



**IMPROVING THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE
TEXT USING BUZZ GROUP METHOD AT THE EIGHT GRADE OF
MADRASAH TSANAWIYAH HIFZIL QUR'AN MEDAN
IN 2017/2018 ACADEMIC YEAR**

SKRIPSI

*Submitted to the Faculty of Tarbiyah and Teaching Training State Islamic
University of North Sumatera Medan as a Partial of the Requirements for the
Degree of S1 Program*

Written by:

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FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
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2018



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Assalamu'alaikum Warrahmatullahi Wabarakatuh

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa An. Rizka Rahma Fajri Sitorus yang berjudul: **“Improving the Students’ Ability in Writing Descriptive Text Using Buzz Group Method at the Eight Grade of Madrasah Tsanawiyah Hifzil Qur’an Medan in 2017/2018 Academic Year”**, maka kami berpendapat bahwa Skripsi ini sudah dapat diterima untuk di munaqosyahkan pada sidang Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.
Demikian kami sampaikan, atas perhatiannya kami ucapkan terima kasih.

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Menyatakan dengan sebenarnya bahwa skripsi yang berjudul diatas benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

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

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ABSTRACT



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Skripsi, Medan: Department of English Education, Faculty Of Tarbiyah Science and Teachers Training, State Islamic University Of North Sumatra, Medan 2018.

Keywords: Buzz Group Method, Writing, Descriptive Text

This research was aimed to improve the students' ability in writing descriptive text using buzz group method at the eight grade of Madrasah Tsanawiyah Hifzil Qur'an Medan. The subjects of this study were the eight grade of Madrasah Tsanawiyah Hifzil Qur'an Medan in academic year 2017/2018. It consists of 38 students as the subjects. The objective was to discover the improvement of students' ability in writing after taught by using buzz group method.

This research was conducted with classroom action research. The technique of analyzed the data applied in qualitative data and quantitative data. The qualitative data were taken from observation sheet, interview sheet, diary notes, and documentation. The quantitative data were taken from tests which were carried out in two cycles. The tests were given to the students in the form of pre-test, post-test I in the first cycle, and post test II in the second cycle.

The result of data analysis showed that there was improvement on the students ability in writing from each cycle. The findings of this research were that buzz group method can help the students improve their writing. It showed from the mean of the students score in three test: pre-test was 53.02, the mean of the post-test I was 69.21, and the mean of post-test II was 81.05. The percentage of students who got point up to 70 also grew up. In the pre-test, the students who got point up to 70 were 3 of 38 students (7.89%). In the post-test I in first cycle were 18 of 38 students (47%), post-test II in second cycle were 36 of 38 students (94.73%). For the total improvement of the students' score from pre-test to post-test in second cycle was 86.54%. Therefore, buzz group method in learning process can improved the students' ability in writing at the eight grade of Madrasah Tsanawiyah Hifzil Qur'an Medan.

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This undergraduate thesis entitle *“Improving the Students’ Ability in Writing Descriptive Text Using Buzz Group Method at the Eight Grade of Madrasah Tsanawiyah Hifzil Qur’an Medan in 2017/2018 Academic Year”* is submitted as final requirement in accomplishing undergraduate degree in English Department at Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatra.

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CHAPTER I

INTRODUCTION

A. The Background of Study

Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts.¹ Language is 'linguistic items', such entities as sounds, words, grammatical structures, and so on.² It's mean people can express their ideas, thoughts, feelings, become a words and then out as a sounds.

English emphasis on the acquisition of the four language skills. The four skills are listening, speaking, reading and writing. Writing is one of the language skills, which is the written productive language skill. It is the skill of a writer to communicate information to a reader or group of readers.³ Writing is a process to write ideas, thought, opinions, experiences and history of someone become a written form. Writing it's not easy because writing is the most difficult skill for second language. A writer should hard thinking and be creative in produce words become sentences, and then make it into paragraph at the same time. The difficulty is not only in generating and organizing ideas, but also in translating these ideas into readable text.

¹ Sholihatul Hamidah Daulay, (2011), *Introduction to General Linguistics*, Medan: La-Tansa Press, p.11.

² Ronald Wardaugh, (2006), *An Introduction to Sociolinguistics Fifth Edition*, United Kingdom: Blackwell Publishing, p.10.

³ Sanggam Siahaan, (2008), *The English Paragraph*, Yogyakarta: Graha Ilmu, p.2.

In fact that many students have difficulty in writing because they can not choose the right words, and also do not know how to start writing. Based on the my experience when did the observation on Madrasah Tsanawiyah Hifzil Qur'an Medan, in learning writing their writing mastery is low they are being confused of what to write and how to start, they do not have any idea of what to write. The students are lack motivation in writing in English. This condition affects the students' ability in writing descriptive text. It is needed some effective strategy in teaching writing skill and to solve the problem.

There are some factual problems faced in the classroom. In learning to write English, in fact English teachers do not use suitable teaching strategy, and also lack of appropriate materials in their classes. Teacher can use various strategy to help the students in comprehending and motivate in writing descriptive text. One of the teaching failures is caused by an unsuitable method or strategy in teaching learning process.

Descriptive text is a part of factual genres, to describe a particular person, place or thing. It is a text in which a writer tries to picture out an object to the readers. Descriptive text is considered by the generic structure of identification, descriptions, and conclusion. Students did know more about the generic structure, so they write to describe something without follow it.

Based on the problem above the researcher try to solve the problem by offering one teaching method for teaching writing called buzz group method. This method can help the teachers to overcome the students' problem in writing English especially in descriptive text. The buzz group method can make students

fun and confident in writing. This method can help the students to increase their critical thinking towards the given topic from the teacher. Buzz group is a type of discussion activity with assigning each member of a large group and group leader and gather in small groups for discussion.

Buzz group method held in the middle or at the end of the lesson the goal is to clarify the subject or answer the questions by discussing with the group. Then each group to actively participate in conveying the results of the discussion in the classroom, so that students can understand the lesson, and avoid the mistakes. In other words that buzz group method is group discussion, it is an effective strategy to gather information and ideas in a short time, by dividing students into some small groups will make them easy to present their arguments and the finally the students can write the text well

Based on this view, the researcher decides to conduct a research with the title **“Improving the Students’ Ability in Writing Descriptive Text Using Buzz Group Method at the Eight Grade of Madrasah Tsanawiyah Hifzil Qur’an Medan in 2017/2018 Academic Year”**.

B. The Identification of the Problems

Based on the background of study the researcher will be identified the research problems as following:

1. The students’ have low writing mastery .
2. The students’ are lack of motivation to write in English.

3. The English teacher seldom uses various strategy in the class

C. The Formulation of Problems

Based on the background above, the formulation of study are:

1. Can Buzz Group Method improve the students' ability at writing descriptive text?
2. How does Buzz Group Method in improve the students' ability in writing descriptive text?
3. How is the students' activities at writing descriptive by using Buzz Group Method?

D. The Objectives of Study

Based on the background above, the objectives of study are:

1. To know Buzz Group Method improve the students' ability at writing descriptive text.
2. To find out the use of Buzz Group Method in improving the students' ability in writing descriptive text.
3. To know the students' activities in writing descriptive text after taught by Buzz Group Method.

E. The Significances of Study

The result of the study is expected to be useful for:

1. The students

The result of this study hopefully can help the students to improve their ability in writing and get various arguments in descriptive text easily.

2. The English teachers

The result of this study can useful for English teachers at Junior High School as an alternative teaching strategy to improve students ability in writing English especially descriptive text

3. The researcher

The result of this study as a reference in the learning process in the future.

4. The other researchers

From this study can get the basic information to do the further research, and also as a reference in the learning process.

F. The Limitation of the Study

Based on the identification of study, the writer would like to limit the problems. The research, moreover will focus on improving the students' ability in writing descriptive text by using buzz group method.

CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Review

In this chapter provides theories related to the title of the research that focuses on improving students' ability in writing descriptive text through Buzz Group method. Theories are needed to explain some concepts or terms that applied in research, it used to clarify some terms to avoid misunderstanding between the researcher and the readers. Theoretical review of this research is presented and discussed as the following:

1. Ability

In oxford learner's pocket dictionary fourth edition, ability is skill or power.⁴ Ability is a power, a capability in doing something. According to Sthepen P. Robins, ability is the capacity of individuals to perform various tasks in particular job. The whole ability of an individual is essentially composed of two factors, that is intellectual ability and physical abilities.⁵ The ability of someone in do something based on their wit and skills, it will show how they can finish their job well. Intellectual ability is ability who needed to perform a variety of activities mentally, thinking, and solving a problem. Physical abilities here when we do something who are demanding stamina, and skills, we can said that this ability like creativity ability.

⁴ Victoria Bull, (2008), Oxford Learner's Pocket Dictionary Fourth Edition, China: Oxford University Press, p.1.

⁵ <http://infodanpengertian.blogspot.co.id/2015/04/> at 02 March 2018

There are some classification of ability. The first, cognitive ability orientates to think that is included intellectual ability, which is remember till the ability to solve a problem. The second the affective abilities orientates to feel or conscious. The characteristic of affective is organized of value and norm. the last is psychomotor ability orientates in physical activity or muscle, so the ability for the use of the limb.⁶

Based on the definition above, it can be conclude that ability is condition of people to doing something whether it is intellectual ability and physical abilities. How people use their skill and power to show that they can finish their job well.

Allah said in Qur'an in Al-'An-Am Verse 135:

قُلْ يَتَّقُوا اللَّهَ عَالِمِي مَا كَانَتْكُمْ إِنِّي عَامِلٌ فَسَوْفَ تَعْلَمُونَ مَنْ تَكُونُ لَهُ
عَنْبِيَةُ الدَّارِ إِنَّهُ لَا يُفْلِحُ الظَّالِمُونَ ﴿١٣٥﴾

The meaning: *'O my people, Act according to your ability; Actually I will do (anyway). Soon you will know who is (among us) to obtain the best results in this world. Indeed the zalim people will not get the fortune.'*⁷

Here Allah ask us to do something based on our ability. How we can get and achieve the knowledge or a job, it is because Allah. If we do something, do the best and wait till Allah give the best result for us.

⁶ Mardianto, (2012), *Psikologi Pendidikan*, Medan: Perdana Publishing, p.93-98

⁷ <https://tafsirq.com/6-Al-An'am/ayat-135> at 02 March 2018

2. Writing

There are many different definitions about writing from many resources. Writing is the expression of language in the form of letters, symbols, or words, and the primary purpose of writing is communication.⁸ Writing is one way to share our experience for other people, not only to share the information but also it will be read by others. Writing can be defined as an activity of delivering messages (communication) with the use of written language as a means or media, or in other words writing is communication activities such as delivering a message in writing to the other people.⁹ Writing is a process to create some words become a written and then be information that we get in media such as newspaper, book, magazine etc. To make a written it needs some tools, such as paper, book, pen, and pencil to write.

Barnet and Stubb's said that writing as a physical act, it requires material and energy. And like most physical acts, to be performed fully, to bring pleasure, to both performer and audience, it requires practice".¹⁰ Writing can be the most difficult skills from other skills. There are many factors that influence writing to be a good one such as grammatical, vocabularies, punctuation, and spelling knowledge which must be integrated to be a paragraph. writing is not easy. It needs a hard work to make a written form. We have to produce words, phrase, sentences, and paragraph at the same time.

⁸ Utami Dewi, (2011), *How to Write*, Medan: La-Tansa Press, p.2.

⁹ Suparno and Mohamad Yunus, (2002), *Keterampilan Dasar Menulis*, Jakarta: Universitas Terbuka, p.3.

¹⁰ Barnet and Stubbs's (2002), *Practical Guide to Writing*, Canada: Brown Company, 4th edition, p.3.

Writing is never a one step action, it is an ongoing creative art.¹¹ It's mean that writing like a progressive activity, when you first write something down, you have already been thinking about what you are going to write. Then after you have finished writing, you read over what you have written and make corrections. From the statement above, we know that writing is a process that has several steps.

For some definitions above, we can conclude that writing is a way of expressing someone feelings it can be information or idea. We express it in the form of letters, symbols, or words. From writing we can make a communication between reader and writer also. Therefore, who want to have writing regularly; they should do some processes of writing and often practice.

