful or not after it was done, the researchers used the test formula as follows.

$$T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N - (N-1)}}}$$

Where :

$\bar{D}$ = Means of the difference of post-test 1 and post-test 2

D = Differences

N = Subject

While qualitative data will be analyzed by Miles and Huberman. Qualitative data analysis consists of three components that make up current and current activities, namely: Condensation data, data display, and conclusion drawing and verification.[19]

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[19]**Andrea Daniel**, (2010), *Perception Gaps between Headquarters and Subsidiary Managers: Differing Perspectives on Subsidiary Roles and Their Implications,* Wiesbaden: Gabler, p.138

3.6.1 Data Condensation

Data condensation is a process of selecting and focusing on simplification, and abstracting and changing data that appears in the transcript of the writing field. in this process researchers have made reductions in the previous process.

3.6.2 Data Display

Data display is an organized collection of information that allows to draw actions and conclusions. With the data display, the review will be easier to understand and analyze what will be with the data present. In this research, researchers will use several options in displaying data, then the most generally data display will be used in qualitative research.

3.6.3 Conclusion Drawing and Verification

The final step of the analysis is drawing conclusions and verification. From the beginning of data collection, qualitative data analysis is the beginning to decide what is meant by not regulations, patterns, explanations, possible configurations, cause-effect flows, and prepositions. The conclusion in qualitative research is a new discovery that can be the answer to the research problem. The conclusion of the description of the object of this study. Finally, in this step the researcher will get the results and conclusions from the study.

3.7. Trustworthiness

There are four criteria in truswothiness, namely: a). Falling behind; prefer internal validity, (b). Transferability; in preference to external validity / generalizability, (c). Constancy; in preference to reliability, (d). Confirmation; in preference to objectivity. In this study, researchers will use creadibility to strengthen this research. Credibility is one of the most important factors in maintaining trust. There are several techniques to increase the degree of creadibility, one of which is triangulation. There are four types of triangulation, namely: (a). Triangulation of sources, (b). Triangulation method, (c). Research triangulation,

and (d). Triangulation theory. In this study, researchers will use source triangulation. I only limit to triangulation, namely: source triangulation and methodological triangulation.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Data Description

This research uses quantitative and qualitative data. Quantitative data is taken from the average value of students in written tests while qualitative data is taken from the diaries, observations and interviews. This research was conducted in one class with 23 students. The research was divided into two cycles: the first cycle consisting of two meetings and the second cycle which also consisted of two meetings. Before conducting the cycle, students are given an initial exam. In the last meeting of each cycle, students are given a written test. Each cycle consists of planning, action, observation and reflection.

4.1.2 The Quantitative Data

Quantitative data is taken from the results of students' grades in written tests. The written test is given to students in each of the last meetings of each cycle. The results of student grades can be seen in the following table:

Table 4.1

The Students' Score in Pre-Test, Post-Test I and Post-Test II

No.	Name	Score		
		Pre-Test	Post- Test 1	Post-Test 2
1	TAB	76	87	89
2	PS	67	69	75
3	LM	75	78	83
4	RAS	41	60	71
5	UUA	51	68	76
6	MT	40	73	85
7	SHB	30	49	70
8	MRD	36	79	90
9	SHD	74	77	80
10	LYS	41	83	89
11	ED	68	75	86
12	PM	46	63	89
13	MD	41	77	85
14	PHD	53	55	72
16	IS	36	53	88

15	RSP	38	63	76
17	NUS	41	34	73
18	AT	51	81	84
19	RK	63	80	85
20	RH	70	84	85
21	MTH	41	79	83
22	AMK	43	87	90
23	ZD	68	58	77
Total		$\sum X = 1190$	$\sum X = 1612$	$\sum X = 1881$
Mean		$\overline{X} = 51.74$	$\overline{X} = 70.09$	$\overline{X} = 81.78$

From the table above, it can be seen that the total score of students in the pre-test is 1190 and the average score is 51.74, the total score of students in the post-test I is 1612 and the average is 70.09, and the total value of students in post-test II is 1881 with an average student is 81.78.

4.1.2 The Qualitative Data

Qualitative data were obtained from diaries and observations made during the teaching-learning process and from interviews conducted before and after applying the two cycles.

a. Interview

Interviews were conducted before the first cycle and after the second cycle. Before conducting the first cycle, the English teacher was interviewed to find out the obstacles he encountered in teaching writing and how student participation during learning. From interviews, it was found that it is difficult to keep students focused in writing because they are often trapped in the middle of writing because they cannot arrange their thoughts into sentences. When their minds go blank, they will stop writing and start chatting or doing something else.

Some students from the class were also interviewed before conducting cycle I. From the interview, the problem identified in descriptive text learning was the difficulty in developing ideas into English sentences systematically and in using the verb presen in

writing descriptive texts. After two cycles, interviews with the English teacher and several students were carried out again. This time, the English teacher said that a quick on the draw strategy can get students involved in the learning process. Most students are involved and active during the treatment whether to look for answers, write them on the answer sheet, or even just runners to bring the group answer sheets to the teacher.

b. Observation

Observations were made by collaborators in each cycle of this study. Observations were made to determine the conditions of teaching and learning in the classroom, student involvement in learning, the ability of teachers to explain lessons, strategies used in teaching and learning, and the ability of teachers to carry out learning. strategy.