Allah said in Qur'an, Al-alaa Verse 4-5:

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

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

Based on the verses, Allah explains that He taught man with a pen (Qalam). He taught everything that which we do not know. Here the pen have a big roles, to give information about something. Using pen we can write our ideas and experiences to share a knowledge for other people by a written form.

Writing is needed for all of people, to know this world we should write and read. If people want her name noted as a history, they should write. Al Gazhali said that "If you are not a child of the king, and you are not the son of a

¹¹ Alice Oshima and Ann Hogue (2007), *Introduction to Academic Writing Third Edition*, USA: Person Education Inc, p.15.

¹² <https://quran.com/96> at 02 March 2018

great scholar (ulama), then be a writer.” There are so many opportunities if we write, not only for us but also for other people. We share information, experience and ideas from our mind and people who read the written will get a new information.

Rasulullah shallallaahu ‘alaihi wa sallam said:

اَكْتُبْ فَوَ الَّذِي نَفْسِي بِيَدِهِ مَا خَرَجَ مِنْهُ إِلَّا حَقٌّ

The meaning: “Write it down. For the soul whose in His hands. Do not come out of it although the truth.” HR. Ahmad 2/164 & 192, Al-Haakim 1/105-106, shahih

إِذَا سَمِعْتَ شَيْئًا فَآ كُتُبْهُ وَ لَوْ فِي الْحَائِطِ

The meaning: “When you hear a science, then write though on the wall.” Al-‘Ilmu no. 146 by Abu Khaitsamah

3. Process of Writing

Writing is a process that involves several steps. Harmer stated, that the writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft.¹³ The creation of writing occurs in basically five stages: prewriting, drafting, revising, editing, and publishing.¹⁴

¹³ Jeremy Harmer (2004), *How to Teach Writing*, Malaysia: Longman, p.4.

¹⁴ Utami Dewi, (2011), *Op. Cit*, p.8.

1) Prewriting

Prewriting is anything students do before they write a draft of their document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information.

2) Drafting

Drafting occurs when students put their ideas into sentences and paragraphs. Here students concentrate upon explaining and supporting their ideas fully. Here students also begin to connect their ideas. In this stage, students do not pay attention to such things as spelling at this stage.

3) Revising

Revision is the key to effective documents. Here students think more deeply about their readers' needs and expectations. The document becomes reader-centered. Make connections between ideas explicit and clear.

4) Editing

In this stage, students should check for such things as grammar, mechanics, and spelling. They also should check the facts if their writing includes details, be sure they have included the information correctly.

5) Publishing

The final step of the writing process is publishing. Students need to produce a final copy of their work, in the correct format. This often means adding a bibliography, ensuring that citations are correct, and adding details such as the students reference number.

4. The Genre in Writing

Genre is the main basic thing we have to know before we start to write and make people understand with our writing. It is a type or kind of text, defined in terms of its social purposes: also the level of context dealing with social purpose. Social function of the text then implies a certain social environment and place where and when the text is used.¹⁵

Based on the competencies standard and basic competencies recommended by the government, there are some types of writing which have to teach in junior high school, they are; procedure, descriptive, recount, and narrative.

From the variety of genres above, in this study the writer focuses on the genre of descriptive to be applied in writing.

4.1. Descriptive Text

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing.¹⁶ In composition, a description is also considered as text. It is a text in which a writer tries to picture out an object to the readers. The object can be anything. It can be a concrete object such as a person, or an animal, or a plant, or a car, and etc.¹⁷

¹⁵ I Wy. Dirgeyasa, (2014), *College Academic Writing: A Genre-Based Perspective*, Medan: Unimed Press, p.xvii.

¹⁶ Mark Anderson and Kathy Anderson (2004), *Text Type in English 2*, Australia: MacMillan, p.20

¹⁷ Sanggam Siahaan and Kisno Shinoda, (2008), *Generic Text Structure*, Yogyakarta: Graha Ilmu, p.119.

Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.¹⁸

This genre encourages the students' ability to create a written account of a particular experience. What is more, it allows for a great deal of artistic freedom (the goal of which is to paint an image that is vivid and moving in the mind of the reader).¹⁹

Based on the explanation above, descriptive text is a piece of writing which describe or to present information about a subject by describing the details of subject.

We as a social beings want to share our experience, so we write and describe things such as vacations, childhood homes, and food recipes. We even use description to persuade others to think or act in particular ways, we ever met people who describe products to persuade us to buy it, or when are in the mall and we see the travel agents describe locales to entice us to visit them. So here the purpose of descriptive text are to give the information, persuade, express feeling and entertain the readers.

¹⁸ George E. Wishon and Julia M. Burks, (2001), *Let's Write English*, (New York: Litton Educational Publishing, p.128.

¹⁹ I Wy. Dirgeyasa, (2014), *College Academic Writing: A Genre-Based Perspective*. Medan: Unimed Press. p. 56-57

4.2. The Structure and Example of Descriptive Text

In descriptive text writing, there are several things that should be know as a following:

1. The Social Function

The social function of descriptive text is to describe a particular person, place, or thing.²⁰

2. The Generic Structure

In writing descriptive text, there are some generic structures that should be followed:²¹

- Identification

Writer identify or write general statement of the place, person, or thing that writer want to describe.

- Descriptions

Writer describe the place, person, or thing which is going to be described.

- Conclusion

Writer can included this part or not. It can be statement or conclusion of the text.

²⁰ Artono Wardiman, et. al., (2008), *English in Focus: for grade VII Junior High School(SMP/MTs)*, Jakarta: Pusat Perbukuan, DEPDIKNAS, p.122

²¹ Pardiyo, (2006), *12 Writing Clues for Writing Competence*, Yogyakarta: C.V Andi Offset, p.166.

3. Grammatical Features

- When describing things from a technical or factual point of view, the present tense is predominantly used; for example, has eats, sings, lays, swim.
- Although present tense may be used in literary descriptions, it is past tense that tends to dominate; for example, had, was, enjoyed, seemed, sparkled.
- Relational verbs are used when classifying and describing appearance /qualities and parts/functions of phenomena (is, are, has, have/linking verb such as; look, seem, etc); for example, My favorite toy is a teddy bear.
- Action verbs are used when describing behaviors/uses; for example, The queen ant *lays* the eggs and Ants *live* in colonies.
- In literary and commonsense descriptions, action verbs are used metaphorically to create effects; for example, Mia *bubbled* with enthusiasm. Declan *smashed* the record.
- Mental verbs are used when describing feeling in literary descriptions; for example, She *felt* unhappy. He *liked* dancing.
- Adjectives are used to add extra information to nouns and maybe technical, everyday or literary, depending on the text; for example, Her appearance was majestic.
- Adverbs are used to add extra information to verbs to provide more detailed description; for example, Turtles swim *slowly*.

- Adverbial phrase are used in descriptions to add more information about manner, place, or time.²²

4. Example of Descriptive Text

Mr. Kartolo, the Farmer

Mr. Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season Mr. Kartolo is ready to harvest his crops.

Mr. Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr. Kartolo's duties before breakfast. He does most of the hard outdoor work by himself.²³

5. Assessment in Writing

Assessment is needed for a teacher in educational practice to get a result of their students. Assessment is an ongoing process that encompasses a much wider domain.²⁴ From the assessment teachers can know the ability of their students. The teachers will see how the students ability in respond the teacher questions, give a comment or suggestion, here the teachers subconsciously makes an assessment for students performance.

²² Peter Knapp and Megan Watkins, (2005), *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, Australia: University of New South Wales Press, p. 99-100.

²³ Artono Wardiman, et. al., (2008), *English in Focus: for grade VII Junior High School(SMP/MTs)*, Jakarta: Pusat Perbukuan, DEPDIKNAS, p.113

²⁴ H. Douglas Brown, (2004), *Language Assessment Principles and Classroom Practices*, United States of America: Longman, p.4.

At the same time, during these practice activities, teachers are indeed observing students performance and making various evaluation of each learner. There are four kinds of assessment according to Brown:²⁵

- Informal assessments can take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the students. Examples include saying “Nice job!” “Good work!” .
- Formal assessments are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. All test are formal assessments but not all formal assessments is testing.
- Formative assessments students are evaluating students in the process of “forming” their competencies and skills with the goal of helping them to continue that growth process.
- Summative assessments aims to measure or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction.

The assessments on writing achievement include: Organization, logical development of ideas, grammar, punctuations/spelling/mechanics, and style and quality of expression.²⁶ Organization, and logical development it’s mean how the introduction of paragraph, the body of text, and the conclusion logical and complete and the reader can accept the information. Using the language features of descriptive (the grammar, action verbs, mental verbs, adjectives, and adverbs) Mechanics that use to correctly the preposition, articles, punctuation,

²⁵ *Ibid.*, p. 5

²⁶ H. Douglas Brown, (2004), *Language Assessment Principles and Classroom Practices*, United States of America: Longman, p.243.

capitalization and spelling. Style and quality of expression, how the vocabulary usage , and poor expression of their ideas.

6. Buzz Group Method

Buzz group is a large group made fast and without any preparation to have a small discussion which consists of 2 to 15 students meet simultaneously in specified time. They are discussing a problem, theme, or issued. Ernest W. Brewer quoted from Bellon, Bellon, and Blank, he notes that buzz group is such groups that foster independent, cognitive thinking among group members with less reliance on presenter-based rote memorization.²⁷ This method can helps the students to increase their critical thinking towards the given topic from the teacher. Buzz group is a type of discussion activity with assigning each member of a large group and group leader. Next, gather in small groups for discussion.

Allah said in Qur'an, Ali Imran verse 159 about discussion:

فَبِمَا رَحْمَةٍ مِّنَ اللَّهِ لِنْتَ لَهُمْ وَلَوْ كُنْتَ فَظًّا غَلِيظَ الْقَلْبِ لَانْفَضُّوا مِنْ حَوْلِكَ
فَاعْفُ عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِي الْأَمْرِ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ إِنَّ اللَّهَ
يُحِبُّ الْمُتَوَكِّلِينَ ﴿١٥٩﴾

The meaning: *“Therefore, because of the mercy of Allah, you are kind toward them. If you are being harsh again, you will certainly distance yourself from your surroundings. therefore forgive them, beg for mercy for them, and discuss with*

²⁷ Ernest W. Brewer, (2003), *13 Proven Ways to Get Your Message Across*, United States of America: Corwin Press, Inc, p.72

them in that matter. then if you have made a determination, then put your trust in Allah. Surely Allah likes those who put their trust in Him.”

From this verse mentions three things in sequence to be carried out before the discussion/deliberations, namely as follows:

1) Be gentle. People who conduct discussions must avoid harsh speech and stubbornness. If not, then the deliberation partner will go away. 2) Give forgiveness and be willing to open up. Brightness of mind can only be present along with the soundness of hardness and malice and revenge. 3) Requesting Allah's forgiveness as a companion in resolving, then putting his trust in the decision reached

What is expected from discussions is consensus on the truth because the Prophet Muhammad. In discussions, sometimes disagreements or differences occur.

Buzz group method is one large group divided into several small groups, consisting of 4-5 people. The place is set so that students can sit face to face and exchange ideas easily. This discussion is usually held in the middle of a lesson or at the end of the lesson with a view to clarify and sharpen the framework of the lesson material or as an answer to the questions.²⁸

²⁸ J.J Hasibuan, Moedjiono, (2006), *Proses Belajar Mengajar*, Bandung: PT. Remaja Rosdakarya, p.20-21

Buzz group techniques are very similar to huddle methods. Both is a tool for dividing large discussion groups into small groups. And this technique is put forward by educators and sociologist.²⁹

From the various definitions above, it can be concluded that buzz group method is a small group discussion the group consists of 3-6 students. Held in the middle or at the end of the lesson the goal is to clarify the subject or answer the questions by discussing with the group. Then each group to actively participate in conveying the results of the discussion in the classroom, so that students can understand the lesson, and avoid the mistakes.

6.1. The Procedures of Buzz Group Method

According to Hamilton et al., to increase students' involvement in discussion and to obtain the benefit of everyone's ideas, the class may be divided into small group of six (or some other small number). The steps of Buzz Group method writing are as follows:³⁰

1. First you should explain the specific question to be addressed by the groups and make certain that everyone understand what is to be discussed.

It everyone does not understand before discussion begin, many problem can develop.

²⁹ Suprijanto, (2007), *Pendidikan Orang Dewasa*, Jakarta : PT. Bumi Aksara, p.109

³⁰ Tagor Pangaribuan & Sondang Manik, *The Effect of Buzz Group Technique and Clustering Technique in Teaching Writing at the First Class of SMA HKBP I Tarutung*, Canadian Center of Science and Education: English Language Teaching, Vol. 11, No. 1, 2018, p.167

2. The topic must also be simple enough that students do not become discouraged in trying to discuss it in so short time.
3. The teacher should select or ask each group to select a leader and a recorder. Taking the responsibility for designating competent leaders and recorders can be evaluable learning experience for students. Students should be oriented beforehand to the responsibilities of the leader to make sure that the group sticks to the topic and that all group members participate. In addition, they need to understand the importance of the records job of keeping accurate written records of key items discussed.
4. Students should be oriented beforehand to the responsibilities of the leader and recorder. They must understand that it is the job of the leader to make sure that the groups sticks to the topic and that all group members participate. In addition, they need to understand the importance of the recorder's job of keeping accurate written records of key items discussed and decision reached and of reporting this information to the total group.
5. The discussion or "buzzing" should proceed for the short period of time previously designated. The leader should encourage less aggressive individuals to join in the discussion, so that a few highly verbal students do not control the discussion and prevent good group interaction. While the discussion proceeds, the teacher should monitor the progress being made in each buzz group by circulating among the groups. At the end of the discussion, the teacher summarizes briefly and make positive link with happens next.

The procedures of Buzz Group Method is as follow:

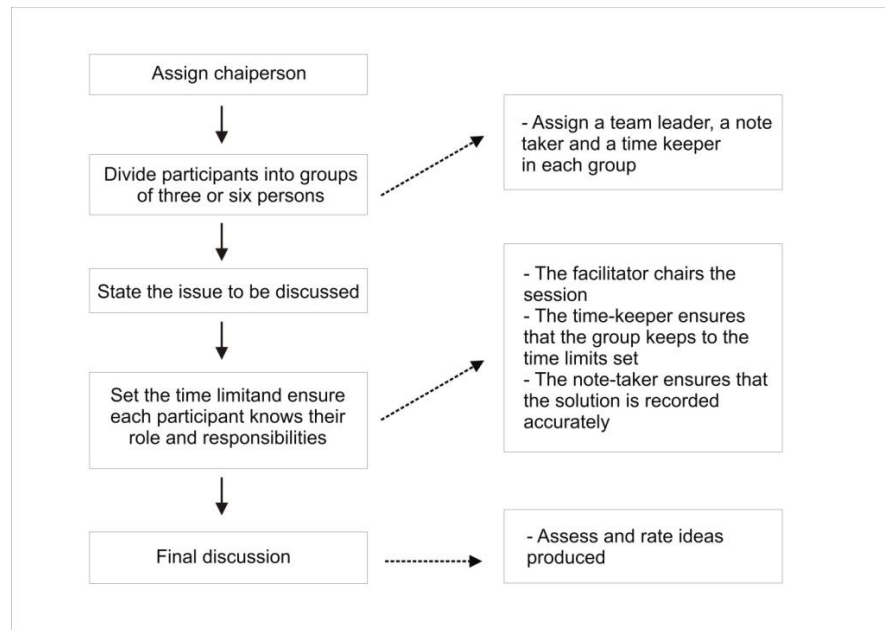


Figure 6.1 The procedures of Buzz Group

6.2. The Advantages and Disadvantages of Buzz Group Method

The use of buzz group technique in writing is to help students build their arguments before constructing it into descriptive text by discussing it in a small group discussion. There are some advantages and disadvantages of the Buzz Group method. The advantages of the Buzz Group method among others:

1. This method is able to encourage individuals to give brainstorming through group discussions.
2. This method can create a pleasant situation.
3. This method is also able to save time.
4. With this method can provide variations in activities learning.
5. Learners can be encouraged to participate so that raises a confident attitude in students.

6. Learners are able to share leadership tasks for organize all group members.

The disadvantages of Buzz Group Method is as follow:

1. This method may not be successful if members of the group consists of individuals who do not know anything and the possibility of the discussions going around in circles.
2. This method can waste time, especially if there are things that are negative.
3. The selection of leaders may some groups will get a weak leaders.
4. Writing the results of the discussion results may not be well-structured.
5. Discussion time is too short, so discussion is less effective.³¹

B. Conceptual Framework

In the basic competency that should be achieved in the writing English subject is that the students have ability to develop and produce written simple functional text like in the descriptive text. Ability is the power to do something. It can also be defined as the quality and natural skills or learn from someone. There are many factors that affect students' ability to learn English language especially in writing descriptive text. There are vocabulary, grammar and learning strategies. Some students need learning process be easy, fun, motivating, stimulating and suitable with the abilities of students.

³¹ Slameto, (2001), *Proses Belajar Mengajar Dalam SKS*, Jakarta: Bumi Aksara, p.104

Writing is one of the four language skills, which is the written productive language skill. It is the skill of a writer to share information to a reader. Writing is the process of communication which use a text as a message to deliver the information for readers. Someone writes about something because they want to share the ideas and knowledge to other people. A writer should hard thinking and be creative in produce words become sentences, and then make it into paragraph at the same time. Writing have some aspects such as, content, organization, vocabulary use, grammatical use and mechanical consideration such as spelling and punctuation.

There are many strategies or method that can be used by teachers in teaching. One is a buzz group in improving the students writing ability in English. Buzz group method can helps the students to increase their critical thinking towards the given topic from the teacher. It will make students be a social person, and solve the problem together, because the goal of this method is to clarify the subject or answer the questions by discussing with the group

C. Hypothesis

From the thought of framework above, the hypothesis of the study is: The students ability in writing descriptive text can be improve by using Buzz Group Method.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research use a classroom action research. A classroom action research is apply by a teacher to solve educational problem in teaching learning process and involves multiple cycles. Classroom action research is action research conduct with the aim of improving the quality of practice learning in the classroom. Classroom action research goal is to solve the real problems that occur in the classroom and increase of real activities of teachers in professional development activities.³² The researcher use classroom action research to overcome the problem through buzz group method in the class because researcher find a problem in the classroom especially in writing and this research involve a group of students to improve the teaching and learning process.

The benefits of classroom action research elaborate of achieving the classroom action research goals. Elaborate the universal results of classroom action research have the potential to improve the quality of learning in the classroom, it useful for students, teachers and other participants that related to classroom action research.

The writer use classroom action research each cycles has two cycles, the figure can be seen below:

³² Kunandar, 2008, *Langkah Mudah Penelitian Tindakan Kelas*, Jakarta: PT.Raja Grafindo Persada, p.44 .

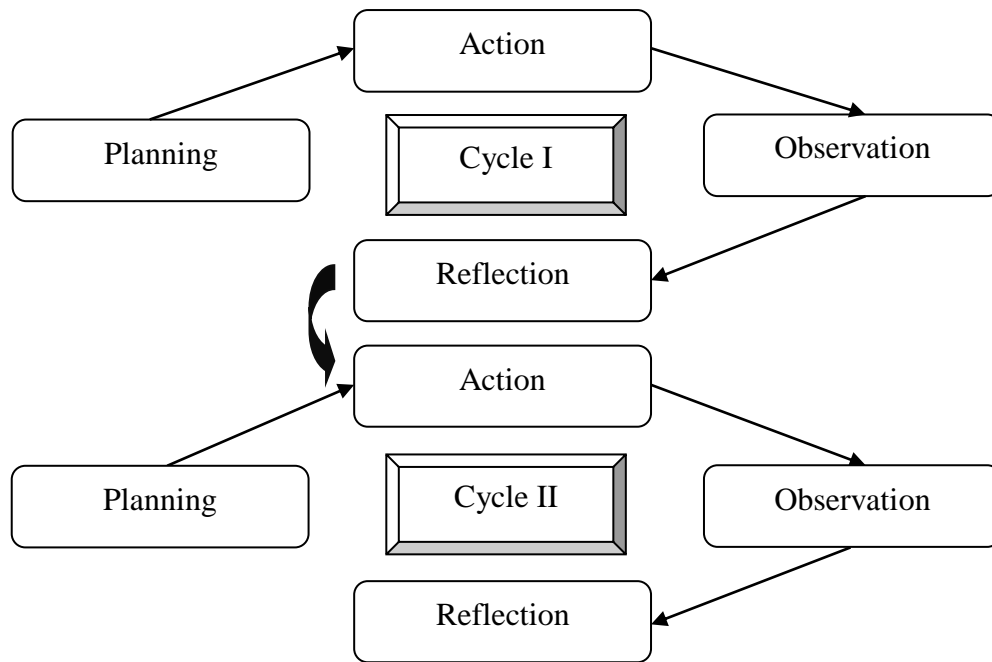


Figure D.3.1 Class Action Research

B. The Subject of the Research

The subject of this research is Eight grade students of Madrasah Tsanawiyah Hifzil Qur'an Medan in the academic year of 2017/2018. The number students in the class is 40 students . The reasons why the researcher chooses this class, because:

- The students are still weak in writing in English subject especially descriptive text.
- Collaboration with school the teacher was easier for researchers
- The school welcome that aim to improve the quality of teaching and learning.

C. Location and Time of Research

This research conduct at the Eight grade students of Madrasah Tsanawiyah Hifzil Qur'an Medan in the academic year of 2017/2018. This research conduct on

the second semester in the academic year of 2017/2018. The location on Williem Iskandar Street/Pancing, Medan. The number of the students in that class consists of 38 students.

D. The Teaching Learning Procedures

In the teaching learning procedure, the researcher conduct a pre-cycle formerly and two cycles consisting of four meetings. There are 4 steps in action research, they are planning (plan to use buzz group technique), acting (implement of buzz group technique), observing (the researcher observes the teaching learning process and students' activity in classroom), and reflecting (teacher and researcher).

1. Pre Test

In the pre test, the researcher look at the situation from the conventional learning process in the sample class, then the researcher ask the students to know the problems faced by them in learning English, especially in writing descriptive text. The result use to make a plan in the first cycle.

2. First Cycle

a. Planning

The first cycle do based on the result from the pre cycle. Planning is the first step in a classroom action research. Activities undertaken in the planning steps as following:

1. Design lesson plan aims to provide the teacher with the guideline of teaching and learning activities.
2. Prepare the materials for implementing the action relates to schematic structure and language features in writing descriptive text .
3. Prepare test instrument for the use of buzz group method in improving student's ability in writing of descriptive text.
4. Prepare the observation sheets, for measuring whether the action of this study is successful or not.

b. Acting

1. Researcher stimulate students' mind by asking the lesson at a previous meeting.
2. Researcher explain about definition of writing ability and writing descriptive text, the topic sentence and the main idea.
3. Researcher explain the social function, language features and generic structures of descriptive text.
4. Researcher ask students to read, translate and identify the generic structure and language features of the text. Here teacher help students to understand the assignment instructions.
5. Researcher divide students into 6 buzz groups; consisted of 6 students.
6. Researcher give a topic about description text to students.

7. After getting a topic the students task is writing a new one of descriptive text, with present a story .
8. Researcher move all buzz groups to the bigger discussion that is class group.
9. Researcher ask and guide students to have class discussion in 20 minutes and give chance for each group to present the result of their buzz groups' discussion to the others.
10. Researcher give chance for other groups to give comment to their friends' descriptive text.
11. Researcher display one of buzz groups' work and discuss it together.
12. Researcher review what happens in the classroom
13. Researcher explain to the students in writing errors in the previous meeting, so that the students will understand and know where they are making a mistake.
14. The researcher ask the students' opinions and suggestion about the methods apply by writing on a piece of paper.

c. Observing

The researcher apply buzz group method and observe the teaching learning process, to check students' activeness. The indicators of activeness are as follows:

1. Students involve in group work.
2. Students ask question to teacher or their peers to clarify their understanding.

3. Students solve the problem in a group work.

4. Students present their writing.

d. Reflecting

1. The researcher get the data from the test and observation.

2. Researcher evaluate the activities in the class.

3. The classroom teacher and the researcher discussed to make a reflection what should they do to repair the problems.

4. Researcher analyze the data to repair the next cycle.

5. Researcher make a temporarily conclusion for classroom action research in first cycle.

6. The result of the observation then was analyze, and the result use to enhance students' activeness and writing skill of descriptive text in second cycle.