In observing the teaching and learning process, collaborators sit in class and fill out two observation sheets: one for students' activities in learning descriptive texts and another for the English teaching process. Collaborators provide a checklist to determine the score for each observation item listed on the observation sheet. Guidelines for assessing scores are given on the observation sheet to facilitate collaborators in assessing observation items, and the guidelines are: 4 = very good, 3 = good, 2 = fair, 1 = bad. The notes made by collaborators are then recorded as daily notes.

From the results of the observation sheet, the researcher and collaborator noted that the conditions of achievement were getting better in each meeting. It is shown by the percentage in each observation that gets higher. The observations can be seen in the following table:

Table 4.2

Observation of Teaching Process

	Cycle I	Cycle II
Percentage	76.19%	91.67%

From the table above, it can be seen that the percentage of the teaching process observed by collaborators increases from one cycle to another. The increase between the two cycles is 15.48%. Similar to the teaching process, student activities that are recorded in the observation sheet also show improvement in each cycle. That can be seen from the increase in percentage shown in the following table:

Table 4.3

Observation of Students' Activities

	Cycle I	**Cycle II**
Percentage	60.71%	85.71%

From the table above, it is shown that the percentage of student activity observed by collaborators increases from one cycle to another. The increase between the two cycles is 25%.

4.2 Data Analysis

4.2.1 Preliminary Study

Before starting the first cycle, a preliminary study is carried out. In this preliminary study, students are given a pre-test and interviews are conducted with students and their English teachers as respondents. The purpose of the pre-test is to identify students' abilities in writing. In addition, this pre-test aims to provide an overview of action planning that will be implemented in the teaching and learning process. The pre-test is carried out for sixty minutes. Essay tests are used to evaluate students' ability to write descriptive texts. The English teacher sets 75 as the Minimum Mastery Criteria: KKM in the school. Students are instructed to write their pets. After conducting the test, an interview is then conducted to find out students' opinions about the topic to be taught during the study.

Based on the pre-test results, it shows the student's achievement in writing descriptive texts is low. It can be seen from the average value of students is 51.74, and the percentage score of 2 students who passed the KKM or got a score of up to 75 is only 8.70%. On the other hand, there were 21 students who failed to reach the KKM or did not achieve a score of up to 75 (91.30%). Pre-test scores can be seen in this table:

Table 4.4

The Students' Score of Pre-Test

No.	Name	Total Score	Note
1	**TAB**	**78**	**Successful**
2	PS	65	Unsuccessful
3	**LM**	**77**	**Successful**
4	RAS	65	Unsuccessful
5	UUA	43	Unsuccessful
6	MT	28	Unsuccessful
7	SHB	56	Unsuccessful
8	MRD	66	Unsuccessful
9	SHD	43	Unsuccessful
10	LYS	49	Unsuccessful
11	ED	67	Unsuccessful
12	PM	43	Unsuccessful
13	MD	42	Unsuccessful
14	PHD	56	Unsuccessful
15	IS	37	Unsuccessful
16	RSP	31	Unsuccessful
17	NUS	40	Unsuccessful
18	AT	52	Unsuccessful
19	RK	68	Unsuccessful
20	RH	72	Unsuccessful
21	MTH	47	Unsuccessful
22	AMK	41	Unsuccessful
23	ZD	60	Unsuccessful
	Total Score	$\sum X = 1190$	1190
	Mean	$\overline{X} = 51.74$	51.74

Table 4.5

The Percentage of Students Score in Pre-Test

	Criteria	Total Students	Percentage
P1	Successful	2	8.70%
P2	Unsuccessful	21	91.30%
Total		**23**	**100%**

Quantitative data above is also strengthened by qualitative data. can be seen from the quantitative data above that the students' scores are still low, then after interviews with students, it is known that students are still confused and cannot channel their ideas into paragraphs well. therefore the researchers decided to continue the research to cycle I.

4.2.2 Cycle 1

a. Planning

Because students' ability to write descriptive text is still low, therefore research goes to cycle I. For all the needs in learning have been prepared such as, lesson plans, question cards, observation sheets, student tests etc. while learning, the collaborator also takes some photos in the learning process.

b. Action

In this phase of action, researcher conduct into 2 meetings. the first meeting to explain the material and did the strategy. for the second meeting aims to conduct a post test cycle I.

c. Observation

In this phase, there are two types of observations; they are collected qualitatively and quantitatively. Qualitatively, based on observations, collaborators observe that in pre-teaching, good perception is done well by checking student attendance and asking questions as a stimulus, but there is one point of perception that is missing that explains the purpose of learning. Students are only told what they will learn that day without a detailed explanation of that goal.

An explanation of descriptive text has been given clearly with the help of a few examples, but there are some of the students who do not listen and there are even students who do other work assignments, in explaining the material the researcher listens to many students who speak slowly with their friends. Essentially, many students do not pay attention, and when asked by calling a name at random they cannot answer the questions given.

After the strategy was completed I realized I had a minus value, the first, I should have used card paper that has a different color from each group, so they can be more interested and they can also be easier to take cards on the table. secondly, when a group has finished working on a question, the student who will deliver the card should be a different person, but on the contrary, it can be seen that other students only participate in the group but do not contribute but only joke with their friends.However, most groups have all members actively looking for answers while some have only two active people and other members are busy with their own business.

Quantitatively, researchers provide tests to determine student achievement in writing descriptive text in the first cycle. In the first cycle, students who succeeded on the test by passing the KKM were 12, and students who did not succeed were 11. The total score of students was 1612 and the number of students taking the test was 23, so the average student was 70.09. With 12 students who passed the KKM, the percentage of student scores was 52.17% while the percentage of 11 students who failed was 47.83%.

d. Reflection

In this phase, feedback from the teaching and learning process is taken from the results of observations, tests, and interviews. The teaching and learning process at the end of the meeting is evaluated. Through reflection, problems and student test results will be found.

Based on student results in the post-test, student achievement in writing descriptive texts using the quick on the draw strategy was improved. That is evidenced by the average

value of students in the post-test is 70.09 (52.17%) while the pre-test is 51.74 (8.70%). This means that there is an increase in post-test results. Increased yield is 43.47%. Student post-test scores can be seen in this table:

Table 4.6
The Students' Score in Post Test 1

No.	Initial Name	Total Score	Note
1	**TAB**	**89**	**Successful**
2	PS	68	Unsuccessful
3	**LM**	**79**	**Successful**
4	RAS	61	Unsuccessful
5	UUA	69	Unsuccessful
6	MT	74	Unsuccessful
7	SHB	48	Unsuccessful
8	MRD	**78**	**Successful**
9	SHD	**78**	**Successful**
10	LYS	**84**	**Successful**
11	ED	**76**	**Successful**
12	PM	64	Unsuccessful
13	MD	**78**	**Successful**
14	PHD	56	Unsuccessful
15	IS	64	Unsuccessful
16	RSP	54	Unsuccessful
17	NUS	35	Unsuccessful
18	AT	**83**	**Successful**
19	RK	**84**	**Successful**
20	RH	**84**	**Successful**
21	MTH	**78**	**Successful**
22	AMK	**88**	**Successful**
23	ZD	59	Unsuccessful
	Total Score	$\sum X = 1612$	
	Mean	$\overline{X} = 70.09$	

From the table score above it can be summarized that the post-test cycle I has not yet reached the KKM. because, from 23 students 12 people graduated and 11 people did not pass and could be averaged to be 70.09 score and because the KKM passing score was 75 then it was declared to have not passed the KKM, average table as follows:

Table 4.7

The Percentage of Students Score in Post-Test of the First Cycle

	Criteria	**Total Students**	**Percentage**
P1	Successful	12	52.17%
P2	Unsuccessful	11	47.83%
Total		**23**	**100%**

In the post-test cycle I, students' progress in writing descriptive text had been seen, even though it had not yet reached the KKM score of "75". the researchers decided to put emphasis on mastering descriptive text material to students because most students were made mistakes because they did not understand the material being given. therefore researchers will hold cycle II and hope for better.

4.2.3 Cycle II

a. Planning

In this step, the researcher plans to hold two meetings. This meeting is planned to improve student achievement in writing descriptive text based on the results of the first cycle by increasing descriptive text material. Based on reflection in the first cycle, the researcher found that there were several problems students had in writing descriptive text.

The researcher has prepared all materials used in learning, lesson plans, student handouts, question card sets for strategy implementation, observation sheets, student tests, writing rubric scores and interview sheets. In this study, the researcher took on the role of teacher, and my partner or collaborator became an observer. While the collaborator watched, he also took notes and took pictures of the teaching-learning process.

b. Action

The researcher implemented the action in two meetings. One meeting to provide material using the proposed strategy, and one meeting to provide a post-test cycle II.

c. Observation

In observation, researchers are assisted by collaborators to observe the teaching and learning process of cycle 2. Collaborators observe the conditions of teaching and learning in the classroom, student involvement in lessons, the ability of teachers to explain lessons, strategies used in teaching and learning, and the ability of teachers to make strategies . Observation results are collected as data, which is used as a basis for reflection.

In this phase, there are two kinds of observations, they are collected qualitatively and quantitatively. Qualitatively, based on observations, collaborators observe that in pre-teaching researchers have done a good perception without losing points. Quantitatively, researchers have decided that student achievement for the post-test cycle II has reached KKM with a total of 23 students with an average score of 81.78% with 19 students passing the KKM and 4 students failing at 17.40%.

d. Reflection

Based on observations, the learning process in cycle II shows better results than cycle I, which in this cycle II problems that are usually faced by students have been resolved such as generic structures, identification and description, and also students are able to channel their ideas into paper. and then it can be proven from the results of the interview, one of the students said that the use of quick on the draw strategy is very exciting. "I was very happy, then I could understand the topic easier (*saya sangat senang, kemudian saya juga bisa mengerti lebih mudah*),". then the English teacher also said that the use of quick on the draw strategy in learning was able to improve students' abilities in writing descriptive text.

This opinion was emphasized by the increase in student learning outcomes in the post-test 2. The average score of students in post-test 2 was 81.78 (82.60%) while in post-test

1 was 70.09 (52.17%). This means that there was an increase in the results of the post-test 2. The increase in the results was 30.43%. Post-test scores of 2 students can be seen in this table:

Table 4.8
The Students' Score in Post Test 2

No.	Name	Total Score	Note
1	**TAB**	**89**	**Successful**
2	PS	**76**	**Successful**
3	**LM**	**84**	**Successful**
4	RAS	72	Unsuccessful
5	UUA	**77**	**Successful**
6	MT	**86**	**Successful**
7	SHB	71	Unsuccessful
8	MRD	**91**	**Successful**
9	SHD	**82**	**Successful**
10	LYS	**88**	**Successful**
11	ED	**87**	**Successful**
12	PM	**88**	**Successful**
13	MD	**86**	**Successful**
14	PHD	73	Unsuccessful
15	IS	**77**	**Successful**
16	RSP	**89**	**Successful**
17	NUS	74	Unsuccessful
18	AT	**85**	**Successful**
19	RK	**86**	**Successful**
20	RH	**87**	**Successful**
21	MTH	**84**	**Successful**
22	AMK	**91**	**Successful**
23	ZD	**78**	**Successful**
	TAB	$\sum X = 1881$	
	PS	$\overline{X} = 81.78$	