3. Second Cycle

a. Planning

The second cycle do based on the result of the first cycle. Planning is the first step in a classroom action research. Activities undertaken in the planning steps as following:

1. Design lesson plan aims to provide the teacher with the guideline of teaching and learning activities.

2. Prepare the materials for implementing the action relates to schematic structure and language features in writing descriptive text .
3. Prepare test instrument for the use of buzz group method in improving student's ability in writing of descriptive text.
4. Prepare the observation sheets, for measuring whether the action of this study is successful or not.

b. Acting

1. Researcher stimulate students mind by showing a picture and description
2. Researcher gives some picture and asks students' to describe the picture.
3. Researcher divide students into 6 buzz groups.
4. Researcher give students 15 minutes to discuss the topic given with their buzz group and write the descriptive text related to the picture.
5. Researcher move all buzz groups to the bigger discussion that is class group.
6. Researcher asks and guide students to have class discussion and give chance for each group to present the result of their buzz groups' discussion to the others.
7. Teacher display one of buzz groups' work and discuss it together.
8. Researcher explain to the students in writing errors in the previous meeting, so that the students will understand and know where they are making a mistake.

9. The researcher ask the students' opinions and suggestion about the methods apply by writing on a piece of paper.

c. Observing

The researcher observe the teaching learning process and compare with the first cycle.

1. Students involve in group work.
2. Students ask question to teacher or their peers to clarify their understanding.
3. Students solve the problem in a group work.
4. Students present their writing.

d. Reflecting

1. Evaluate the activity in the class
2. Analyze the data from the test and observation.
3. Analyze the activity, they still find out the problem or not in writing descriptive text.
4. The result of this analysis can be use as review to use buzz group method in teaching writing descriptive text.

E. Technique of Collecting Data

Collecting data method is the ways that can be used by researcher to collect data. There are some techniques of data collecting applied in this study, they are observation, interview, test, documentation and diary note.

1. Quantitative Data

Quantitative data was used to describe what can be counted or measured. In quantitative data, the researcher gave written assessment to the students as the instrument. The students were asked to answered the tests.

Test

In this case, the researcher give a test in each cycle. The test in the form of writing because the researcher make a research for students' in writing skill. The test give to the students focus on writing descriptive paragraph. The test is pre-test and post-test. Pre-Test is the first test before the writer apply the Buzz Group method and Post-Test is the second test, to know how far the increase of developing students' ability in writing. The purpose of this test is to measure the students' ability in writing descriptive text.

2. Qualitative Data

Qualitative data was used to describe data which are not enable to be counted. Therefore, interview, observation sheet, diary notes, documentation, was used in this study. The explanation about those kinds of data was explained as below:

a. Interview

Interview is use to get information about the students' ability in writing descriptive text correctly before giving the test. Before implementing the research, the writer ask the teacher and students to know students' difficulties in learning descriptive text, and the method usually use by the teacher in teaching English language.

b. Observation Sheet

The researcher use observation to find out: teaching and learning process, the conditions of students and class as the location of research. The researcher observe the problem and the ability of the students in writing descriptive text.

c. Diary Notes

Diary note is to note personal evaluation of the situation in the class while teaching and learning process. The aim is to record everything that happen during teaching learning process including reflection and evaluation in writing descriptive text.

d. Documentation

Documentation as a reporting observation by attach every moment which consider important as a supporting data. The documentation take when the students learning and when the teacher teach them in front of the classroom.

F. The Scoring System of The Test

There are five components present in the analytical scoring rubric for writing: content, organization, vocabulary, language use/grammar, and mechanics. The specific criteria are described as follows:³³

Table 3.1. Scoring Scale of Students' Writing Test

Content	
30-27	Excellent to Very Good: Knowledgeable, Substantive through development of topic sentences relevant to assigned topic.
26-22	Good to Average: Some knowledge of subject-adequate range-limited development of topic sentences – mostly relevant to topic, but lacks detail
21-17	Fair to Poor: Limited knowledge of subject - little substance – inadequate development of topic.
16-13	Very Poor: Does not show knowledge of subject - non substantive-not pertinent -or not enough to evaluate.
Organization	
20-18	Excellent to Very Good: Fluent expression - ideas stated/supported - succinct - well organized - logical sequencing - cohesive.
17-14	Good to Average: Somewhat choppy - loosely

³³ J.B.Heaton, (2001), *Writing English Language Test*, USA: Longman Inc, p.146.

	organized but main ideas stand up - limited support - logical but incomplete sequencing.
13-10	Fair to Poor: Non fluent - ideas confused or disconnected - lacks logical sequencing and development.
9-7	Very Poor: Does not communicate - no organization - or not enough to evaluate.
Vocabulary	
20-18	Excellent to Very Good: Sophisticated range – effective word/idiom choice and usage/word form mastery – appropriate register.
17-14	Good to Average: Adequate range occasional errors of word/idiom form, choice, usage but meaning not obscured.
13-10	Fair to Poor: Limited range – frequent error of word/idiom forms, choice, usage – meaning confused or obscured.
9-7	Very Poor: Does not communicate – no organization – or not enough to evaluate.
Language use	
25-22	Excellent to Very Good: Effective complex construction - few errors of agreement, tense, number, word order/function, articles, pronoun, precision.
21-19	Good to Average: Effective but simple constructions

	- minor problems in complex constructions - several errors of agreement, tense, number, word order /function, articles, pronouns, preposition but meaning seldom obscured.
17-11	Fair to Poor: Major problems in simple/complex construction - frequent errors of agreement, tense, number, word order/function, articles, pronouns, preposition, and/or fragments, deletion - meaning confused or obscured.
10-5	Very Poor: Virtually no mastery of sentence construction rules - dominated by errors - does not communicate - or not enough to evaluate.
Mechanics	
5	Excellent to Very Good: Demonstrate mastery of conventions - few errors of spelling, punctuation, capitalization, paragraphing.
4	Good to Average: Occasional errors of spelling, punctuation, paragraphing but meaning not obscured.
3	Fair to Poor: Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting - meaning confused or obscured.
2	Very Poor: No mastery of conventions dominated by errors of spelling, punctuation capitalization, paragraphing - handwriting illegible - or not enough

	to evaluate.
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G. The Technique for Analyzing Data

To analyze the data, the researcher present the result of the two cycles. The study applied quantitative and qualitative data. The quantitative data was used to analyze the score of the students.

The first, to know the mean of the students' score for each cycle, the researcher applied the following formula:

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

in which:

\bar{X} : The mean of the students

$\sum x$: The sum of pre test score

N : Number of subject

Categorizing the number of students who are master the subject, the researcher uses the following formula:

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

Where:

P = percentage of students who get score 75

R = number of students who get the score above 75

T = the total number of students who do the best

If almost post-test score is higher than pre-test score, the implementation of buzz group method in writing descriptive text is successful, but if the students

give negative response during the lesson and their post-test is lower than pre-test, the implementation of buzz group method is not successful.

And qualitative data is analyzed by using Miles and Huberman Technique.

There are data reduction, data display and verification.

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcript. Data reduction was occurred as the researcher decides (often without full awareness) which conceptual framework, which case, which research questions, and which data collection approaches to choose . In this stage, the researcher need separate the accurate data from the inaccurate ones. Through the data reduction the researcher focuses on the data that will be analyzed. It can easier the researcher to continues the collecting the data.

2. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that permits conclusion, drawing, and action. Looking at displays helps us to understand what is happening and to do something-either analyze further or take action-based on that understanding . In this stage, the researcher will be present the data into design that will be done in form of short statement, charts, graphs, matrices, and networks.

3. Conclusion Drawing or Verification

Conclusion drawing in our view is only half of a Gemini configuration. Conclusion are also verified as the analyst proceeds. Verification may be as brief as fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be through and elaborate, with lengthy argumentation and review among colleagues to develop intersubjective consensus or with extensive efforts to replicate a finding in another data set.

In this stage, the researcher will be made a conclusion. The conclusion is a form of thick description. The conclusion is the answers of the researcher problems that have been formulated.

H. Trustworthiness

There are various way to establish a sense of trustworthiness and validity in qualitative research. There are four indicators namely: Credibility, transferability, dependability, and confirmability

1. Credibility

Credibility in qualitative research deals with the data and finding of research. The data and finding should be ensured to be credible or not. To ensure the data is credible, the researcher finds out the data is congruent with the reality. In this study, to make more credible, the triangulation used to make the data and the findings strength.

2. Transferability

Transferability is similar with the applicability of the findings. It can be achieved by providing detailed description or displaying comprehensive description of both the process and the result of the research.

3. Dependability

In this case, all the activities or the research process were reviewed and paying attention to the consistency and reliability of the data. The researcher interpretation and conclusion will be discuss with other people who master in this research subject.

4. Confirmability

Confirmability refers to the degree to which the results could be confirmed or corroborated by others. The researcher can document the procedures for checking and rechecking the data throughout the study. In other words, the researcher should be able to examine the data to confirm the result/interpretations.

In this research, the researcher chooses the credibility trustworthiness. Triangulation is qualitative cross validation. There are four kinds of triangulation, they are: Source triangulation, method triangulation, research triangulation, and theory triangulation. The researcher will use source triangulation, it will be accomplished by checking the data that has been obtained through several sources.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A. The Data

This data were taken from what happened in teaching and learning process during the research. The data of the research are quantitative and qualitative data. The quantitative data were taken from students' score in reported writing test. The qualitative data were taken from interview, observation sheet, diary notes, and documentation. This research was conducted in one class with 38 students. The main focus in this research was actions which were done in two cycles. Every cycle had four phases covered planning, action, observation, and reflection. Before conducted the cycle, the researcher gave pre test and compared with each cycle after using Buzz Group Method.

1. The Quantitative Data

The quantitative data were taken from the test result on writing test. The test relevant with the topic which has been discussed of each cycle in the classroom. The writing test was carried out in two cycles and the researcher conducted five meetings. The test were given to the students in form of Pre Test, Post Test of cycle I and cycle II. The result of the students score could be seen in the following table.

Table 4.1. The Students' Writing Test Score

Num.	Students' Initial Name	Score		
		Pre Test	Post Test I	Post Test II
1	AAA	65	75	80
2	NHF	50	65	75
3	PSL	70	80	85
4	ANPS	70	80	90
5	RAN	50	65	75
6	AZD	70	80	85
7	RAD	60	75	85
8	NHH	50	65	75
9	KA	60	80	85
10	TF	40	65	75
11	FTH	55	60	70
12	HSD	45	65	75
13	FPI	50	65	75
14	AH	60	80	85
15	SU	50	60	85
16	AH	45	80	90
17	AA	45	80	85
18	NA	60	70	80
19	AA	60	70	85
20	CF	40	65	75

21	ADY	40	80	85
22	ADY	50	60	80
23	DRST	50	65	90
24	CA	50	70	85
25	LFG	55	70	90
26	NLNH	40	65	70
27	FA	50	65	80
28	S	40	60	65
29	NPR	65	70	90
30	NNH	65	70	90
31	UAN	65	80	85
32	QA	60	65	80
33	AMB	40	65	90
34	TS	40	60	65
35	NHD	50	65	80
36	AAMH	60	65	80
37	NKN	45	60	85
38	SSG	55	70	75
Total (Y)		2015	2630	3080
Mean (X)		53.02	69.21	81.05

2. The Qualitative Data

The qualitative data were taken from interview, observation sheet, diary note and documentation.

a. Interview

The interview was conducted in two sessions. The first interview was done before conducting the research and the second one in the end of Cycle II. The researcher interviewed the English teacher and the students. In the first session, the students were interviewed about their problems in writing. The second session, the students were interviewed about their response about the implementation of Buzz Group Method. They faced difficulties in writing Descriptive text. It could be useful to interview the students in order to know their difficulties. The interview which was done in the last meeting with teacher and students gave good response or opinion about Buzz Group Method which can be improved the students' ability in writing descriptive text. The interview sheet can be seen in Appendix V.

b. Observation Sheet

The researcher observed the students, situation, condition and what problem was found during the teaching-learning process in every meeting. The observation sheet showed the most of the students were active and enthusiastic in writing descriptive text by Buzz Group Method. It also was done to know how the interaction between the teacher and the students. From the observation, before implemented the method researcher noted that there are some of students confused

in writing and some not pay attention when teaching and learning process. But after implemented the method, the students gave good participation and active in asking question about material. The data of observation sheet is presented in Appendix VI.

c. Diary Note

Diary note is used to evaluate the research about teaching and learning process in the class. It contained the researcher's personal evaluation of Buzz Group Method during the research. From the result of the Diary Note in Cycle I, some students were busy to do other activities, and did not do the test seriously but in Cycle II students looked like to be serious and enthusiastic, active and joyful to study English so their score better then before score. They used the time effectively in learning with Buzz Group Method. So, it shows that there was improvement of students' response and participation. It means, their writing descriptive text improved after learn by Buzz Group Method. The complete data can be seen in Appendix VII.

d. Documentation

The researcher had to take the documentation of the research. The researcher collected some photos during teaching learning process. The documentation took while the teacher taught them in front of the classroom, and when the students did writing descriptive text. A complete data of the document is attached in Appendix IX.