From the post-test score data in the second cycle, students who passed KKM were 19, and students who failed to achieve KKM were 4. The total score of students was 1,881 and the number of students who took the test was 23 so the average was 81.78. This means that

the score is considered successful because it has reached the KKM. The percentage score can be seen in the table below:

Table 4.9
The Percentage of Students Score in Post-Test of the Second Cycle

	Criteria	Total Students	Percentage
P1	Successful	19	82.60%
P2	Unsuccessful	4	17.40%
Total		**23**	**100%**

With 19 students who passed the KKM, the percentage of student scores was 82.60%. On the other hand, the percentage of 4 students who did not succeed was 17.40%. It can be concluded that student achievement in the post-test in the second cycle is improved and is considered successful in achieving KKM. Therefore, it was decided to end the research in this cycle.

4.3 Findings

The results show that there is an increase in students' ability to write descriptive texts through the quick on the draw strategy. That is evident from the average value of students who improved from one test to another. In the pre-test, the average score of students was 51.74, then the average score on post-test I (cycle I) was 70.09, while on post-test II (cycle II) the average score was 81, 78.

With the fact those students' abilities are low; the first cycle of research is carried out. In this cycle, students are taught using the proposed strategy, quick on the draw strategy. The topic is explained to students first, then a quick on the draw strategy is introduced to them. This strategy encourages students to become accustomed to writing and to be familiar with generic structures and language features of descriptive texts. As a result, the average score of students in this cycle is higher than in the pre-test.

Although there was an increase in the student's average score from 51.74 in the pre-test to 70.09 in the first post-test, KKM had not yet reached. There were 11 students who failed to reach the KKM and got points below 75. Most students made the same mistake: writing stories by ignoring the generic structure of descriptive texts and using verbs now, not previous verbs.

Because KKM has not yet been reached, the study continues to cycle II. In this cycle, the topic is more emphasized on generic structure and language features of descriptive texts. Things that need to be improved are done well in this cycle. As a result, 19 of the 23 students passed the KKM in the post-test II and their average score increased from 70.09 to 81.78.

The Qualitative data taken from interviews and observation sheets were also analyzed. Based on interviews, both students and English teachers showed a good response to the teaching process using the quick on the draw strategy. Furthermore, the results of the observation sheet show the improvement of the teaching process and student activities in each cycle. All of this qualitative data supports research findings that are based on quantitative data. Based on quantitative data, it was found that the quick on the draw strategy had succeeded in increasing students' ability to write descriptive texts

4.4 Discussions

This research has proven the effectiveness of quick on the draw strategy to improve students' ability to write descriptive texts. It can be seen from the results of student test scores that show improvement. Improvement can be approved because of the three main advantages required by the quick on the draw, namely:

first, as one of the cooperative strategies, students are encouraged to work in groups and compete with each other to be the first to solve all questions with the correct answers. This kind of classroom atmosphere makes students stimulated to be active in their groups so that they can be the first to solve all question. With the speed needed to be successful, each

member takes part in finding answers quickly. In addition, one of the rules of this strategy requires group members to replace and collect their answer sheets about other members during the visit. During previous studies, the percentage of student activities considered in the grading sheet showed an increase in each meeting. As discussed in Appendix VIII and IX attached, the total score of items seen increased from 17 (60.71%) in Cycle 1 to 24 (85.71%) in Cycle 2. It can be seen that students have shown improvement in their activities in doing assignments in groups.

Second, quick on the draw strategy make students base their learning on resources other than the teacher. As it is known that in implementing the quick on the draw strategy, students get resources that contain material related to the topics they discuss (in this case students get descriptive text leaflets: resolution, generic structure, language features, and some samples). During the search for answers, students must read several times to get the correct answer. This activity makes them more productive with texts so that their writing can be more productive. After finishing, students still remember the explanation written on their handout. Therefore, they gained wider knowledge without being asked to memorize it.

Third, the activity of quick on the draw strategy involved 'real-time' assessment. The real-time assessment here is that teachers must answer student questions to ascertain whether they have the next question or if they incorrectly say they must ask the group for revision. During the previous research, Questions about which were asked by assessors to immediately see which parts of the question students often answered incorrectly. Therefore, reflections of what must be agreed to them next time and which parts must be supported to ensure better understanding can be arranged easily. That is the reason for discussing the topic of the generic structure of descriptive texts and students' understanding of the past selected in Cycle 2.

From the explanation above, it can be concluded that used of the quick on the draw strategy increases the ability of students to write descriptive texts. It helps students to learn in a pleasant atmosphere and is used to write according to generic structure and language features of descriptive texts.

CHAPTER V

CONCLUSION AND SUGGESSTION

5.1 Conclusion

From the research findings and discussion of the application of a quick on the draw strategy to improve students' ability to write descriptive texts in the previous chapter, the conclusions are presented as follows.

a. The implementation of quick on the draw strategy in teaching was effective and efficient to improve the students' ability in writing descriptive text. It meaned that implementing quick on the draw strategy could be a way to improve students' ability in writing descriptive text. It could be seen from their daily activities in the classroom, from the beginning of the meeting was concluded that students felt very confused in learning English. But, after doing a good treatment, as well as explaining the material clearly, fun learning, and of course by using the quick on the draw strategy the students were looked very enthusiastic and very happy in learning. Each students were participated in finishing the set of questions given quickly with their groups. They also felt enjoy and fun during learning writing.

b. The Improvements can be seen through several points. The first point is the improvement in their ability to develop ideas. The second value is the initial value of the average value of pre-test, post-test 1 and post-test 2. This is presented from the average pre-test is 51.74, post-test in the first cycle is 70.09 and post -test in the second cycle is 81.78. There is an increase in each cycle.

5.2 Suggestions

The result of this research was expected to be benefical for English teacher in Vacational High School especially for SMA IT Indah Medan and other materials develover.

a. The first suggestion relates to the input of materias. Based on the result of the need analysis, it is suggested to provide texts that contains current relevant vocabulary. The text could be adopted from many sources, it is also suggested to insert some picture for need presetation, so the picture may helps the student to acquire the material well.

b. The second suggestion is about the learning activity. The result of the needs analysis show that the activities of students are various. It is suggested to provide some activities for each skills. Like spoken section (speaking & listenig) could be indentifying detail information by role-play.

c. The third suggestion concerns about the learner role and teacher role. It is suggested to provide tasks which involves students to actively participate in classroom discussion. And teacher also should be able to create a fun environment of teaching learning process.

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APPENDIX I

LESSON PLAN

School   : SMA IT INDAH MEDAN

Class   : X

Subject   : English

Material   : Descriptive Text

Aspects   : Writing

Time   : 2x45 Minutes

A. Standard Competence

Distinguish social functions, text structure, and language features in oral and some written descriptive texts by giving and requesting information person. Understand the contextually meaning related to social functions, text structure, and language features of written descriptive text related to someone's description. Arrange the descriptive text relating to someone's description by paying attention to social functions, text structure, and language elements that are correct and in context.

B. Indicators

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

- Analyzing the descriptive text in the form of personal experiences based on the context of their use.

- Carry out the communicative actions regarding the descriptive text by giving and requesting information related to someone's description based on the context of their use.

C. Learning Aims

- Students are capable to understand from language feature that used in descriptive text.

- Students are capable to understand from generic structure that used in descriptive text.

- Students are capable to make a simple descriptive text consist of identification and description.

D. Learning Sources

- Textbook, another references' book, internet.

E. Media

- Media : worksheets, question card

- Tools : board marker, rulers, whiteboard

F. Learning strategy

- Using Quick on the Draw as a Strategy

G. Material

- Social Function

Reporting and giving the information about someone's description

- Structural Text

Definition of descriptive text

Descriptive text is to explain something whether it's a place, a person, or an animal. Descriptive text aims to explain something in detail both physically, shape, taste, etc. so that readers can feel sad, happy directly. In essence, with descriptive text that someone makes a painting using words.

- The generic structure of descriptive text

1. Identification

In this generic structure introduces to the subject of description

2. Description

At this stage the writer must explain about the subject that is told in more detail such as telling about the condition, taste, or how the strengths of the performer, his habits, or how he can be special for the reader.

- Language Features

- Focus on specific participants (my English teacher, Andini cat, my favorite place),

- Use of simple present tense, use of past tense if extint.

- The verb is and has a 'relational process' (my mom is very cool, she has long black hair).

- Use descriptive adjectives (strong legs, white fangs).

- Use of detailed noun phrases to provide information about the subject (beautiful scenery, sweet young women).

- Use of action verbs 'material process' (eating grass, running fast).

Example of Descriptive Text

BOROBUDUR TEMPLE

Identification

Borobudur is a Hindu-Buddhist temple that was built in the 9th century under the Syailendra dynasty in Java. Located near Magelang on the island of Java, Indonesia.

Description

Abandoned in the 11th century and partly excavated by archaeologists in the early 20th century. Borobudur Temple is famous throughout the world. Influenced by Gupta architecture in India, this temple is built on a hill as high as 46 m (150 feet) and consists of eight step-like stone terraces, one above the other. The first five terraces are square and surrounded by walls decorated with statues of Buddha in relief; the top three are circular, each with a bell-shaped stupa circle (Buddhist temple). The entire building is crowned by a large stupa at the center of the upper circle. The peak road extends through some 4.8 km of corridors and stairs. The design of Borobudur, a volcano that symbolizes the structure of the universe, is influenced by temples built in Angkor, Cambodia.

Borobudur, rededicated as Indonesia's national monument in 1983, is a valuable treasure for the people of Indonesia.

H. Teaching Learning Process

Activity	Description	Time
Opening	1. The teacher says greetings to students and lead the students to say a prayer 2. The teacher checks the attendance list. 3. The teacher tells to the students about the topic of descriptive text 4. The teacher motivates the students to learn. 5. The teacher explains the objective of learning in descriptive text	10 Minutes

Core Activity	Observing	70 Minutes
	1. The teacher will explain about descriptive text. The material is about the definition of descriptive text, the generic structure and language feature of descriptive text. Then, the teacher will give the example of descriptive text.	
	2. Then, the teacher continues by introducing bio poem as technique (the simple poem about people) and its purpose during in the treatment.	
	3. To make the students more understand the material, the researcher will choose one of the simple poems. Then, the teacher will explain all the steps and the way how to describe.	
	Elaboration	
	1. The teacher will divide the students into pairs of groups.	
	2. The teacher command the students to write descriptive text of their favourite artist based on the bio poem	
	Exploration	
	The students write the descriptive text about their favourite artist	