B. Data Analysis

The researcher gave tests in the end of each cycle. It was found that the means of students' score improving from Pre Test until Post Test of the cycle II. The following is data analysis of students' score:

1. The Quantitative Data

a. Pre Test

The writing test was given to the students at the end of each cycle to know about how far the students' achievements in writing descriptive text, Pre test was given to the students in the first meeting. It was found that the means of students' score kept improving from Pre Test until Post Test of the cycle II. The result can be seen as follow:

Table 4.2 The Score of the Students in Pre Test

Num.	Students' Initial Name	Score	
		Pre Test	Criteria of Success (>70)
1	AAA	65	Unsuccessful
2	NHF	50	Unsuccessful
3	PSL	70	Successful
4	ANPS	70	Successful
5	RAN	50	Unsuccessful
6	AZD	70	Successful

7	RAD	60	Unsuccessful
8	NHH	50	Unsuccessful
9	KA	60	Unsuccessful
10	TF	40	Unsuccessful
11	FTH	55	Unsuccessful
12	HSD	45	Unsuccessful
13	FPI	50	Unsuccessful
14	AH	60	Unsuccessful
15	SU	50	Unsuccessful
16	AH	45	Unsuccessful
17	AA	45	Unsuccessful
18	NA	60	Unsuccessful
19	AA	60	Unsuccessful
20	CF	40	Unsuccessful
21	ADY	40	Unsuccessful
22	ADY	50	Unsuccessful
23	DRST	50	Unsuccessful
24	CA	50	Unsuccessful
25	LFG	55	Unsuccessful
26	NLNH	40	Unsuccessful
27	FA	50	Unsuccessful
28	S	40	Unsuccessful
29	NPR	65	Unsuccessful

30	NNH	65	Unsuccessful
31	UAN	65	Unsuccessful
32	QA	60	Unsuccessful
33	AMB	40	Unsuccessful
34	TS	40	Unsuccessful
35	NHD	50	Unsuccessful
36	AAMH	60	Unsuccessful
37	NKN	45	Unsuccessful
38	SSG	55	Unsuccessful
Total		$\sum(X) = 2015$	
		$\bar{X} = 53.02$	

From the table above, The students' that got point up 70 was 3, and the students were not success was 35. The total score of students was 2015 and the number of the students who done the test were 38, so the students' mean was:

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

$$\bar{X} = \frac{2015}{38} = 53.02$$

From the analysis above, the students' ability at writing descriptive text was low. The mean of the students score was 53.02. To see the percentage of students who were success in writing descriptive text was calculated by applying the formula:

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

$$P1 = \frac{3}{38} \times 100\% = 7.89\%$$

$$P2 = \frac{35}{38} \times 100\% = 92.11\%$$

Table 4.3 The Percentage of Students' Score in Pre-Test

	Criteria	Total Students	Percentage
P1	Success	3	7.89%
P2	Unsuccessful	35	92.11%
Total			100%

Based on the table analysis above, the students' ability in descriptive text was low. The mean of students was 53,02. From the students' score above 3 students got successful score it was 7.89%. In other hand 35 students got unsuccessful score or it was 92.11%. It could conclude that the students' ability at writing descriptive text is still low. Therefore the researcher use buzz group method to improve students' ability in writing descriptive text, to know the result of the method then the researcher would do post-test in the first cycle.

b. Post Test I (Cycle I)

The researcher gave test in post test I, the students were asked to make a text using Buzz Group Method. The result can be seen follow:

Table 4.4 The Students' Score in Post Test I

Num.	Students' Initial Name	Score	
		Post Test I	Criteria of Success (>70)
1	AAA	75	Successful
2	NHF	65	Unsuccessful
3	PSL	80	Successful
4	ANPS	80	Successful
5	RAN	65	Unsuccessful
6	AZD	80	Successful
7	RAD	75	Successful
8	NHH	65	Unsuccessful
9	KA	80	Successful
10	TF	65	Unsuccessful
11	FTH	60	Unsuccessful
12	HSD	65	Unsuccessful
13	FPI	65	Unsuccessful
14	AH	80	Successful
15	SU	60	Unsuccessful
16	AH	80	Successful
17	AA	80	Successful
18	NA	70	Successful
19	AA	70	Successful

20	CF	65	Unsuccessful
21	ADY	80	Successful
22	ADY	60	Unsuccessful
23	DRST	65	Unsuccessful
24	CA	70	Successful
25	LFG	70	Successful
26	NLNH	65	Unsuccessful
27	FA	65	Unsuccessful
28	S	60	Unsuccessful
29	NPR	70	Successful
30	NNH	70	Successful
31	UAN	80	Successful
32	QA	65	Unsuccessful
33	AMB	65	Unsuccessful
34	TS	60	Unsuccessful
35	NHD	65	Unsuccessful
36	AAMH	65	Unsuccessful
37	NKN	60	Unsuccessful
38	SSG	70	Successful
Total		$\Sigma(X) = 2630$	
		$\bar{X} = 69.21$	

From the table above, The students' that got point up 70 was 18, and the students were not success was 20. The total score of students was 2630 and the number of the students who done the test were 38, so the students' mean was:

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

$$\bar{X} = \frac{2630}{38} = 69.21$$

From the analysis above, the students' ability at writing descriptive text still low. The mean of the students score was 69.21. To see the percentage of students' who got point up 70 in writing descriptive text test was calculated by the following formula:

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

$$P1 = \frac{18}{38} \times 100\% = 47\%$$

$$P2 = \frac{20}{38} \times 100\% = 53\%$$

Table 4.5 The Percentage of Students' Score in Post Test I

	Criteria	Total Students	Percentage
P1	Success	18	47%
P2	Unsuccessful	20	53%
Total			100%

From the table analysis in Post Test I, the students' ability in descriptive text was still low. The mean of students was 69,21. From the students' score above there were only 18 students who got the score above the Criteria for Minimum Achievement (KKM) it was 47%. In other hand 20 students got unsuccessful score or it was 53%. It is still needed more improvement, the Post Test I was categorized unsuccessful. The researcher would continue in the second cycle (Cycle II).

c. Post Test II (Cycle II)

The researcher decided to continue the research in cycle two. The purpose was to improve the students' achievement in writing descriptive text after doing post-test I in the first cycle. The result can be seen follow:

Table 4.6 The Students' Score in Post Test II

Num.	Students' Initial Name	Score	
		Post Test II	Criteria of Success (>70)
1	AAA	80	Successful
2	NHF	75	Successful
3	PSL	85	Successful
4	ANPS	90	Successful
5	RAN	75	Successful
6	AZD	85	Successful
7	RAD	85	Successful

8	NHH	75	Successful
9	KA	85	Successful
10	TF	75	Successful
11	FTH	70	Successful
12	HSD	75	Successful
13	FPI	75	Successful
14	AH	85	Successful
15	SU	85	Successful
16	AH	90	Successful
17	AA	85	Successful
18	NA	80	Successful
19	AA	85	Successful
20	CF	75	Successful
21	ADY	85	Successful
22	ADY	80	Successful
23	DRST	90	Successful
24	CA	85	Successful
25	LFG	90	Successful
26	NLNH	70	Successful
27	FA	80	Successful
28	S	65	Unsuccessful
29	NPR	90	Successful
30	NNH	90	Successful

31	UAN	85	Successful
32	QA	80	Successful
33	AMB	90	Successful
34	TS	65	Unsuccessful
35	NHD	80	Successful
36	AAMH	80	Successful
37	NKN	85	Successful
38	SSG	75	Successful
Total (Y)		$\sum(X) = 3080$	
		$\bar{X} = 81.05$	

From the table of Post-Test II, the total score of students was 3080 and the number of students who took test was 38 students. The students that got point up 70 was 36, and the students did not get point up 70 was 2 so the students' mean was:

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

$$\bar{X} = \frac{3080}{38} = 81.05$$

From the analysis above, the students' ability at writing descriptive text in post test II was improved. The mean of the students score was 81.05. To see the percentage of students' who were success in writing descriptive text test was calculated by the following formula:

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

$$P1 = \frac{36}{38} \times 100\% = 94.73\%$$

$$P2 = \frac{2}{38} \times 100\% = 5.27\%$$

Table 4.7 The Percentage of Students' Score in Post Test II

	Criteria	Total Students	Percentage
P1	Success	36	94.73%
P2	Unsuccessful	2	5.27%
Total			100%

From the table analysis in post-test II, the researcher concluded that the students' ability in writing descriptive text was improved. It could be seen from the mean of the students' score was 81.05. The percentage of the students' score of 38 students got 36 students who is successful or it was 94.73%. In other one, 2 students got unsuccessful score or it was 5.27%. It can be concluded that the students' writing ability in post-test II in the second cycle was categorized success and improved. So the researcher finished the study in this cycle.

Table 4.8 Scores of Pre Test and Post Test in Cycle I and Cycle II

Num.	Students' Initial Name	Pre Test		Cycle I		Cycle II	
		Score	Criteria of Success (>70)	Score	Criteria of Success (>70)	Score	Criteria of Success (>70)
1	AAA	65	Unsuccessful	75	Successful	80	Successful
2	NHF	50	Unsuccessful	65	Unsuccessful	75	Successful
3	PSL	70	Successful	80	Successful	85	Successful
4	ANPS	70	Successful	80	Successful	90	Successful
5	RAN	50	Unsuccessful	65	Unsuccessful	75	Successful
6	AZD	70	Successful	80	Successful	85	Successful
7	RAD	60	Unsuccessful	75	Successful	85	Successful
8	NHH	50	Unsuccessful	65	Unsuccessful	75	Successful
9	KA	60	Unsuccessful	80	Successful	85	Successful
10	TF	40	Unsuccessful	65	Unsuccessful	75	Successful
11	FTH	55	Unsuccessful	60	Unsuccessful	70	Successful
12	HSD	45	Unsuccessful	65	Unsuccessful	75	Successful
13	FPI	50	Unsuccessful	65	Unsuccessful	75	Successful
14	AH	60	Unsuccessful	80	Successful	85	Successful
15	SU	50	Unsuccessful	60	Unsuccessful	85	Successful
16	AH	45	Unsuccessful	80	Successful	90	Successful
17	AA	45	Unsuccessful	80	Successful	85	Successful
18	NA	60	Unsuccessful	70	Successful	80	Successful

19	AA	60	Unsuccessful	70	Successful	85	Successful
20	CF	40	Unsuccessful	65	Unsuccessful	75	Successful
21	ADY	40	Unsuccessful	80	Successful	85	Successful
22	ADY	50	Unsuccessful	60	Unsuccessful	80	Successful
23	DRST	50	Unsuccessful	65	Unsuccessful	90	Successful
24	CA	50	Unsuccessful	70	Successful	85	Successful
25	LFG	55	Unsuccessful	70	Successful	90	Successful
26	NLNH	40	Unsuccessful	65	Unsuccessful	70	Successful
27	FA	50	Unsuccessful	65	Unsuccessful	80	Successful
28	S	40	Unsuccessful	60	Unsuccessful	65	Unsuccessful
29	NPR	65	Unsuccessful	70	Successful	90	Successful
30	NNH	65	Unsuccessful	70	Successful	90	Successful
31	UAN	65	Unsuccessful	80	Successful	85	Successful
32	QA	60	Unsuccessful	65	Unsuccessful	80	Successful
33	AMB	40	Unsuccessful	65	Unsuccessful	90	Successful
34	TS	40	Unsuccessful	60	Unsuccessful	65	Unsuccessful
35	NHD	50	Unsuccessful	65	Unsuccessful	80	Successful
36	AAMH	60	Unsuccessful	65	Unsuccessful	80	Successful
37	NKN	45	Unsuccessful	60	Unsuccessful	85	Successful
38	SSG	55	Unsuccessful	70	Successful	75	Successful
Total (Y)		2015		2630		3080	
Mean (X)		53.02		69.21		81.05	

The mean of students' achievement improved on Pre-Test, Post-Test on cycle I and Post-Test on cycle II. And the percentage of students' ability at writing descriptive text was shown as follow:

Table 4.9 The Percentage of Students' Ability in Writing Descriptive Text

	Meeting	Students Who Get Score >70	Percentage
Pre Test	I	3	7.89 %
Cycle I	III	18	47 %
Cycle II	V	36	94.73

Based on the table above the result showed the improvement of students score from the Pre Test to Post Test cycle II. In the Pre-Test, there was only 7.89% (3 students) who got point >70. In the post test cycle I there was 47% (18 students) who get point >70. The improvement was about 39.11%. The post test of cycle II, there 94.73% (36 students) who got point >70. The improvement was about 47.73%. And the total improvement of the students' score from Pre-Test to Post-Test of cycle II was 86.54%. In other words, the students' ability in writing descriptive text became well in the first meeting to the next meeting. It can be concluded that Buzz Group Method effectively and efficiently in helping students to writing descriptive text for eight grade of Madrasah Tsanawiyah Hifzil Qur'an Medan.