	Communicating 1. Both of the students exchange their task 2. The students read their partner's descriptive text	
Close Activity	1. The teacher will make the conclusion of the material 2. The teacher gives the feedback to the conclusion. 3. The teacher tells to the students about the next material. 4. The teacher closes the lesson by greetings	10 Minutes

Instructional Scoring

Components	Criteria	Score			
		Excellent-Very Good	Good-Average	Fair-Poor	Very Poor
Content	Depending on the students' capability to write their ideas and information in the form of logical sentences.	20-18	17-14	13-10	9-7
Organization	Orientation	10-9	8-7	6-5	4-3
	Sequence of Events	10-9	8-7	6-5	4-3
	Reorientation	10-9	8-7	6-5	4-3
Vocabulary	• The use of words and idiom to express the ideas. • Use of the synonym,	20-18	17-14	13-10	9-7

	antonym, prefix, and suffix.				
Language Use	Simple Present	10-9	8-7	6-5	4-3
	Conjunctions and time connectives	5-4	3	2	1
	Noun and pronouns	5-4	3	2	1
	Action verbs, adjectives, and adverbs	5-4	3	2	1
Mechanics	• Using words appropriately • Using a well-organized paragraph and text	5-4	3	2	1

APPENDIX II
LESSON PLAN

School : SMA IT INDAH MEDAN

Class : X

Subject : English

Material : Descriptive Text

Aspects : Writing

Time : 2x45 Minutes

I. Standard Competence

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J. Indicators

- Identify the use of oral and written descriptive text by giving and requesting information related to someone's description
- Analyzing the descriptive text in the form of personal experiences based on the context of their use.
- Carry out the communicative actions regarding the descriptive text by giving and requesting information related to someone's description based on the context of their use.

K. Learning Aims

- Students are capable to understand from language feature that used in descriptive text.
- Students are capable to understand from generic structure that used in descriptive text.
- Students are capable to make a simple descriptive text consist of identification and description.

L. Learning Sources

- Textbook, another references' book, internet.

M. Media

- Media : worksheets, question card

- Tools : board marker, rulers, whiteboard

N. Learning strategy

- Using Quick on the Draw as a Strategy

O. Material

- Social Function

Reporting and giving the information about someone's description

- Structural Text

Definition of descriptive text

Descriptive text is to explain something whether it's a place, a person, or an animal. Descriptive text aims to explain something in detail both physically, shape, taste, etc. so that readers can feel sad, happy directly. In essence, with descriptive text that someone makes a painting using words

- The generic structure of descriptive text

3. Identification

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4. Description

At this stage the writer must explain about the subject that is told in more detail such as telling about the condition, taste, or how the strengths of the performer, his habits, or how he can be special for the reader.

- Language Features

- Focus on specific participants (my English teacher, Andini cat, my favorite place),
- Use of simple present tense, use of past tense if extint.
- The verb is and has a 'relational process' (my mom is very cool, she has long black hair).
- Use descriptive adjectives (strong legs, white fangs).
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Borobudur, rededicated as Indonesia's national monument in 1983, is a valuable treasure for the people of Indonesia.

P. Teaching Learning Process

Activity	Description	Time
Opening	6. The teacher says greetings to students and lead the students to say a prayer 7. The teacher checks the attendance list. 8. The teacher tells to the students about the topic of descriptive text 9. The teacher motivates the students to learn. 10. The teacher explains the objective of learning in descriptive text	10 Minutes

Core Activity	Observing **4.** The teacher will explain about descriptive text. The material is about the definition of descriptive text, the generic structure and language feature of descriptive text. Then, the teacher will give the example of descriptive text. **5.** Then, the teacher continues by introducing bio poem as technique (the simple poem about people) and its purpose during in the treatment. **6.** To make the students more understand the material, the researcher will choose one of the simple poems. Then, the teacher will explain all the steps and the way how to describe. Elaboration 3. The teacher will divide the students into pairs of groups. 4. The teacher command the students to write descriptive text of their favourite artist based on the bio poem Exploration The students write the descriptive text about their favourite artist	70 Minutes

	Communicating	
	3. Both of the students exchange their task	
	4. The students read their partner's descriptive text	
Close Activity	5. The teacher will make the conclusion of the material	
	6. The teacher gives the feedback to the conclusion.	
	7. The teacher tells to the students about the next material.	10 Minutes
	8. The teacher closes the lesson by greetings	

Instructional Scoring

Components	Criteria	Score			
		Excellent-Very Good	Good-Average	Fair-Poor	Very Poor
Content	Depending on the students' capability to write their ideas and information in the form of logical sentences.	20-18	17-14	13-10	9-7
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	Reorientation	10-9	8-7	6-5	4-3
Vocabulary	• The use of words and idiom to express the ideas. • Use of the synonym,	20-18	17-14	13-10	9-7

	antonym, prefix, and suffix.				
Language Use	Simple Present	10-9	8-7	6-5	4-3
	Conjunctions and time connectives	5-4	3	2	1
	Noun and pronouns	5-4	3	2	1
	Action verbs, adjectives, and adverbs	5-4	3	2	1
Mechanics	• Using words appropriately • Using a well-organized paragraph and text	5-4	3	2	1

APPENDIX III

PRE-TEST CYCLE I

SHEET TEST

Name   :

Class   :

Direction*   1. Write down your full name on left above paper

2. write down a simlpe descriptive text about "A PET"

Description

_____

_____

_____

_____

_____

APPENDIX IV

POST-TEST CYCLE I

SHEET TEST

Name   :

Class   :

Direction*   1. Write down your full name on left above paper

2. write down a simlpe descriptive text about "A PET"

Description

_____

_____

_____

_____
_____

APPENDIX V

POST-TEST CYCLE II

SHEET TEST

Name   :

Class   :

Direction*   1. Write down your full name on left above paper

2. write down a simlpe descriptive text about "MY FAMILY"

Description

_____

_____

_____

_____

_____

APPENDIX VI
KEY ANSWER I
PRE-TEST

" PET "

Orientation
Who   : My Cat

My Cat

Identification

I have a cat, but not an expensive cat but he is a native cat. he has white fur mixed with black. he has a long tail.