2. The Qualitative data

1. The Activities of Cycle I

The researcher also have done some steps in the first cycle, they were planning, action, observing and reflection. The details explanation below:

a. Planning

In this cycle the plan was arranged before researcher conducting the research. the researcher prepared lesson plan and emphasized the teaching-learning process in teaching at writing descriptive text (see appendix I). The researcher explained more deeply and clearly about the material. Besides that, the researcher also prepared writing test for pre-test (see appendix II), post-test I (see appendix III), and post-test II (see appendix IV) to make the students more interested and developed their creativity and also more focused in the material. The researcher also prepared interview sheet (see appendix V), observation sheet (see appendix VI), prepared form of diary notes (see appendix VIII).

b. Action

In this step there were some activities which were done by the researcher, including: introduction, main activity, and closing. There were: 1) The researcher was started the lesson by asked to pray together. 2) The researcher checked the students attendance and asked the students' condition 3) Researcher stimulate students' mind by asking the lesson at a previous meeting. 4) The researcher warmed up the students by giving some question about the topic that will be

discussed in the class. 5) The researcher motivated the students for learning seriously.

In the main activity: 1) Researcher explain about definition of writing ability and writing descriptive text, the topic sentence and the main idea. 2) Researcher explain the social function, language features and generic structures of descriptive text. 3) Researcher ask students to read, translate and identify the generic structure and language features of the text. Here teacher help students to understand the assignment instructions. 4) Researcher divide students into 6 buzz groups; consisted of 6 students. Researcher give a text about description text to students. 5) Researcher guided the students to write the text by buzz group method.

And the last activity of action was closing. In closing there were some activities had done by researcher, they were: 1) The teacher asked the students' difficulty 2) The researcher explain to the students in writing errors in the previous meeting, so that the students will understand and know where they are making a mistake. 3) The teacher closed the lesson.

c. Observation

The observation was done to observe how the students' behavior and what the students' problems during the teaching-learning process. Most of the students had participated effectively during teaching and learning process. The activities of the students were observed and it showed the most of the students did not have problems about writing. They were enthusiastic and enjoyable about the topic which discussed by teacher in classroom. They also seriously to answer the exercise.

d. Reflecting

Based on the result of the score of the test in Cycle I and also observation, action of improvement was needed. The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students how the students felt when learning writing by buzz group method, the students' got some problems while learning process. Actually, students' score on the test of Cycle I was improved than the score of pre test. But, it needs more improvement in their writing because most of them still lack of writing and difficult to understand some rule of writing.

2. The Activities of Cycle II

After doing the first cycle, the students' problems were found and it gives information about students' descriptive text. In this cycle, researcher gave the students' more motivation and also more explanation about descriptive text which is suitable with topic discussion. The second cycle of action research as follow:

a. Planning

In this cycle the researcher prepared the new material that was enclosed in lesson plan. The lesson plan with the new material. (see in appendix I). The researcher explained more deeply and clearly about the material.

b. Action

In this step there were some activities which were done by the researcher, including: introduction, main activity, and closing. There were: 1) The researcher

was started the lesson by asked to pray together. 2) The researcher checked the students attendance and asked the students' condition 3) Researcher stimulate students' mind by asking the lesson at a previous meeting. 4) The researcher warmed up the students by giving some question about the topic that will be discussed in the class. 5) The researcher motivated the students for learning seriously.

In the main activity: 1) Researcher explain about definition of writing ability and writing descriptive text, the topic sentence and the main idea. 2) Researcher give more explanation about descriptive text with animal topic. 3) Researcher ask students to read, translate and identify the generic structure and language features of the text. Here teacher help students to understand the assignment instructions. 4) Researcher divide students into 6 buzz groups; consisted of 6 students. Researcher give a text about description text to students. 5) Researcher guided the students to write the text by buzz group method.

And the last activity of action was closing. In closing there were some activities had done by researcher, they were: 1) The teacher asked the students' difficulty 2) The researcher explain to the students in writing errors in the previous meeting, so that the students will understand and know where they are making a mistake. 3) The teacher closed the lesson.

c. Observation

The observation was done in the second cycle. All the activities during the teaching learning process had been observed. It was found that most of the students were very active and excited do the action than before

d. Reflection

After checking the students' written test of descriptive text by giving test to them, it was found that the students' score showed the improvement. In this cycle the students were still excited when they were introduced into another topic of the lesson. They did the exercise by their own capability, and the score showed that the students got improvement score than the previous test.

The students' score in the second cycle had improved than in the first cycle. In cycle I, the improvement of the result of students' mean was 69.21%. And in the cycle II, it increase become 81.05 %. Based on the observation and the result of their test, researcher concluded that the students could improve their writing ability by Buzz Group Method.

C. Research Finding and Discussion

The findings of this research show that Buzz Group Method can help the students improve their writing. By using this method, the score of the students in writing keep improving from the pre test until the second test of Cycle II. It was proved by the data which showed that the mean of the students in the second-test (81.05) was higher than the first-test (69.21) and also higher than pre test (53.02). The percentage of students who got point >70 also grew up. In the Pre-Test, the students who got point >70 were only 3 student (7.89%). In the Post-Test of cycle I students who got point >70 there were 18 students (47%). It means that there was improving about 39.11%, the post test of cycle II, students who got point >70 there were there 36 students (94.73%) and the improvement was about 47.73%. For the total improvement of the students' score from Pre-Test to Post-Test cycle

II was 86.54%. In other words, the students' achievement in writing descriptive text was become well in the first meeting to the next meeting.

Buzz Group Method applies to improve the students' writing. Buzz Group Method is one of the many method/strategy that can make the students easier in learning English especially in the writing. This research had proved the effectiveness of applying Buzz Group Method. In the last test of Cycle II the improvement not only happened in the mean of students' score but also the expression, interest, and excitement of students showed that there was improvement. It can be seen in the interview and observation sheet. Most of the students were more active and enthusiast. It implies that the use of Buzz Group Method could improve the students' writing and also help the teacher to teach writing.

The researcher also analyzed qualitative data to support the research finding besides the quantitative data were organized from the diary notes, interview, observation sheet and documentation. All of there was data indicated that the students given their attitude and response during teaching learning process. Based on the result of the quantitative and qualitative data. It was indicated that the action and applying of Buzz Group Method could improve students' ability in writing descriptive text especially the students' at Madrasah Tsanawiyah Hifzil Qur'an Medan.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

From the result and discussion about improving the students' achievement at writing descriptive text by using guided writing could be concluded that:

1. The buzz group method can improve students' ability in writing descriptive text. The result of the data analysis showed that there was an improvement of the result of the students' ability in writing descriptive text from each cycle. They could write easily because they did writing of descriptive text by group. They could write a descriptive text with the closed theme given by the teacher. In the Pre-Test, the students who got point up 70 were only 3 student (7.89%). In the Post-Test of cycle I students who got point up 70 there were 18 students (47%). It means that there was improving about 39.11%, the post test of cycle II, students who got point up 70 there were there 36 students (94.73%) and the improvement was about 47.73%. For the total improvement of the students' score from Pre-Test to Post-Test cycle II was 86.54%. In other words, the students' ability in writing descriptive text was become well in the first meeting to the next meeting.

2. The use of buzz group method was success in improving the students' ability in writing descriptive text at the eight grade of Madrasah Tsanawiyah Hifzil Qur'an Medan. It showed from the mean of pre test was 53.02, the mean of post test I was 69.21, and the mean of post test II was 81.05. The students can get more

motivation in writing English by using this method, because they can share ideas in their group it makes them be confidence to write.

3. The students' and teacher respond in language teaching when they were being taught by using buzz group method was very good. It could be seen from first cycle until the second cycle there was improvement. The first cycle the researcher got the point that they still difficult in writing descriptive text. The students responses in cycle II was good because the students' can get the best score than before. The students' said that by using buzz group method make them more easy understood the material because students can discussed more with their groups to find out the solutions. The teacher also can use this method in the class to improve the students ability in writing.

B. Suggestions

Having seen the result of the study, the following suggestion are offered to be considered:

1. For the English teacher, should apply strategy in teaching grammar especially writing descriptive text so that the students can be more active, enthusiastic and enjoyable in teaching learning process.
2. The students should practice their writing descriptive text and know the way to write descriptive text well. It will make students enjoyable and easier to understand about descriptive text.
3. For the researcher, as the information to get the good method to improve the students' achievement in writing descriptive text.

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APPENDIXES

APPENDIX I

LESSON PLAN (CYCLE I)

A. Identity

Subject : English

School : Madrasah Tsanawiyah Hifzil Qur'an Medan

Class : VIII (Eight Grade)

Topic : Writing Descriptive Text

Time : 2 x 40 Minutes (2 Meetings)

B. Standard Competence

1.1. Expressing meaning in short functional text and simple essay in form descriptive and procedure in context of daily life.

C. Basic Competence

1.2. Expressing the meaning and rhetorical structure of essay by using written language accurately, fluency and can be accepted in daily life contextual in form descriptive/procedure.

D. Indicators

a. Students are able to express the text function of descriptive text

b. Students can find out the elements of descriptive text.

c. Students are able to write a meaningful text into descriptive text

E. Learning Aim

By the end of the lesson, students are able to: write a descriptive text, express the text function in descriptive text, know the element of descriptive text, and students show the indicators of activeness during engaging teaching learning process.

F. Teaching Material

Descriptive Text

Definition:

Descriptive text is to describe a particular person, place or thing. The purpose of descriptive text is to describe something or someone specifically.

Social Function:

The social function of writing descriptive text is to describe a particular person, place, thing, or animal.

The Generic Structure:

1. Identification, writer identify or write general statement of the place, person, or thing that writer want to describe.
2. Descriptions, writer describe the place, person, or thing which is going to be described.

3. Conclusion, writer can included this part or not. It can be statement or conclusion of the text.

Grammatical Features:

1. In descriptive writing, when describing things from a technical or factual point of view, the present tense is predominantly used; for example, has eats, sings, lays, swim. The past tense is used to describe something in the past.

Using simple present tense (waktu sekarang / saat ini)

Verbal: **Jamak: I, you, we, they : S + V1**

Ex: (+) I work hard at home.

(-) I do not work hard at home.

(?) Do I work hard at home ?

Tunggal: He, She, It : S + V1 + s/es

Ex: (+) He plays tennis.

(-) He does not play tennis.

(?) Does he play tennis ?

Nominal: **S + to be (is, am, are)**

Ex: He is my brother.

I am a student.