Description

he is a very naughty cat. he always bothered me when I am eating, he always stalke my plate and when I am not aware he always stole my fish. my mother always get angry with my naughty cat attitude, several times my mother tell me to throw it away, but I could not bear it, because I love her so much because I have kept it since he was little.

APPENDIX VII
KEY ANSWER II
POST-TEST (CYCLE II)

" MY FAMILY "

Orientation

Who   : my mommy

MY MOMMY

Identification

My mommy is a beautiful person. She is not tall but not short, and she has curly and brown hair. The color of her eyes is like honey and the color of her skin is light brown, and she has a beautiful smile. Its weight likes 120 lbs. He is a very nice person.

Description

She is a very good daughter, wife, and a good mommy. She always take care of her family. She likes his house always clean and organized. She does not like the chaos. She always keeping smile. She is sweet and beautiful. I feel so happy when I want to sleep or when I wake up or when I want to go to somewhere, she always give a kiss, and when our family have a problem she always beside us and to help to solve the problem and my mommy never tired to give us her love .

APPENDIX VIII

Observation Sheet of the Students

Cycle I

No	Activities	Very poor	Poor	Fair	Good	Excellent	Total
		1	2	3	4	5	
1	The students have the motivation to study English using bio poem						
2.	The students pay attention to the teacher in using bio poem						
3.	The students understand to the teacher's explanation and instruction about the using of bio poem						
4.	The students work in their group in writing descriptive text using bio poem						
5.	The students are able to control the condition and situation of groups when writing descriptive text						
6.	The students can complete their task in writing descriptive text using bio poem						
7.	The students can be actively and cooperatively to follow the writing activity						

8.	The students collect their task on time.						
9.	The students make the conclusion to the material of learning in that time.						

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

Medan................20..

Obsever

....

APPENDIX IX

Observation Sheet of the Students

Cycle II

No	Activities	Very poor	Poor	Fair	Good	Excellent	Total
		1	2	3	4	5	
1	The students have the motivation to study English using bio poem						
2.	The students pay attention to the teacher in using bio poem						
3.	The students understand to the teacher's explanation and instruction about the using of bio poem						
4.	The students work in their group in writing descriptive text using bio poem						
5.	The students are able to control the condition and situation of groups when writing descriptive text						
6.	The students can complete their task in writing descriptive text using bio poem						
7.	The students can be actively and cooperatively to follow the writing activity						

8.	The students collect their task on time.						
9.	The students make the conclusion to the material of learning in that time.						

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

Medan................20..

Obsever

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APPENDIX X

Observation Sheet of the Teachers

Cycle I

No.	Observation Item	Yes	No	Comment
A	**Pre-teaching**			
	1. The teacher greets and asks the students' condition			
	2. The students respond to the teacher's greeting and tell about their condition			
	3. The teacher leads a prayer			
	4. The teacher gives motivation			
	5. The teacher reviews the previous materials			
	6. The teacher gives lead in questions			
	7. The teacher tells the objective of the teaching and learning process			
B.	**Whilst-teaching**			
	1. The students are ready to learn the materials			
	2. the teacher distributes handout/worksheet			
	3. The teacher introduces bio poem technique by giving the some poetry			
	4. The students read a technique			
	5. The teacher and the students discuss the generic structure and language features of bio poem			
	6. The teacher checks the students' understanding			
	7. The teacher gives chances to the students to ask questions			

	8. The students deliver the questions to the teacher			
	9. The teacher guides the students in every stage in the process of doing the tasks.			
	10. The lesson is smooth, sequenced. And logical			
C	**Post-teaching**			
	1.The teacher summarizes and reflects the lesson			
	2.The teacher previews on the upcoming materials			
	3.The teacher closes the teaching and learning process			
D	**Methods**			
	1.The are balance and variety activities during the lesson			
	2.The teacher moves around the class and makes eye contact with the students			
	3. The teacher positively reinforces the Students.			
	4.Examples and illustration are used effectively			
	5.The teacher corrects the students' errors and mistakes			
	6.The teacher used the allocated time well			
E	**Teacher-students' interaction**			
	1.The teacher encourages the students' participation			
	2.The students have enthusiasm/motivation during teaching process			
	3.The students actively take parts in each class activity			

	4.The teacher's instructions are clear			

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

Medan................20..

Obsever

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APPENDIX XI

Observation Sheet of the Teachers

Cycle I

No.	Observation Item	Yes	No	Comment
A	**Pre-teaching**			
	1. The teacher greets and asks the students' condition			
	2. The students respond to the teacher's greeting and tell about their condition			
	3. The teacher leads a prayer			
	4. The teacher gives motivation			
	5. The teacher reviews the previous materials			
	6. The teacher gives lead in questions			
	7. The teacher tells the objective of the teaching and learning process			
B.	**Whilst-teaching**			
	1. The students are ready to learn the materials			
	2. the teacher distributes handout/worksheet			
	3. The teacher introduces bio poem technique by giving the some poetry			
	4. The students read a technique			
	5. The teacher and the students discuss the generic structure and language features of bio poem			
	6. The teacher checks the students' understanding			
	7. The teacher gives chances to the students to ask			

	questions			
	8. The students deliver the questions to the teacher			
	9. The teacher guides the students in every stage in the process of doing the tasks.			
	10. The lesson is smooth, sequenced. And logical			
C	**Post-teaching**			
	1.The teacher summarizes and reflects the lesson			
	2.The teacher previews on the upcoming materials			
	3.The teacher closes the teaching and learning process			
D	**Methods**			
	1.The are balance and variety activities during the lesson			
	2.The teacher moves around the class and makes eye contact with the students			
	3. The teacher positively reinforces the Students.			
	4.Examples and illustration are used effectively			
	5.The teacher corrects the students' errors and mistakes			
	6.The teacher used the allocated time well			
E	**Teacher-students' interaction**			
	1.The teacher encourages the students' participation			
	2.The students have enthusiasm/motivation during teaching process			
	3.The students actively take parts in each class			

activity			
4.The teacher's instructions are clear			

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

Medan................20..

Obsever

....

PENDIX XII
INTERVIEW SHEET IN STUDENTS' RESPONDENT AT FIRST MEETING
AT INDAH MEDAN

The Researcher   : " Apa kalian suka pelajaran menulis dalam bahasa inggris ?"

The Student   I   :" Saya kurang suka, saya lebih suka belajar bahasa inggris
           vocabulary"

The Student   II   :"Saya suka kalau saya ngerti sir"

The Student   III   :"Saya suka sir, karena saya memang suka belajar bahasa inggris

The Student   IV   :"Saya tidak suka karena saya tidak mengerti"

The Student   V   :"Saya tidak suka karena sangat susah dan saya tidak mengerti"

APPENDIX XIII
INTERVIEW SHEET IN STUDENTS' RESPONDENT AT LAST MEETING
AT INDAH MEDAN

The Researcher : " Bagaimana menurut anda belajar writing descriptive text menggunakan strategy quick on the draw?"

The Student I :" Ini pertama kalinya saya belajar bahasa inggris yang paling heboh sir, saya senang banget"

The Student II :"Biasanya saya suka tidur sir dalam pelajaran bahasa inggris, tapi ini jadi ikut-ikutan karena semua pada panik"

The Student III :"Ntah kenapa belajarnya jadi enak sir dan saya juga ngerti, mungkin karena ada permainannya itu sir"

The Student IV :"Seru banget sir, bisa belajar sambil bermain."

The Student V :"Awalnya saya udah ngerti, tapi setelah masuk gamenya jadi lebih ngerti"

APPENDIX XIV
INTERVIEW SHEET IN TEACHER'S RESPONDENT AT FIRST MEETING
AT INDAH MEDAN

The Researcher : " How the students conditions when learning writing in English subject?"

The Collaborator :" The conditions of students is very low couse they did not even listen to the explaination, then because of lack of own in learning English"

The Researcher :"How the students skill in writing skill ?"

The Collaborator :"Their skill was not good enought, like what I said before"

The Researcher :"What are the students difficulties in learning writing ?"

The Collaborator :"They was confused to organize their idea to the text cause of lack of vocabular and didn't understood the grammar"

APPENDIX XV
INTERVIEW SHEET IN TEACHER'S RESPONDENT AT LAST MEETING
AT INDAH MEDAN

The Researcher : " are there any changes from students when teaching-learning process ?"

The Collaborator :" I was saw there any changes from students whent teaching-learning process, that was a big antusiasms and own."

The Researcher :"are there the students who more interest in learning descriptive text ? "

The Collaborator :"you was right, there are many students who got more active in learning by using this trategy"

The Researcher :"what do you think about students improvement after use this trategy ?"

The Collaborator :"there a signisifacnt improvement for students, it could be seen when they was doing task, they have a good interest when finish the task."

APPENDIX XVI

DIARY NOTES

CYCLE 1

The first meeting of the cycle I

in this cycle I, researchers approach first before entered into the point material, researchers greeting and asking about what was last learned and what they did last week, researchers also did absence, after the introduction, researchers explain about descriptive text, how to made it, how to wrote it, simple present etc. after feeling sufficient for descriptive text explanation, the researcher prepared everything to do a quick on the draw strategy. After did this strategy, the students seemed happy because they learned while playing, but the researchers saw that there was still shortcomings in understanding this descriptive text, therefore the researchers determined that this cycle was still incomplete and there should be an emphasis in explaining the material and how the rules to do quick on the draw itself.

APPENDIX XVII

DIARY NOTES

CYCLE 2

The first meeting of the cycle II

in the first meeting in this cycle II, researchers still did the same things as the previous meeting, attend the attendance list, gived the brief questions about descriptive text. and refered to the previous meeting according to the researchers in this cycle II meeting there should be an emphasised on descriptive text explanation and the way to do quick on the draw strategy, after the researcher feeled that the explanation was good and could being understood, researchers strart the quick on the draw, in the process this strategy the researcher saw that students were very happy , and Alhamdulillah students could answer the questions given on the card.

APPENDIX XVIII
DOCUMENTATION