2. The used of action verbs are needed in describing especially for describing behaviors.

3. When describing feelings, mental verb are used: Adjective, adverb, and adverbial phrase are used most often. For example: She felt unhappy. He liked dancing.

4. Adjective, is words that used to explain noun or pronoun. Example: *good, happy, long, bad, red, sad.*

5. Adverbs are used to add extra information to verbs to provide more detailed description; for example, Turtles swim *slowly*. Adverbial phrase are used in descriptions to add more information about manner, place, or time.

The Example:



Panda

(Identification) Have you ever watch the cartoon movie “Kung Fu Panda”? The panda in the movie is described as a fat animal, love-noodle eater, and Kung Fu master. But the Panda that will be described below is not the Panda who can do Kung Fu like in that movie. Here is the description about Panda.

(Description) Pandas are bear-like animal which originally live in center and western part of China. Pandas have distinguish features that make them different other species of bear. Pandas have white thick fur which covers all of their body with black eyes patches, ears, nose, legs, shoulders, and arms. Those black marks make Pandas unique and different.

Like other species of bear, pandas have a big head, a short tail, rounded ears, and a long muzzle with a big nose. However, pandas' diet is totally different with other species of bear; in which they prefer bamboos than others. 90% of pandas' diet consists of bamboos. That is why pandas have adapted their body to help them in eating bamboos. Pandas have a big jaw with tough muscles and strong molars to crush bamboos so they can extract the nutrients they need.

G. Media

1. Picture for the test
2. Worksheet

H. Learning Methods

Buzz Group Method.

I. Source of Media

Source : Internet, Picture, English Book

Media : Observation sheet

J. Teaching and Learning Process

No	Activities	Time
1	<p data-bbox="371 409 549 439">Introduction</p> <p data-bbox="371 479 491 508">Opening</p> <ul data-bbox="421 555 1198 954" style="list-style-type: none"><li data-bbox="421 555 1027 584">a. Teachers enter the class and greets students<li data-bbox="421 624 759 654">b. Students pray together<li data-bbox="421 694 1023 723">c. Teacher checks the students attendance list<li data-bbox="421 763 991 792">d. The teachers asks about the last material<li data-bbox="421 833 1198 954">e. The teacher introduces the topic and explain the purpose of topic.	10'
2	<p data-bbox="371 999 584 1028">Main Activities</p> <ul data-bbox="421 1072 1198 1910" style="list-style-type: none"><li data-bbox="421 1072 1198 1171">a. The teacher asks the students‘ what they have known about descriptive text.<li data-bbox="421 1211 1198 1310">b. Teacher explains about the descriptive text generic structure and grammatical feature of descriptive text.<li data-bbox="421 1350 1015 1379">c. Teacher gives example of descriptive text.<li data-bbox="421 1420 1019 1449">d. Teacher explain about buzz group method.<li data-bbox="421 1489 1198 1588">e. Teacher explain the procedures of using buzz group method.<li data-bbox="421 1628 1198 1727">f. Students have a small group discussion using buzz group method.<li data-bbox="421 1767 1147 1796">g. Students start to have discussion in their buzz group.<li data-bbox="421 1836 1198 1910">h. Teachers asks the students or member of buzz group to	60'

	<p>write down a descriptive text from the picture.</p> <p>i. Teacher calls the time and collect the student's paper.</p>	
3	<p>Closing</p> <p>a. Teacher concludes the material of the lesson.</p> <p>b. Teacher closes the class by greeting and reminds the students to study at home.</p>	10'

K. Assessments

1. Cognitive and Psychomotoric

Elements	Score
1. The content mastery	30%
2. The organization mastery	20%
3. The vocabulary mastery	20%
4. The grammar mastery	25%
5. The mechanic mastery	5%
Total score	100%

2. Affective

Observation sheet of activeness

No	Indicators	Yes	No
1	Students involve in group works		
2	Students ask questions to either teacher of their peers to clarify their understanding.		

3	Students solve the problem in a group work.		
4	Students present their writing.		

Medan, Juli 2018

Check by

The English Teacher of Eight Grade
Of Mts Hifzil Qur'an Medan

Melva Hairany, S.Pd

The Researcher

Rizka Rahma Fajri Sitorus

NIM. 34143026

LESSON PLAN (CYCLE II)

A. Identity

Subject : English

School : Madrasah Tsanawiyah Tahfizil Qur'an Medan

Class : VIII (Eight Grade)

Topic : Writing Descriptive Text

Time : 2 x 40 Minutes (2 Meetings)

B. Standard Competence

1.1. Expressing meaning in short functional text and simple essay in form descriptive and procedure in context of daily life.

C. Basic Competence

1.2. Expressing the meaning and rhetorical structure of essay by using written language accurately, fluency and can be accepted in daily life contextual in form descriptive/procedure.

D. Indicators

a. Students are able to comprehend the generic structure, social function, and grammatical features of descriptive text.

b. Students are able to produce descriptive text by using buzz group method.

E. Learning Aim

By the end of the lesson through buzz group method, students are able to: write a descriptive text, with a good organization, grammar, and mechanic. The students show the indicators of activeness during engaging teaching learning process.

F. Teaching Material

Descriptive Text

Definition:

Descriptive text is to describe a particular person, place or thing. The purpose of descriptive text is to describe something or someone specifically.

Social Function:

The social function of writing descriptive text is to describe a particular person, place, thing, or animal.

The Generic Structure:

1. Identification, writer identify or write general statement of the place, person, or thing that writer want to describe.
2. Descriptions, writer describe the place, person, or thing which is going to be described.
3. Conclusion, writer can included this part or not. It can be statement or conclusion of the text.

Grammatical Features:

1. In descriptive writing, when describing things from a technical or factual point of view, the present tense is predominantly used; for example, has eats, sings, lays, swim. The past tense is used to describe something in the past.

Using simple present tense (waktu sekarang / saat ini)

Verbal: **Jamak: I, you, we, they : S + V1**

Ex: (+) I work hard at home.

(-) I do not work hard at home.

(?) Do I work hard at home ?

Tunggal: He, She, It : S + V1 + s/es

Ex: (+) He plays tennis.

(-) He does not play tennis.

(?) Does he play tennis ?

Nominal: **S + to be (is, am, are)**

Ex: He is my brother.

I am a student.

2. The used of action verbs are needed in describing especially for describing behaviors.

3. When describing feelings, mental verb are used: Adjective, adverb, and adverbial phrase are used most often. For example: She felt unhappy. He liked dancing.

4. Adjective, is words that used to explain noun or pronoun. Example: *good, happy, long, bad, red, sad.*

5. Adverbs are used to add extra information to verbs to provide more detailed description; for example, Turtles swim *slowly*. Adverbial phrase are used in descriptions to add more information about manner, place, or time.

The Example:



My Small House

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house. I know it is a very small house; but it is the best place I have ever seen.

G. Media

1. Picture for the test
2. Worksheet

H. Learning Methods

Buzz Group Method.

I. Source of Media

Source : Internet, Picture, English Book

Media : Observation sheet

J. Teaching and Learning Process

No	Activities	Time
1	<p data-bbox="371 443 550 477">Introduction</p> <p data-bbox="371 548 494 582">Opening</p> <ul data-bbox="419 654 1200 1055" style="list-style-type: none"><li data-bbox="419 654 1029 687">f. Teachers enter the class and greets students<li data-bbox="419 728 762 761">g. Students pray together<li data-bbox="419 801 1024 835">h. Teacher checks the students attendance list<li data-bbox="419 875 991 909">i. The teachers asks about the last material<li data-bbox="419 949 1200 1055">j. The teacher introduces the topic and explain the purpose of topic.	10'
2	<p data-bbox="371 1126 587 1160">Main Activities</p> <ul data-bbox="419 1232 1200 1928" style="list-style-type: none"><li data-bbox="419 1232 1200 1337">j. The teacher asks the students‘ what they have known about descriptive text.<li data-bbox="419 1377 1200 1482">k. Teacher explains about the descriptive text generic structure and grammatical feature of descriptive text.<li data-bbox="419 1523 1015 1556">l. Teacher gives example of descriptive text.<li data-bbox="419 1597 1023 1630">m. Teacher explain about buzz group method.<li data-bbox="419 1671 1200 1776">n. Teacher explain the procedures of using buzz group method.<li data-bbox="419 1816 1200 1921">o. Students have a small group discussion using buzz group method.	60'

	<p>p. Students start to have discussion in their buzz group.</p> <p>q. Teachers asks the students or member of buzz group to write down a descriptive text from the picture.</p> <p>r. Teacher calls the time and collect the student's paper.</p>	
3	<p>Closing</p> <p>c. Teacher concludes the material of the lesson.</p> <p>d. Teacher closes the class by greeting and reminds the students to study at home.</p>	10'

K. Assessments

1. Cognitive and Psychomotoric

Elements	Score
1. The content mastery	30%
2. The organization mastery	20%
3. The vocabulary mastery	20%
4. The grammar mastery	25%
5. The mechanic mastery	5%
Total score	100%

2. Affective

Observation sheet of activeness

No	Indicators	Yes	No
1	Students involve in group works		

2	Students ask questions to either teacher of their peers to clarify their understanding.		
3	Students solve the problem in a group work.		
4	Students present their writing.		

Medan, Juli 2018

Check by

The English Teacher of Eight Grade

Of Mts Hifzil Qur'an Medan

Melva Hairany, S.Pd

The Researcher

Rizka Rahma Fajri Sitorus

NIM. 34143026

APPENDIX II

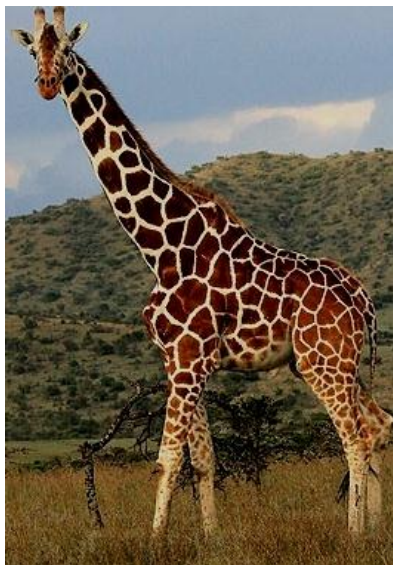
PRE TEST I

Name:

Class:

Theme: Animal (Giraffe)

Make a descriptive text based on the picture in your paper



APPENDIX III

POST TEST I

Name:

Class:

Theme: People (Teacher)

Make a descriptive text based on the picture in your paper



APPENDIX IV

POST TEST II

Name:

Class:

Theme: Place (Borobudur Temple)

Make a descriptive text based on the picture in your paper



APPENDIX V

INTERVIEW SHEET

Interview with students before applying Buzz Group Method in Writing Descriptive Text

Researcher : Do you like studying English? And why?

Student : Yes miss I like English because English is fun, English like a challenge language for me, because English makes me to learn more like to find a new words in English.

Researcher : How about writing in English?

Student : Writing in English is difficult for me, it is not easy to find the idea and arrange the words into a good English language.

Researcher : What do you feel when learning English? Is it fun or bored?

Student : Actually sometimes learning English is fun, but when I do not understand about the material it will make me bored leaning English.

Researcher : Have you ever study by using buzz group method in the class?

Student : No, I never find this method when studied English in the class.

Interview with students after applying Buzz Group Method in Writing Descriptive Text

Researcher : What do you think about Buzz Group Method in Writing Descriptive Text?

Student : I think this method is good. It makes us easy to learn English especially in writing, we can share ideas and vocabularies in our group.

Researcher : Do you feel happy when Learning with Buzz Group Method in Writing Descriptive Text?

Student : Yes, I am happy. We can do our tasks together and make us be a cohesive group.

Researcher : Is it can motivate you in learning English?

Student : Yes, it is motivate me in learning English, because we should do the best written from other groups and make us to find more vocabularies.

Researcher : How about writing in English, do you feel it easier than before?

Student : Yes it is easy than before. Because I have a group here we can help each other in learning and writing descriptive text.

Interview with the teacher

Researcher : How do you teach English writing to the students in the classroom, Mam?

Teacher : I never use method/strategy to teach my students in learning descriptive text. Just explain and they make written, but sometimes I used media to explain it.

Researcher : What do you think about my strategy, Buzz Group Method in Writing Descriptive Paragraph?

Teacher : I never use this strategy, I think this is a good strategy especially for writing descriptive text.

Researcher : Do you think Buzz Group Method can motivate the students in writing, especially descriptive text?

Teacher : Yes, this method can motivate the students. Because they looked so enjoy when learning together in group.

Researcher : Do you think Buzz Group Method can improve the students' ability at writing descriptive text?

Teacher : Yes this method can improve their ability, it is good because they can understand more about descriptive text.

Researcher : Thanks for the support and helping in this research, Mam.

APPENDIX VI

OBSERVATION SHEET

The Observation Sheet of Students Activity in Cycle I

No	Activity	Meeting of Cycle I			
		1	2	3	4
1	All of the students' come on time .			Y	
2	The students' pay attention to the teacher's explanation.			Y	
3	The students are active in joining the learning process			Y	
4	The students ask question to the teacher if there is something unclear.			Y	
5	The students' can answer the question from the teacher.			Y	
6	The students' can described the picture correctly.		Y		
7	Students' enthusiast of in teaching process.		Y		
8	Students collect their papers on time.		Y		
	Total average	21			

Notes: 1 = bad 2 = enough 3 = good 4 = very good

Check by

The English Teacher of Eight Grade

Of Mts Hifzil Qur'an Medan

Melva Hairany, S.Pd

The Researcher

Rizka Rahma Fajri Sitorus

NIM. 34143026

The Observation Sheet of Students Activity in Cycle II

No	Activity	Meeting of Cycle I			
		1	2	3	4
1	All of the students' come on time .				Y
2	The students' pay attention to the teacher's explanation.				Y
3	The students are active in joining the learning process				Y
4	The students ask question to the teacher if there is something unclear.				Y
5	The students' can answer the question from the teacher.				Y
6	The students' can described the picture correctly.				Y
7	Students' enthusiast of in teaching process.				Y
8	Students collect their papers on time.				Y
	Total average	32			

Notes: 1 = bad 2 = enough 3 = good 4 = very good

Check by

The English Teacher of Eight Grade

Of Mts Hifzil Qur'an Medan

Melva Hairany, S.Pd

The Researcher

Rizka Rahma Fajri Sitorus

NIM. 34143026

The Observation Sheet of Teacher Activity in Cycle I

No	Activity	Meeting of Cycle I			
		1	2	3	4
1	The teacher comes on time.				V
2	The teacher open the lesson by greeting and checks students' attendance list.				V
3	The teacher attract students' attention.			V	
4	The teacher tell the topic material that will be learn.				V
5	The teacher explain the aims of learning.				V
6	The teacher motivate the students to show their best in learning writing descriptive text.			V	
7	The teacher explain about writing descriptive text				V
8	The teacher use the method to teach writing descriptive text.				V
	Total average	30			

Notes: 1 = bad 2 = enough 3 = good 4 = very good

Check by

The English Teacher of Eight Grade

Of Mts Hifzil Qur'an Medan

Melva Hairany, S.Pd

The Researcher

Rizka Rahma Fajri Sitorus

NIM. 34143026

The Observation Sheet of Teacher Activity in Cycle II

No	Activity	Meeting of Cycle I			
		1	2	3	4
1	The teacher comes on time.				Y
2	The teacher open the lesson by greeting and checks students' attendance list.				Y
3	The teacher attract students' attention.				Y
4	The teacher tell the topic material that will be learn.				Y
5	The teacher explain the aims of learning.				Y
6	The teacher motivate the students to show their best in learning writing descriptive text.				Y
7	The teacher explain about writing descriptive text				Y
8	The teacher use the method to teach writing descriptive text.				Y
	Total average	32			

Notes: 1 = bad 2 = enough 3 = good 4 = very good

Check by

The English Teacher of Eight Grade
Of Mts Hifzil Qur'an Medan

Melva Hairany, S.Pd

The Researcher

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APPENDIX VII

DIARY NOTES

First meeting, (04 June 2018)

The first day before came into the classroom, the researcher interviewed the English teacher first, asked about the condition of the class and the students. The first meeting in the class the researcher introduce herself, and deliver purpose of the her coming to school. Some students looked enthusiastic of the researcher's coming. Then the researcher gave pre test to the students about writing. The researcher ask the student to make descriptive text based on the picture that given by researcher. Some students did know how to write in English although they had an idea. They looked confused and bored, and students also ask several vocabularies. In this meeting they had problem and difficulties to write descriptive text.

Second meeting, (06 June 2018)

In this meeting, the researcher explained the definition of descriptive text and gave the example of descriptive text. Besides that, the researcher also explained about the important of writing and the useful of their written. For this meeting students were serious and paid attention to the researcher explanation and some of student active asked question. When the researcher explain the method that would be applied, some of students looked so interested. The teacher asked them to sit in group and asked them to apply this method in their group. The students look enthusiasm in doing their task.

Third meeting, (18 July 2018)

In the third meeting, the researcher reviewed the last material in the second meeting. In this meeting, the researcher explain about material in learning process clearly. The researcher reminded the students about descriptive text and the generic structure of descriptive text. The students were more serious than the previous meeting in explaining the material. The teaching learning process was better then the last.

Fourth meeting (23 July 2018)

This meeting, the researcher explained more about descriptive text deeply. Because the researcher found the students get difficulties in reminding vocabularies and the use simple present tense. Finally in the fourth meeting, the teacher reviewed to teach about descriptive text in more detailed and gave more examples of descriptive text. During the lesson, all of the students paid more attention to the teacher's explanation and instruction.

Fifth meeting (25 July 2018)

This meeting was enjoyable. The students felt interested during the learning process because this meeting was last meeting. Generally, students had been able to writing descriptive text. It could seen from the writing test score's that students' score had been improved every writing test. The researcher gave post-test II in this meeting. In this last meeting, the learning process was very conductive, fine and active. Buzz Group Method had successfully worked in helping students' descriptive text. It was effective and applicable. Based on the

reflection of the cycle II, this research could be applied because students' achievement in writing descriptive text had been improved. After conducting these two cycles, student were interview in order to got their opinions, and responses about the implementation of Buzz Group Method to improve descriptive text.

APPENDIX VIII**STUDENTS' NAME AND INITIAL**

Num.	Students' Initial Name	Names of the Students'
1	AAA	Amira Akila Agsal
2	NHF	Nur Hikmatul Fadhilah
3	PSL	Pitri Salsabilah Lubis
4	ANPS	Anandini Naomi Putri Siregar
5	RAN	Rifda Azza Nadhifa
6	AZD	Aqilla Zahra Damanik
7	RAD	Riza Aulia Damanik
8	NHH	Nur Hafizah Husna
9	KA	Khofifa Aulia
10	TF	Tsamaroh Fatina
11	FTH	Fauziah Tri Hapsari
12	HSD	Hamidatus Shalihah Dalimunthe
13	FPI	Fadhilah Putri Iksyah
14	AH	Asmaul Husna
15	SU	Salwa Utamy
16	AH	Azizatul Habibah
17	AA	Arina Aghniya
18	NA	Nursalsabila Annas
19	AA	Amanda Azzahra

20	CF	Chairina Febriyanti
21	ADY	Asti Dwi Yoja
22	ADY	Astiya Dwi Yoja
23	DRST	Desi Rahma Safitri Tanjung
24	CA	Chairany Amsi
25	LFG	Lia Fitriani Ginting
26	NLNH	Namira'h Lita Namora Harahap
27	FA	Fina Augustina
28	S	Sallu
29	NPR	Nabila Putri Rahmani
30	NNH	Najwa Nadhira Harahap
31	UAN	Umi Ardini Nasution
32	QA	Qurrata Aini
33	AMB	Ainun Mardiah Bancin
34	TS	Tazkia Sakinah
35	NHD	Nur Hasanah Damanik
36	AAMH	A. Aisyah Mawaddah Harahap
37	NKN	Nislah Khoirunnisa Nasution
38	SSG	Sonia Sabira Gayoara

APPENDIX IX

DOCUMENTATION SHEET



Researcher explain the material



The students do pre test



Researcher divided students into some groups



Researcher asks the students difficulty in Post test I



Researcher asks the students difficulty in Post test II



Researcher interview the student



Thanks to VIII-5

BIOGRAPHY

Name : Rizka Rahma Fajri Sitorus

Reg. Num : 34.14.3.026

Gender : Female

Department : English Education

Place/Date of Birth : Rantauprapat / May 20th 1996

Address : Jl. Prof Dr. Hamka, No. 06

City/Province : Medan / North Sumatra

Email Address : rizkarahmafajri@gmail.com

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Skripsi Title : Improving the Students' Ability in Writing Descriptive Text Using Buzz Group Method at the Eight Grade of Madrasah Tsanawiyah Hifzil Qur'an Medan in 2017/2018 Academic Year

Advisors : 1. Dr. Derliana Marbun, M.Pd.
2. Ernita Daulay, S.Pd, M.Hum.

Motto : Man Jadda Wa Jada



Educational Background :

- SDN 116874 Bakaran Batu, graduated in 2008
- SMP Negeri 1 Rantau Selatan, graduated in 2011
- SMA Negeri 1 Rantau Selatan, graduated in 2014
- S1 UIN-SU Medan, graduated in 2018



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS ILMU TARBİYAH DAN KEGURUAN**

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Website : www.ftk.uinsu.ac.id e.mail : ftk@uinsu.ac.id

Nomor : B-7490/ITK/ITK.V.3/PP.00.9/06/2018
Lampiran : -
Hal : **Izin Riset**

Medan, 04 Juni 2018

Yth. Ka. MADRASAH TSANAWIYAH HIFZIL QUR'AN MEDAN

Assalamu 'alaikum Wr Wb

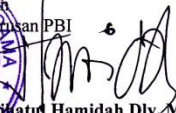
Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah Dan Keguruan UIN Sumatera Utara Medan, adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

NAMA : RIZKA RAHMA FAJRI SITORUS
T.T/Lahir : Rantauprapat, 20 Mei 1996
NIM : 34143026
Sem/Jurusan : VIII / Pendidikan Bahasa Inggris

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksana Riset di MADRASAH TSANAWIYAH HIFZIL QUR'AN MEDAN guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul :

"IMPROVING THE STUDENTS ABILITY IN WRITING DESCRIPTIVE TEXT USING BUZZ GROUP METHOD AT EIGHT GRADE OF MADRASAH TSANAWIYAH HIFZIL QUR'AN MEDAN IN 2017/2018 ACADEMIC YEAR"

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

Wassalam
Dekan
Fakultas Ilmu Tarbiyah dan Keguruan PBI

Dr. Spohmatul Hamidah Dly, M.Hum
022 200312 2 002

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



مدرسة الثانوية حفظ القرآن
YAYASAN ISLAMIC CENTRE SUMATERA UTARA
MADRASAH TSANAWIYAH HIFZIL QUR'AN MEDAN

NSM: 121212710066

NPSN: 60727938

Jl. Willem Iskandar / Selamat Ketaren Medan 20222 Telp. 061 - 6627322 - 6627332

SURAT KETERANGAN

Nomor : 855/ MTs/YIC-SU/VII/2018

Madrasah Tsanawiyah Hifzhil Qur'an Yayasan Islamic Centre Sumatera Utara, dengan ini menerangkan bahwa :

Nama : RIZKA RAHMA FAJRI SITORUS

T.T./Lahir : Rantauprapat, 20 Mei 1996

NIM : 34143026

Sem/Jurusan : VIII/ Pendidikan Bahasa Inggris

Benar nama tersebut di atas telah melaksanakan *Riset* mulai dari tanggal 04 Juni 2018 s/d 25 Juli 2018 pada Madrasah Tsanawiyah Hifzhil Qur'an Yayasan Islamic Centre Sumatera Utara untuk keperluan penyusunan Skripsi S1 yang bersangkutan dengan judul :

"IMPROVING THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT USING BUZZ GROUP METHOD AT THE EIGHT GRADE OF MADRASAH TSANAWIYAH HIFZIL QUR'AN MEDAN IN 2017/2018 ACADEMIC YEAR " .

Demikian surat keterangan ini kami perbuat dengan sebenarnya untuk dapat dipergunakan sebagai mana mestinya.

Medan, 27 Julil 2018

Kepala Madrasah,



DAHREY HARAHAP, S. Pd I. M. SI